"Elements of a Physical Development Plan for The Central Wisconsin Environmental Station (CWES)"

by

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THE PURPOSE OF THIS RESEARCH IS TO CREATE ELEMENTS OF A PHYSICAL DEVELOPMENT PLAN FOR THE CENTRAL WISCONSIN ENVIRONMENTAL STATION (CWES), WHICH IS AN INTEGRAL COMPONENT OF THE EDUCATIONAL PROGRAM OFFERED BY THE UWSP COLLEGE OF NATURAL RESOURCES. SINCE ITS INCEPTION IN 1975, CWES HAS BECOME A MODEL REGIONAL ENVIRONMENTAL EDUCATION CENTER AND HAS RECEIVED STATE AND NATIONAL RECOGNITION FOR ITS INNOVATIVE PROGRAMS, LEADERSHIP, AND SERVICE. THE CURRICULUM ORIGINALLY DEVELOPED AT THE STATION HAS BEEN BORROWED BY OTHER EDUCATORS NATIONWIDE, AND THROUGH SCHOOL PROGRAMS, SUMMER CAMPS, WORKSHOPS, AND OTHER ACTIVITIES, APPROXIMATELY 20,000 CLIENTS UTILIZE CWES RESOURCES AND FACILITIES ANNUALLY.

TO HELP MEET SOCIETAL NEEDS FOR ENVIRONMENTAL EDUCATION, CWES MUST CONTINUE TO PROVIDE INNOVATIVE AND COST EFFECTIVE PROGRAMMING. THIS INVOLVES THE RELATED NEED FOR A LAND BASE WITH ADEQUATE CARRYING CAPACITY, EFFICIENT FACILITIES AND EQUIPMENT, AND WELL-PLANNED INFRASTRUCTURE. THESE COMPONENTS MUST BE CAREFULLY ORGANIZED AND MANAGED.

A LITERATURE REVIEW INDICATED THAT PLANNING IS A CRUCIAL STEP IN MANAGING THE COMPLEXITIES WITHIN AN ORGANIZATION. PLANNING CAN HELP ORGANIZATIONS CLARIFY FUTURE DIRECTION, ESTABLISH PRIORITIES, DEVELOP METHODS OF DECISION MAKING, INCREASE EFFECTIVENESS IN MEETING GOALS AND OBJECTIVES, AND DEAL EFFECTIVELY WITH CHANGE (ESPY, 1986). MANY PLANNING OPTIONS ARE AVAILABLE TO A MANAGER. THESE INCLUDE FINANCIAL, STRATEGIC, SITE PLANS, LONG-TERM, AND BUSINESS PLANS. EACH TYPE OF PLAN SERVES A SPECIFIC FUNCTION WITHIN THE ORGANIZATION. ONE OF THE CRITICAL NEEDS OF ALL ENVIRONMENTAL CENTERS IS AN EFFECTIVE PLAN FOR FACILITY AND LAND DEVELOPMENT, AS THIS PROVIDES THE BASE FOR EFFECTIVE PROGRAMMING.

THE OVERALL GOAL OF THIS STUDY WAS TO HELP COLLECT BACKGROUND INFORMATION NECESSARY FOR THE PREPARATION OF A MASTER PLAN FOR DEVELOPMENT AT CWES. SUCH A PLAN WILL GUIDE CWES AS IT STRIVES TO ACHIEVE ITS FULL POTENTIAL AS AN ENVIRONMENTAL EDUCATION CENTER.
More specifically, the goals were to:

A) conduct a Literature Review to define environmental education (EE) and the role of residential EE centers, and to identify planning methodology for use in the creation of a physical development plan.

B) analyze existing land arrangements, facilities, equipment, and infrastructure, and assess the adequacy of these factors in light of current and projected use.

C) create elements of a plan for the physical development of CWES over the next twenty years, which could with possible revisions and expansion, be used by CWES decision-makers to develop a final master plan for development.

D) identify planning guidelines that may assist efforts at other EE centers.

Information regarding the Station's current and projected audiences, facility and land-related needs, and alternatives to address these needs was obtained through market research, staff and teacher surveys, user statistics, a focus group, and an examination of the Station's existing documents. Based on this information, development alternatives were identified which could best support the Station's goals. These alternatives were in turn synthesized into a recommended development plan including schematic maps, an implementation schedule, and suggestions on infrastructure, support services, and funding approaches. To assist planning efforts at other environmental centers, general guidelines for planning were summarized in the conclusion.

Environmental centers, faced with limited resources, increased competition, and aging facilities, are increasingly aware of the importance of good planning. This study presents elements of a physical development plan for the Central Wisconsin Environmental Station (CWES). Research techniques included staff and teacher surveys, site visits and surveys to similar organizations, review of CWES documents, interviews with the Director, and a focus group meeting of environmental professionals. The results involve the presentation of the history of the site and description of current conditions, prediction of future programs and audiences at CWES and effect on facilities, identification of facility needs and possible solutions, and suggestions for implementation of a final plan. CWES has been an integral component of the services offered by the UWSP College of Natural Resources since 1975, promoting environmental literacy in a variety of audiences. The study will assist decision-makers in evaluating the site and creating a final plan to guide future decisions. It also identifies planning issues that may be applicable to other centers. Since such centers play a significant role in furthering environmental education goals, effective planning contributes to an environmentally literate society.
ACKNOWLEDGMENTS

I must thank my parents above all, who taught me I can do anything I set my mind to. I would have never made it to this point in life if not for the courage to fight which they instilled in me.

I thank my new husband Chris for his help with this project, for his patience and kindness, and for the ability to make the sun shine with his smile. He's been by my side the whole way, and now we can begin the adventure which is the rest of our lives!

I thank my sister, Mindy, just for being who she is. She inspires me more than she knows with her unconditional love, her honest humor, and her refreshing outlook on life.

There are many others to whom I owe thanks for the production of this document. Dr. Joe Passineau, for exhaustive amounts of time and keen professional insights; Ella and Todd for their support, humor, and understanding, Dr. Dick Judy for his cheerful accessibility, computer use, advice, and support, Dr. Corky McReynolds and Dr. Rick Wilke, for their professional input and time, and others too numerous to name.

Special thanks go to Sue Stein and Tehri Parker, two women whom I admire greatly, who made my graduate experience a rewarding one, and who inspired me with balance, tolerance, spirituality, and humor. Also, I thank our cat Sammi for her companionship, and for lessons on relaxation and stress reduction.

And so, as another rite of passage in the journey of my life is complete, I am not the same. You have all touched my life; thank you. You will long be remembered.

CMD
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Stevens Point, WI
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CHAPTER ONE - INTRODUCTION

Introduction to the Problem

The goal of the Central Wisconsin Environmental Station (CWES) is to provide a foundation for environmental appreciation and understanding, and to develop the skills and attitudes needed to deal with present and future environmental problems.

Since its inception in 1975, CWES has been a model regional environmental education (EE) center and has received state and national recognition for its innovative programs, leadership, and service in the field of environmental education (EE). Many activities help to bring the CWES mission to a wide variety of audiences. The Station serves 24 different school districts, and its school curriculum has been borrowed by other educators nationwide. A unique college-based pre-service teaching program offers hands-on experience in program development and environmental education. In addition, residential summer camp programs, weekend workshops, and conference facilities are provided. Through the combination of these programs and services, approximately 20,000 clients utilize the resources and facilities at CWES each year.

Along with the Station's success comes responsibility. As the Station approaches its third decade of operation, the land base and facilities are showing the results of continuous use. There is a responsibility to protect the natural resources on the site and to offer safe, comfortable facilities for visitors. Given the limited land base, age of facilities, and limited financial resources, the need for a new, up-to-date physical development plan becomes crucial. This plan is needed to guide decisions regarding land and facility management, and provide consistency and vision for the future. The research from this thesis provides elements of such a plan. These elements should assist decision
makers as they work on a final master plan for the site. The research involves examining existing land and facilities, reviewing audiences and goals, analyzing internal and external data to identify strengths and weaknesses, and facilitating a focus group of professionals who worked together to create some innovative plans to address facility needs. This information, along with a compilation of existing plans and directives, will set the stage for a complete 20-year plan for land and facilities.

**Background**

This chapter provides insight into the unique character of the Central Wisconsin Environmental Station through a brief history of the facility and the land it occupies. Following this, the leadership, audiences, and programs are described. This information provides the background necessary to fully understand the problem statement, research objectives, limitations, and assumptions, and to appreciate the significance of the study.

**HISTORICAL BACKGROUND**

Prior to the opening of the Central Wisconsin Environmental Station, the area it occupies was utilized as a Boy Scout camp, since the 1930's, by the Samoset Council and its Scout districts. As "Camp Chickagami," the land surrounding Sunset Lake helped thousands of youth in the Wisconsin Rapids, Stevens Point, and Marshfield areas to develop outdoor skills, civic responsibility, and leadership skills, under the comprehensive youth programming efforts of the Boy Scouts of America. The Scouts acquired use of the land through several transactions, beginning with the lease and eventual purchase of 20 acres in 1928 from Mark Nelson, a local storekeeper and friend of local Boy Scout
leaders. Additional parcels were purchased and donated to a Trust throughout the years (see Chapter Four). This Trust, under the direction of its Trustees including area judges and a boy scout representative, was designed to retain the lands in perpetuity for use by Boy Scouts of the region and the youth of Portage and Wood Counties. Under current conditions of the Trust, the land cannot be transferred to other ownership. From the 1930's to the 1970's, thousands of scouts participated in summer programs at Camp Chickagami, while local troops also used it occasionally for weekend campouts in the winter. Through cooperative agreements, reflecting the intent of the Trust, the camp was also used by Girl Scouts and, to a smaller extent, by other youth groups.

By the 1970's, several factors altered the way in which Camp Chickagami was being used. Declining membership in Scouting in the 1960's resulted in fewer troops wishing to use the Camp. In addition, burdened with the need to place its declining resources into maintaining Camp Tesomas near Rhinelander, the Scout Council lacked the funds to maintain both camps. In light of these trends, the Scout Council and Trustees initiated efforts to identify alternative uses of the land that would be compatible with the condition established in the Trust, that of educational use by the youth of the region. Following a suggestion by Hiram Anderson and discussions with UWSP, a very fitting alternative was identified. Leaders at the University recognized that the Camp would complement UWSP interest in developing an Environmental Education program, which would serve area schools while involving the College of Natural Resources students in practical field experiences. In 1975, a lease was signed between the Trustees and the UWSP Foundation, which in turn leased it to UWSP for operation by the College of Natural Resources. As part of the original agreement, CWES is still available for use by Boy Scouts during winter weekends. A separate building, Anderson Lodge, was constructed in 1980 for their use and to permit the rest of the facilities to be used by the
Station for weekend workshops and programs. Since the initial 10-year lease was signed in 1975, several longer-term leases have been adopted giving the University use of the property through 2015 (Appendices D-6 through D-8). The lease provides approximately 120 acres including a 40 acre parcel south of Sunset Lake which includes all of the Camp's buildings and part of the lake itself, and 40 acres NW of the lake. In addition, an 80 acre block west of Severson Lake is leased from the UWSP Foundation. Recognizing the need for land for educational programming immediately adjacent to the building site, a 44 acre tract encompassing Minister Lake has been leased from the North New Hope Lutheran Church since 1983. The Station has access to other land parcels through easements, and is planning additional land acquisition as part of a long-term vision. In its totality, these lands amounting to over 250 acres have provided a solid base for educational programs at the Station. The beauty and ecological diversity of these lands, including deep water lakes, ponds, forests, and marshes complement well the Station's programming, which focuses on ecological principles, resource management, and the development of environmental ethics and citizen action. Still, as noted in the introduction, there is a need for an expanded land base to accommodate opportunities for future programming.

LEADERSHIP AND SUPPORT

The success of the Central Wisconsin Environmental Station can be partially explained by the commitment and support of the University of Wisconsin - Stevens Point, the UWSP Foundation, the College of Natural Resources, and the involvement of schools, organizations, and individuals within the community and the region. Each of these entities has played a role in shaping the Station. The Boy Scouts provided the legacy of service to youth, an outdoor ethic, and a camp facility that blends well with unique natural features
and landscape. The UWSP Foundation provided a critical link by assisting in the transfer of the land and facilities to the University for educational use, thereby continuing to shape the environmental understanding of the region's youth. The College then took the opportunity to use existing resources and facilities to develop a model environmental education program.

Over the years, these parties have helped to guide and direct the Central Wisconsin Environmental Station, and they continue to govern the Station in a cooperative fashion. These supporters play a key role in shaping the future of CWES. A steering committee composed of representatives from many of the previously mentioned stakeholders helps to provide direction for the Station. The steering committee serves as an advisory body on major policy decisions and acts as a support group for the Station. Its functions are:

a) To review Station programs and offer suggestions for future directions.

b) To review Station facilities and offer suggestions for future directions.

c) To review and approve the annual operating budget.

d) To assist with fund raising for capital improvements and acquisitions approved by the Steering Committee.

e) To offer advice and assistance with public relations efforts on behalf of the Station.

The Steering Committee includes members from the University, UWSP Foundation, and the surrounding community. A list of current appointments, as well as background information on the role of the Steering Committee and its working subcommittees, is included in Appendix B-3.

The steering committee meets regularly to discuss accomplishments and identify needs, and to set policy and directives. Each year for the annual business meeting, the Station Director prepares a comprehensive report detailing accomplishments during the past year, covering administration, program, land, and facilities. The report also contains detailed use records, outlines goals for the upcoming year, and presents the Station's
budget. These reports provide a comprehensive record of the Station's goals, accomplishments, and finances over the past decade. (Passineau, Annual Reports, 1988-1995). Initially, the Station's facility development was guided by a plan created by its first director, Rick Wilke, and program assistant, Ron Zimmerman (1977). This plan inventoried existing facilities, lands, and natural resources, and outlined development needs relative to program opportunities. Over the past 20 years, this initial plan and other project plans have guided the development of facilities at the Station. Projects are typically identified and developed mutually with input by the Station's director and the land and facility subcommittee. While this approach has generally lead to a productive period of needed developments, it has not addressed the need for long term planning. In 1991, a concise Prospectus for Development was created (Passineau, Appendix E-1), and other documents related to development and land acquisition have also been prepared as CWES has sought funding from the UW-System and private sources. To help guide the Station, the Steering Committee and Station Director recognize the need for a more comprehensive long-term facility development plan.

To better understand the need for this plan and the resulting changes in lands and facilities acquisition and utilization, it is important to review the Station's goals and audiences.

GOALS AND AUDIENCES

As written in the Station's statement of purpose, "the goal of the Central Wisconsin Environmental Station is to provide a foundation for appreciation and understanding of our environment, and to develop the skills and attitudes needed to deal with present and future environmental problems" (Appendix B-1).
The Environmental Station is an integral part of the course of study and services offered by the UWSP College of Natural Resources. Graduate and undergraduate students have the opportunity to develop leadership skills, develop curriculum, and teach school children through hands-on experiences in environmental education. The Environmental Station programs are designed to meet the needs of both UWSP students, regional elementary students, and a variety of other audiences. The Environmental Station complements the programs and services of Schmeekle Reserve and Treehaven, and of other area environmental centers.

The audiences served by the Central Wisconsin Environmental Station are described in detail in Appendix B-1. They include:

- Undergraduate and graduate students from UWSP and other Universities
- K-12 students and young adults
- Practicing educators and youth programming leaders through in-services
- Boy Scouts of Samoset Council
- Environmental educators and interpretation professionals, through conferences and training workshops.
- Adults who participate in programs, and UWSP faculty and staff
- Civic, service, educational, religious, social, and family groups

A full description of CWES goals are listed in Appendix B-1. In summary form, the goals are to:

1. Provide environmental education experiences for undergraduates and graduates in environmental and elementary, middle, and secondary education fields.

2. Develop, implement, evaluate, and revise environmental education programs for grades K-12 students and teachers. The programs will emphasize environmental sensitivity, ecological concepts, and processes of valuing and problem solving, and will be consistent with the Wisconsin Department of Public Instruction Guide to Curriculum Development in Environmental Education.
3. Disseminate lesson plans to environmental educators and assist with the ongoing
development of an environmental education curriculum library on campus.

4. Provide assistance to schools and school systems in the infusion of environmental
education into their curricula.

5. Provide ongoing training to teachers whose classes visit the Station.


7. Coordinate professional development training, workshops, and conferences for the
state's environmental and nature center professionals.

8. Conduct summer programs for non school audiences

9. Provide workshops and programs for the citizens of central Wisconsin which
emphasize the Station's mission of developing citizens who have the capacity of
taking informed, responsible environmental action.

10. Provide a meeting site for community groups and organizations.

SPECIAL STRENGTHS

Many opportunities exist for the Central Wisconsin Environmental Station to serve
the region. It is uniquely positioned in the central part of Wisconsin, making it easily
accessible from all areas. Such advantageous positioning is a key factor in ongoing
success both at CWES and other local organizations. For instance, it is partially this
excellent positioning which makes the Holiday Inn in Stevens Point the most used
convention center in Wisconsin.
Another outstanding feature at CWES is its residential facility status. A study of environmental centers in the neighboring state of Minnesota stated that there is a growing demand for residential-based environmental education programs (MN DNR; 1992). Advantages of a residential facility include more extensive, effective programming and the ability to meet the needs of increased market segments. Also, the setting allows for closer relationships, opportunities for students to develop a sense of self-reliance and independence, and to develop into more responsible citizens (Hammerman and Hammerman, 1973). The residential status of CWES most certainly plays a crucial role in its ongoing success. Given this, it may be useful to review essential elements of residential EE centers and to consider these during the planning process. This will be done later in the thesis. The significance of the Station's residential status should be considered throughout the planning process.

OPPORTUNITIES FOR GROWTH

New State and Federal mandates have led to new roles and opportunities for environmental education centers (Gregg; 1993). Public demand for environmental education programs continues to grow as well. Polls have found that over 80% of Americans are concerned about environmental problems (Kashmanian; 1991). In Wisconsin alone, there are over 100 environmental centers and camps that provide environmental programs (Klippel; 1992).

As the population in Stevens Point and neighboring communities continues to grow, the demand for programs at CWES may grow as well. Economic Indicators published by the Central Wisconsin Economic Research Bureau for the 4th quarter of
1993 showed a decrease in the unemployment rate for this area, and indicated that the economy in Central Wisconsin is strong.

While CWES has been successful in offering programs to 400,000 individuals over its first twenty years, there are concerns related to future program opportunities. The current usage can be expected to continue, provided that the Station continues to offer adequate programs and support services (i.e. residence lodge, meals, comfortable restrooms, healthy ecosystems, etc.). In addition, there appears to be an opportunity to serve larger and perhaps more varied audiences, provided that land and support services become available. Continued and projected use make the impact on resources such as land, vegetation, and buildings a major concern. Some of the current facilities no longer meet the needs of the users. There is a dilemma in that there are difficulties and challenges amidst successes, and a resultant need for review, analysis, and planning for the future of the land base and facilities.

Discussion of the Study

PROBLEM STATEMENT AND PURPOSE OF THE STUDY

As explained in the preceding section, the success of past programming and a growing demand for use of the Station facilities and programs by many of the audiences listed above illustrate the potential for enhanced and increased use, provided that the carrying capacity of the Environmental Station could be expanded. This can be accomplished through optimal use of currently available resources and through additional land acquisition and facility expansion. Given the need for environmental education in the future, it is essential that the use of existing and new facilities and land be articulated in a
plan for development. Such a physical development plan would document any need for land and facilities and guide the facility-related decisions for CWES in the future.

The purpose of this study is to assist in the preparation of such a plan by conducting original research and compiling existing data. The study includes: market analysis and recommendations on the future direction of audiences and programs; analysis of existing lands and facilities and recommendations on needs for the future; and presentation of the visions of key decision makers. The help of a focus group was enlisted to brainstorm options for meeting the identified needs of the site. The recommended plan for physical development includes schematic drawings and maps, an implementation schedule, and funding suggestions. This information should contribute to the successful creation of a final physical development plan for CWES.

THE GOALS AND OBJECTIVES OF THE STUDY

The overall goal of this study is to help prepare components of a physical development plan which will guide the Environmental Station as it strives to achieve its full potential as an environmental education center. A more detailed explanation of the goals are to:

A) conduct a Literature Review to define EE and the role of residential EE centers, and to identify planning methodology for use in the creation of a physical development plan.

B) analyze existing land arrangements, facilities, equipment, and infrastructure, and assess the adequacy of these factors in light of current and projected use

C) create elements of a plan for the physical development of CWES over the next twenty years, which could, with possible revisions and expansion, be used by CWES decision makers to develop a final master plan for development.
D) create guidelines for planning to assist efforts at other EE centers.

THE OBJECTIVES OF THE STUDY

The objectives which support these goals are:

1. To study existing literature relative to:
   a) physical development planning processes and their application to environmental education centers
   b) legal issues of land acquisition and trusts, and
   c) case studies in planning and facility development pertinent to CWES

2. To review the history and key management decisions regarding development at CWES

3. To collect background information necessary for the preparation of a master plan for development. This involves the related need to:
   3.1) assess the need and demand for current and future programs (based partially on a market analysis)
   3.2) inventory the existing land and facilities
   3.3) to analyze lands and facilities to identify physical barriers and needs
4. To develop, consider, and select alternatives which will prioritize and integrate physical development into a spatial and temporal plan, including:

a) infrastructure, support services, and schedule of implementation.

b) recommendations for implementation (i.e. fund-raising, volunteerism, and the use of corporate and state conservation money).

5. To prepare an outline of a physical development plan which will guide the Station's land acquisition and construction over a twenty year period. This outline would:

a) incorporate recommended planning options, prioritized in Objective Four

b) assist CWES decision-makers in creating a final plan.

6. To prepare guidelines for planning to be used by other environmental education centers.

**DEFINITION OF ABBREVIATIONS**

**CWES** is the abbreviation for the Central Wisconsin Environmental Station.

**EE** is the abbreviation for environmental education.

**UWSP** is the abbreviation for the University of Wisconsin - Stevens Point.
ASSUMPTIONS OF THE STUDY

1. There will be continued interest on behalf of the trustees in continuing long-term property leasing to CWES, provided that the Station continues to effectively meet its goals and help address a need within society.

2. The UWSP Foundation, UWSP, and the College of Natural Resources have a long-term commitment to see CWES continue and thrive.

3. A physical development plan is of strategic importance to the continuation and expansion of CWES.

4. The existing mission found in CWES documents continues to accurately reflect the goals, objectives, and philosophies of the Station.

5. Decisions regarding CWES and future development will be framed within existing University and UWSP Foundation decision-making procedures.

6. The current planning process must be based around the existing core facilities at CWES, and moving from this base of operation will not be considered.

LIMITATIONS OF THE STUDY

1. This study will present information which can be extracted for a concise marketing tool, but the creation of the marketing tool is beyond the scope of this project.
2. This study will not address management, fundraising, or marketing strategies in detail, but will include suggestions for further research and projects.

3. This thesis is not a final master plan for CWES development, but a compilation of background information and recommendations needed for planning. Therefore, political considerations, financial limitations, and other factors may prevent the adoption of this document as presented. The information will nonetheless be useful to decision-makers as they develop a final master plan.

4. Recommendations regarding development planning at other EE centers are based primarily on factors at CWES, and on literature research. No effort was taken to assess the degree of applicability to other sites.

THE IMPORTANCE OF THIS PROJECT

Currently, programming at the Environmental Station is near capacity. To maintain programming at this level places substantial demands on the land base, facilities, and infrastructure used to support the Station's programs. Therefore, a great need exists for planning to assure that there is harmony between program demands and the ability of the facilities and land base to accommodate this demand. This thesis research assists in that planning process by presenting a compilation of useful data and key elements which will be necessary for developing a final master physical plan.
CHAPTER TWO - LITERATURE REVIEW

Introduction

The goal of this research was to assist in the preparation of a physical development plan by conducting original research and compiling existing data, both of which will serve useful in the final planning processes of key decision-makers. Each section of the literature review addresses a need within the planning process.

For example, the first few sections explain the importance of environmental education and the evolution of the concept. Since CWES in an environmental education facility, it is important to make a strong case for its existence, and to demonstrate the shifts in society that have created a demand for such institutions. The next section discusses the diversity of EE approaches. This section supports the approach taken by CWES, while presenting other approaches that can be considered alternate ways to support an EE mission. A plan involves making choices, and these sections ensure that decision-makers are aware of the choices that exist.

Next, a brief section discusses CWES, and directs the reader back to the problem of creating plans for a specific facility. A section on business reveals the fact that many similar organizations are beginning to understand the importance of becoming more "businesslike" in their operations, and lends support to the need for a plan at CWES. Planning is then discussed in some detail, to provide an overview of the types of plans and specific models which were useful in guiding the thesis research. Ideas from these models helped to organize and present the research data, and may also be useful to decision-makers when it comes time to create a final plan.
A section on market research was extremely important in revealing locations and methods for finding important information about CWES. Many of the recommendations found in this section were applied to data collection for the study. A case study demonstrates how one similar organization used such market research to improve their facility. As a component of market research, a section is included on competition. This section describes the similarities and differences of "competition" for a non-profit in contrast to a profit-seeking business. It explains how it is crucial to examine the programs and services of the organizations serving a similar mission, to have a realistic idea of where to invest resources and energy. Parts of this apply to the thesis research, where a survey was used to examine local competition.

Specific information regarding physical site plans is included in the next two sections. These sections describe what components are generally found in such a plan. All of these components have been included in the thesis version of the physical plan for CWES.

The information in the literature review is presented under the following ten section headings:

- Importance of Environmental Education
- Evolution of Environmental Education
- Diversity of Environmental Education Approaches
- The Central Wisconsin Environmental Station - A Regional Model
- The Business of Environmental Education Centers
- Planning As A Business Tool
- Marketing Research
- Competition
- Components of a Physical Site Plan
- Conclusion
Importance of Environmental Education

Education helps individuals lead better lives, both personally and within society. One of the desired outcomes of the educational system is to promote responsible citizenship. By preparing youth to become productive members of society, individuals are trained to become both competent workers and supporters of society's goals and aspirations. This also means preparing citizens to accept responsibility and use harmonious ways of promoting positive change. Another desired outcome of education is, or should be, to help individuals meet their own potential, to strive toward enlightenment and inner peace. Environmental education is a critical element to any educational system, as it addresses both these outcomes through creating a citizenry willing to risk change in search of a higher quality of life both for the individual and society.

Environmental education is an interdisciplinary field which "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" (Stapp; 1971). As a holistic form of education, environmental education can help students understand the complexities of the earth, make meaning of their world, and develop the confidence and skills to protect it. It can balance and compliment technology, because "science without ethical and spiritual considerations [is] not a science, but a form of madness" (Hoff, 1992).

Public opinion polls demonstrate that U.S. citizens are increasingly concerned about air and water protection, support an expanded federal role in environmental protection, and are willing to pay more to protect the environment (Harris, Tarrance, and Lake; 1989). However, continued environmental degradation worldwide shows that citizens and governments still lack the knowledge, desire, and/or ethics to protect the
earth. In a recent report to the U.S. Congress, the National Advisory Council on Environmental Education explained how environmental education helps to preserve the environment:

"One of the key ways in which environmental quality can be enhanced is through educational programs targeted at all educational and societal levels, at all potential audiences...for school children, for the general public, for decision-makers in the public and private sectors, and for those who provide the scientific and technical know-how to solve specific problems" (NACEE; 1993).

The most widely accepted goal of 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" (Hungerford, Peyton, Wilke; 1980).

Through the years, environmental education has reached new depths of professionalism, as experts attempt to discover the most effective ways to achieve these goals. The legitimacy of the field is attested to by legislation which supports environmental education. In 1990, President Bush signed into law the new National Environmental Education Act. In Section 2, the act established the following policy:

It is the policy of the United States to establish and support a program of education on the environment, for students and personnel working with students, through activities in schools, institutions of higher education, and related educational activities, and to encourage post-secondary students to pursue careers related to the environment (The Act, 1990b, p. S 17161).

Many states also have their own mandates for environmental education within the context of the formal classroom. In Wisconsin, for example, adequate preparation in
conservation or natural resources and environmental education is required for a license to teach early childhood, elementary education, agriculture, and for secondary education licenses in sciences and social studies (WI Administrative Code PI3.05(4)). Wisconsin Public Statute 121.02(I)(K) requires every school district to infuse environmental education into their K-12 classes, through the development of a written curriculum plan. In the neighboring state of Minnesota, a State Board curriculum rule adopted in February 1990 requires that environmental education be integrated into all courses and programs for grades K-12. Almost all states either implicitly or explicitly include environmental education in their school curricula (Wilke; 1993).

**Evolution of Environmental Education**

Environmental education evolved in the 1960's as an offshoot of nature study, conservation education, and outdoor education. A more detailed summary of this history can be seen in a 1993 thesis by Jay Gregg, and is used to present the information in this section.

The goal of nature study was to promote interest, understanding, and respect for nature (Stapp; 1974). Conservation education originated in the late nineteenth and early twentieth centuries and teaches interdependence between humans and their environment, showing how humans can protect and manage natural resources. Conservation education is a utilitarian approach whereby the environment is protected for human use. Outdoor education seeks to teach about the outdoors and also to use the outdoors as a setting for teaching other appropriate subjects.
As nature study, conservation education, and outdoor education became more prevalent, many schools identified a need for readily accessible outdoor study areas. In Wisconsin, this need was addressed by developing school forests. Some of these school forests have developed into environmental education centers. Growing awareness of complex environmental problems and issues in the 1960's led to a new breed of individuals or environmentalists, with a new way of thinking; a holistic view which recognized humans as part of their environment, not dominators over it. This attitude led to what is now known as environmental education.

**Diversity of Environmental Education Approaches**

Environmental mandates can be met in three ways; formal, informal, or non formal (NACEE; 1993). Informal environmental education includes television and movies, articles and books, and other media-based techniques. Informal education is responsible for a large portion of what people know about nature and the environment. For Wisconsin high school students, it is the major source of information about environmental topics (WCEE;1994). As indicated above, formal environmental education also plays an important role in achieving the overall goal of developing an environmentally literate citizenry. Formal environmental education involves a classroom setting and standardized curriculum and evaluation. Much has been written regarding the merits and achievements of formal environmental education, and a study has shown that in Wisconsin 5th graders, school was stated as the most important source of environmental information (WCEE;1994). By infusing environmental education throughout the school curriculum, teachers are stressing the importance of environmental literacy on their students. Nearly
every person in our society is shaped by the formal education system, and it is therefore a crucial medium for environmental education. But for all its merits, there are shortcomings as well. John Burroughs criticized formal education, writing:

"I am not always in sympathy with nature-study as pursued in schools...Such study...is likely to rub the bloom off Nature. It lacks soul and emotion; it misses the accessories of the open air and its exhilaration, the sky, the clouds, the landscape, and the currents of life that pulse everywhere."

Non-formal environmental education occurs in such places as nature centers, museums, and zoos. Often, through outdoor activities and studies, these places can help preserve the "bloom" of Nature, while addressing society's need for programs to enlighten and inspire change.

There are a wide variety of nonformal environmental education facilities. Figure 2.1 on the following page shows the categories of non formal environmental education developed through the Minnesota Department of Natural Resources (MN DNR; 1992). While day use areas are valuable resources which can offer a wide variety of programs and facilities, residential centers play an important role as well.

A resident-based environmental education center typically provides clients with 2-5 day environmental programs that include overnight accommodations. The curriculum must include Natural, Social, and Valuing Context concepts (Parker; 1989). Although clients may choose a day-use center, such as a school forest, due to its close proximity, these places might lack the environmental diversity of a facility which is further away. A residential facility might contain this diversity, and allows visitors to come from greater distances since overnight accommodations are available. The Minnesota Department of Natural Resources (MN DNR; 1992) uses the following criteria to define a full service residential environmental learning center:
1. Has North Central Accreditation
2. 80% of school year program is devoted to K-post secondary
3. 80% of summer program is devoted to environmental education
4. 80% of the budget is devoted to environmental education.
5. Accommodations must include structures for eating, sleeping, and learning.
6. Qualified staff will include administration, instructors, food service, and maintenance.
7. A full-service environmental education instructional program must be offered.

This Criteria Developed by the Minnesota Environmental Education Administrators Group

**Criteria for a Full Service Environmental Education Center**

1. A formal Environmental Education mission statement with a strategic/long range plan.
2. Established public or non-profit status.
3. Qualified paid professional Environmental Education staff (at least one full time equivalent).
4. An ongoing Environmental Education (minimum 9 months/year) program consistent with the current Minnesota Environmental Education plan.
5. A significant level of land and building resources (real property).

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**Museums, Zoos and Special Facilities**

1. General public, families and K-12 students provide majority of visitors.
2. Facilities display living and nonliving science exhibits and programs.
3. Environmental education is incorporated into scientific research and educational recreations.

**Resource Based** (e.g., parks)

1. Significant resource base in context of the administrative jurisdiction.
2. Enabling legislative mandate or city/town policy.
3. Quantifiable resource management efforts.
4. Clientele and accessibility.

**Community Based** (e.g., nature centers)

1. Clientele of all ages and multi-cultural.
2. Serve as an Environmental Education resource.
3. Local community emphasis.
4. Frequent repeat visitation.
5. Strong ties with local schools.
6. Immediate accessibility - population proximity.

**Day Use**

**Residential**

**Camps**

1. ACA accredited.
2. Facility licensed by the State Health Department.
3. Formal Environmental Education committee as a function of Board of Directors.
4. Qualified staff will include administration, instructors, food service and maintenance.
5. Accommodations must include structures for eating, sleeping and learning.
6. 1:25 ratio instructor to student.
7. Formalized training for seasonal and part-time teaching staff.

**Environmental Learning Centers**

1. NCA accredited.
2. 80% of school year program devoted to K-post secondary.
3. 80% of summer program devoted to environmental education.
4. 80% of budget is devoted to environmental education.
5. Accommodations must include structures for eating, sleeping and learning.
6. Qualified staff will include administration, instructors, food service and maintenance.
7. Full service environmental education instructional program.

Fig. 2.1 (MN DNR; 1992)
A residential environmental education facility can enhance school's formal curriculum. Teachers participate in residential programs with their classes because the experience provides opportunities for personal and social growth; challenging them to learn more about the environment and themselves. Also, they enjoy the experience of being outside (Simmons; 1987-88). Residential facilities allow for closer relationships, and opportunities for students to develop a sense of self-reliance and independence, and therefore to develop into more responsible citizens (Hammerman and Hammerman; 1973). Because residential facilities offer students the option to stay longer, students become more fully immersed in the environment. Many naturalists, including Thoreau, Muir, and Leopold, felt that a love for the outdoors occurs through continue contact with it. And, as Leopold writes, "It is inconceivable...that an ethical relation to land can exist without love, respect, and admiration for land, and a high regard for its [philosophical] value" (Leopold, 1949). The Central Wisconsin Environmental Station is an example of a residential center that also incorporates elements of formal education by working closely with local schools.

The Central Wisconsin Environmental Center - A Regional Model

There are a great many environmental education centers both statewide and nationally. In Wisconsin alone there are over 100 such facilities (Klippel; 1992). One center with a regional focus but a statewide influence and national reputation is the Central Wisconsin Environmental Station, operated by the College of Natural Resources of the University of Wisconsin, Stevens Point.
Since its inception in 1975, CWES has been a model regional environmental education center and has received state and national recognition for its innovative programs, leadership, and service in the field of environmental education. Many activities help to bring the CWES mission to a wide variety of audiences. The Station serves 24 different school districts, and its school curriculum has been borrowed by other educators nationwide. A unique college-based pre-service teaching program offers hands-on experience in program development and environmental education. In addition, residential summer camp programs, weekend workshops, and conference facilities are provided. CWES is also the headquarters of the Wisconsin Association of Environmental Education and the Wisconsin Association of Nature and Environmental Center Professionals. Through the combination of the programs and activities just described, approximately 20,000 clients utilize the resources and facilities at CWES each year. The extent and variety of use at the site clearly makes CWES a model regional EE center.

Along with the Station's success comes responsibility. As the Station approaches its third decade of operation, the land base and facilities are showing the results of continuous use. There is a responsibility to protect the natural resources on the site and to offer safe, comfortable facilities for visitors. Given the limited land base, age of facilities, and limited financial resources, the need for a complete, revised physical development plan becomes crucial. This plan will help guide decisions regarding land and facility management, and provide consistency and vision for the future.

Planning is a crucial step in managing the complexities within an organization. Many planning options are available to a manager. Each type of plan serves a specific function within the organization. One of the critical needs of all environmental centers is
an effective plan for facility and land development, as this provides the base for effective programming. The challenges and need for effective planning at CWES are experienced by many environmental centers, as can be seen in the following section.

The "Business" of Environmental Education Centers

The need for environmental education centers is well documented, yet the practical aspect of keeping these facilities in business is often overlooked. Environmental education centers, like all non-profit organizations, need to be efficient and innovative to survive. Mahoney (1990) in a study of EE centers, reported at a National Interpreters Workshop that interpreters and outdoor educators confront many of the same challenges that businesses confront, including changes in the economy and technology, increasing competition, more fragmented and demanding markets, changes in demographics, rising costs, and fewer resources. As one director put it, "non-profit organizations are not excused from good business practices. Kimball (1993) also found similarities between the business of environmental education and other businesses, saying that all donors appreciate and respond to good business practices within non-profits.

A non-profit organization is one that is formed to provide services and/or goods, with profit being a minor objective. Its primary mission is to provide non-business services for charitable, educational, or other humanitarian reasons (Hay; 1990, p.3). A more "businesslike" approach helps these organizations to cope with problems and threats, and to efficiently greet opportunities. Failure to provide, and continually improve, quality programs, facilities, and service will make it difficult for organizations and agencies to retain existing customers and attract new ones, maintain the support of their different publics, and attract resources (Mahoney; 1990).
By employing some of the techniques used in for-profit businesses, non-profits can provide quality, ensuring continued funds with which to carry out their mission and serve their constituents. Becoming more "businesslike" means, in part, greater attention to all aspects of planning, researching existing and potential customers/publics, evaluating program offerings or "service lines" both for quality and demand, and marketing interpretation and environmental education" (Mahoney; 1990).

**PLANNING AS A BUSINESS TOOL**

Planning is a crucial step in managing the complexities within an organization. Planning can help organizations clarify future direction, establish priorities, develop methods of decision making, improve the effectiveness of meeting organizational missions, and cope successfully with change (Espy; 1986). In an assessment of management practices at interpretive and environmental centers, Kimball (1993) found that most staff care passionately about their work, and so may need help prioritizing, since not every opportunity deserves immediate attention. "A clearly defined mission statement and sense of priorities is an absolute requirement if an organization is to experience healthy/sustainable growth" (Kimball; 1993).

Many planning options are available to all managers, including those managers responsible for the operation and development of environmental education facilities. Planning options include financial, strategic, marketing, personnel, site plans, long-range, short-range, and business plans. Each type of plan serves a specific function within the organization, and can be useful for the management of environmental education centers. Many plans include a classic problem solving technique: 1) define need 2) identify alternatives 3) define criteria for selecting among alternatives 4) select best alternative
5) implement solution  6) evaluate (Wolf; 1990). Several planning options will now be briefly explained, to remind environmental center managers of the potential use of such plans.

Strategic planning, a powerful tool that has swept through the corporate world as well as the non-profit sector, helps define organizational goals and directions. It focuses on identifying and resolving issues, and can be summarized in an eight-step process (Bryson; 1988):

1. Initiating and agreeing on a strategic planning process
2. Identifying organizational mandates
3. Clarifying organizational mission and values
4. Assessing the external environment: opportunities and threats
5. Assessing the internal environment: strengths and weaknesses
6. Identifying the strategic issues facing an organization
7. Formulating strategies to manage the issues
8. Establishing an effective organizational vision for the future

Short-range planning, also referred to as operational or functional planning, lists specific ways that objectives will be carried out in the short term (Kuratko and Hodgettes; 1988). The primary tool for short-range planning is the budget (Epperson; 1986). With a constant need to manage tight budgets, short-term planning is familiar to many environmental center managers. Long-range planning focuses more on specifying goals and objectives throughout time (Bryson; 1988). The usual focus is five years ahead or more (Epperson; 1986). A physical or site plan is one type of long-range plan. The longer the projection into the future, the more general the long-range plan will be (Epperson; 1986).

Some techniques from commercial recreation planning can be applied to non-profit residential environmental center planning. For instance, commercial recreation planning can be categorized into static and dynamic planning:
"Static planning takes the enterprise through its various phases to completion. Once the planning stops, the facility is constructed and goes into operation. In dynamic planning, the process never stops. Once a facility is designed and construction begins, the planning goes on to determine what the consumer wants. As needs are identified or new information becomes available, plans evolve to allow for constant checks and improvement in the design of the facility" (Ellis and Norton; 1988).

When asked what the most common problem clients have that leads to poor management or growth, one camp planning and development consultant said, "resisting change and not keeping up on the changing demands and needs of the customers" (Harrison; 1994). It is easy to see why a dynamic planning model has advantages over a static one.

Figure 2.2 shows a dynamic planning model (Ellis and Norton; 1988). The first phase in the model is planning and development. This begins by noting important characteristics of existing infrastructure and superstructure. In their model, infrastructure includes all facilities on or under the ground, including the land, environment, roads, sewer lines, and utility lines. Superstructure refers to the above ground facilities and equipment needed for operation, such as buildings and snow plows. Market research then helps identify what facilities are needed. These needs are then compared to what exists and a series of alternative actions are proposed, which could range from adapting existing structures to building new ones or changing program offerings. Each alternative is evaluated and prioritized based on economic feasibility, zoning laws, market forces, program needs, and physical conditions. Once the best options are chosen and prioritized, detailed planning and construction begins.
Fig 2.2 Dynamic Planning Model (Ellis and Norton; 1988, p.116)

Evaluation and feedback is an important component of this model. One way to evaluate the plan is through financial monitoring. For non-profit organizations, profitability is not as relevant as is the ability to remain within the budget during construction and maintenance. Another area to evaluate is use of the facilities. Does the design work well? Are staff and clients comfortable and well-served by the facilities? Are the goals of the environmental center better met as a result of the changes? If the answer is "no" to any of these questions, then reassessment of the plan should occur. This ensures the continual progression toward an effective environment, and guarantees that the facility will continue to serve the needs of an ever-changing client base.
No matter what type of planning is being employed, support and commitment of key decision makers is vital. Also, if implementation will involve multiple parties and collaboration with other organizations, involvement of key decision makers from outside the organization will help the programs succeed (McGowan and Stevens; 1983).

Having a clear direction can help convince potential donors of the importance of their part in the organization's efforts. Building a stable base of donors is an essential part of nonprofit management, and one that requires long-term commitment (Espy; 1986). Therefore, a long-range plan is essential in the success of a non-profit business.

John Veverka (1992) is a planning consultant who uses the following guidelines for interpretive planning:

- Define mission, goals, and objectives of the organization
- Analyze the audience, demographics, use patterns, etc.
- Conduct a resource inventory to arrive at an interpretive theme and sub-themes
- Recommend specific site development objectives (such as added parking, trails, etc.)
- Recommend specific interpretive objectives to be accomplished at the site
- Recommend specific educational/interpretive media at each site (exhibits, etc.)
- Provide justification for these recommendations
- Detail specific strategies for development, staffing needs, priorities, costs
- Provide evaluation strategies

Many of the planning guidelines described above will be used to develop methodology for the creation of physical master plan elements at the Central Wisconsin Environmental Station (see Chapter Three). The following sections cover other topics such as marketing research, analysis of competition, and site planning, which are important to any facility planning process.
One important component of planning and decision making is marketing research. Many important facility and program decisions are made based on assumptions about existing and potential customers. Organizations must realize that these assumptions may be incorrect, since customer expectations are constantly changing (Mahoney; 1990). Marketing research links an organization to its customers through information (Aacker and Day; 1990). Marketing is a consumer-based activity which identifies actual and potential customers; assesses their needs, attitudes, and preferences; and relates organizational plans to the realities of the market. It is aimed at filling the needs of consumers by offering them programs or services they will find attractive, beneficial, or useful. Marketing research helps lead to a well-run business, which is more effective in providing services and programs to the target populations (Espy; 1986).

To understand if a plan is feasible, it is important to understand the characteristics of customers and potential users. This involves the collection of data. Information that has already been compiled is known as secondary data. New information collected for a specific research objective is primary data (Kuratko; 1992). Research should include the demographics (age, income, sex, employment, etc.) and trends of the local population for a given market. Psychographics (the activities, interests, and opinions of the market) should also be considered (Hay; 1990). One way to obtain primary data is through questionnaires. Kuratko (1992) provides some advice for designing questionnaires:

* each question should pertain to a specific objective
* place simple questions first
* avoid leading or biased questions
* eliminate possibility of questions being misunderstood
* give concise directions, route respondents impertinent questions
* use scaled questions, not yes or no
Any group or individual who is affected by or who can affect the future of the organization can be called a stakeholder. These include customers, employees, suppliers, owners, governments, financial institutions, and critics. If an organization does not know who its stakeholders are, what criteria they use to judge the organization, and how the organization is performing against those criteria, the organization will not know how to satisfy its key stakeholders (Bryson; 1988).

Table 2.1 explains the possible ways of obtaining primary data (Aacker and Day; 1990 p. 66). The methods chosen will be determined by specific research objectives.

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>Methods for Collecting Primary Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Qualitative research</strong>: Unstructured interviews with small samples, usually intended to generate ideas and hypotheses</td>
<td></td>
</tr>
<tr>
<td>A. Expert opinion: Discussion with people who have specialized insights into nature of markets</td>
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<tr>
<td>B. Depth interviews: The emphasis is on depth / richness of information from a few respondents</td>
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<tr>
<td>C. Focus-group interviews: Groups of six to ten people engage in a lengthy discussion of subjects related to the research question</td>
<td></td>
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<tr>
<td>2. <strong>Survey research</strong>: Structured collection of data directly from representative samples of respondents:</td>
<td></td>
</tr>
<tr>
<td>A. Mail interviews</td>
<td></td>
</tr>
<tr>
<td>B. Telephone interviews</td>
<td></td>
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<tr>
<td>C. Personal interview: Either in the respondent's home or work place or at a central location such as a shopping mall</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Experimental research</strong>: The intent is to determine the effect of a change in one variable on another variable. This requires the researcher to introduce the change into the environment and then measure the resulting effect.</td>
<td></td>
</tr>
<tr>
<td>A. Laboratory experiments: Variables are manipulated in an artificial setting</td>
<td></td>
</tr>
<tr>
<td>B. Field experiments: Variables are manipulated in a natural setting.</td>
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</tbody>
</table>

Secondary sources include government publications, periodicals and journals, publicly available reports from foundations, publishers, trade associations, unions, and companies, and researchers in similar fields or other authorities. Direct observation can also prove to be helpful (Aacker and Day; 1990). Pertinent data can also be divided into
two types, internal and external (Espy; 1986). Internal data includes visitor records, sales reports, customer feedback, annual reports, budget information, and marketing activity. Staff interviews are also helpful. Most employees know what is working well, and what needs improvement (Kimball; 1993). Individual conversations and anonymous written format are both important ways to get information. External data includes competition data, population demographics, political and economic trends, etc.

One way to study the internal and external environment is through the SWOT analysis, which can help an organization evaluate its position and plan for change. Nonprofit organizations must adapt to changes in the environment to maintain continuity (Hay; 1990). SWOT is an acronym for "Strengths, Weaknesses, Opportunities, and Threats" (Bryson; 1988). Opportunities and threats can be identified through environmental scanning, which examines the economic, legal, political, technological, social, demographic, and competitive environment. "Environmental scanning is a means whereby your organization can systematically examine and compile data on a number of factors that will be significant to you now and in the future" (Espy; 1986). Pflaum and Delmont (1987) identified 6 categories of external factors affecting public and nonprofit organizations:

1. revenue-related issues and trends
2. social and political value shifts
3. computation, communication, and information system trends
4. increases in liability and risk-management costs
5. health care
6. other issues

In choosing market research methodology, several factors should be considered, including accuracy, amount of data that can be collected, flexibility, avoidance of sample bias, cost, speed, and administrative complications (Aacker and Day; 1990).
The following case study focuses on a center facing some of the same maintenance and facility problems as CWES. This case study was presented at a National Interpreters Workshop to demonstrate how marketing research can be applied to environmental centers and similar organizations.

Case Study (Gober, Hinkle, Mullins; 1992)

Look About Lodge is located in the South Chagrin Reservation of Cleveland Metroparks near Cleveland, Ohio. Throughout the years, both programming and maintenance have declined. One result has been the physical deterioration of the building. By studying three factors; consumers, internal factors, and external factors, data were gathered to help identify weaknesses and strengths. Consumer analysis was designed to determine the needs and desires of park users. Table 2.2 shows methods used to conduct the analysis.

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Type of Information</th>
<th>Uses of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census</td>
<td>-population</td>
<td>-market ID</td>
</tr>
<tr>
<td></td>
<td>-Demographics (income, age)</td>
<td>-Program/Service strategy</td>
</tr>
<tr>
<td></td>
<td>-population projections</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open forum</td>
<td>-comments/info. reg. CNSN lodge, programs, education</td>
<td>-market definition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Demand verification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Program/service design</td>
</tr>
<tr>
<td>Focus groups</td>
<td>-Type of use</td>
<td>-Program/service design</td>
</tr>
<tr>
<td>(park employees, CNSC members, educators)</td>
<td>-Frequency of use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Current programs/services offered</td>
<td>-Promotional strategy</td>
</tr>
<tr>
<td></td>
<td>-CNSC members perceptions</td>
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</tbody>
</table>

(Table 2.2 adapted from Yankey, et al., 1985)
Internal analysis included examining the strengths and weaknesses of the facility, public perceptions, staff, and current customers. External analysis examined the marketplace. Opportunities and threats based on economic, demographic, educational, and social factors were examined. The external analysis addressed the following questions:

- What effect will forecasted trends have on the organization?
- What substitutes might replace this service?
- What attitude is the public taking toward similar organization and services?
- What changes are occurring in consumer lifestyles/values that may effect the organization's markets?
- What changes in the economy may effect the organization?

The answers to these questions, along with the consumer analysis described above, led to informed decisions resulting in the restructuring and success of Look About Lodge. A similar approach should prove equally productive to other environmental centers. Many of the questions asked above, along with techniques such as a focus group and demographic research, have been included in the data collection for CWES. This case study helps to confirm the legitimacy of these techniques.

**COMPETITION**

Market research also includes investigating the competition. An organization that has an advantage over its competitors will be more likely to attract resources and stakeholders to its cause than will an organization that does not have a competitive advantage (Hay; 1990). The key to a good feasibility study is a thorough review of comparable and competitive facilities and programs (Ellis and Norton; 1988). In addition to an examination of similar facilities, one should examine facilities that are different but
satisfy a similar need for the customer. For example, if physical exercise & social interaction are desired, tennis might compete with racquetball, squash, badminton, or some other activity (Ellis and Norton; 1988).

The idea of "competing" might seem contradictory to the mission of a non-profit organization. But the idea might not involve drawing customers away from another worthy cause, but rather, understanding what needs have not been met, or what programs are already being offered nearby. This knowledge allows organizations to make wise decisions on resource allocations to best reach their goals, and might include collaborative efforts for the common good.

As described in Chapter Three, marketing research and analysis of competition have been incorporated into the methodology for creating a master physical plan for CWES.

Components of a Physical Site Plan

It is important to remember that interpretation and environmental education are service businesses. The facilities, exhibits, and land are tools used to create the service experience (Mahoney; 1990). Therefore, as a physical plan is developed, the experience of the visitors should always be first in mind. As Kimball (1993) suggests, "Never forget about the people you are trying to serve; in the end, they will define who you are, and what you do." Use of the previously described market research techniques can help to ensure that this occurs.

According to Epperson (1986), in developing a site plan for development and management, two rules predominate: 1) the facility should be of sufficient size to accommodate the numbers of people expected for programs or services, and 2) the facility
must be maintained in an attractive and acceptable manner. A roundtable of nature center directors (Froke and Sharp; 1990) offers the following advice for facility development:

1. Maintain a concern for how the project fits your community as well as your center.

2. Develop a functioning, dynamic project team of 6-8 people to work with your architect to design an appropriate facility from the initial concept through construction.

3. Design for appropriate environmental technology...the end product must work!

4. Establish a procedure to manage the process of selecting and managing the architect.

5. Define criteria for selecting an appropriate architect.

6. Establish a clear, written procedure for making change orders, and have an on-going design process.

7. Periodically evaluate the facility following construction to determine whether it continues to fit your program needs and philosophy.

In one case study, Douglas W. Kimball (1993) of Laughing Brook Education and Wildlife Sanctuary in Massachusetts, relays some advice he learned as a new director of a financially troubled environmental education center:

Never be satisfied with the way things are...there is always a better way to do things, arrange things, or present things. When you think you've done everything that can be done, ask someone else for their opinion. Self-promotion is just as important as program development and donor cultivation; at times it may be more important.

John Hanna (1980) states that an area's master plan may include a statement of significant resources, which lists natural features, recreational opportunities, cultural history, examples of ecological concepts, areas which serve well to represent controversial topics, etc. Hanna suggests the use of a table (Table 2.3) to identify populations of
visitors. Populations served can be categorized based on common activities, such as sightseeing, physical exercise, or boating.

<table>
<thead>
<tr>
<th>Population Aggregates</th>
<th>Season of Use</th>
<th>Length of Stay</th>
<th>Location</th>
<th>Activities</th>
<th>Pertinent Factors For Programs</th>
</tr>
</thead>
</table>

**Table 2.3 Park Visitor Inventory and Analysis (Hanna; 1980)**

This example is applicable to CWES, where an analysis of users could result in categories of school groups, weekend users, scouts, summer campers, and teacher trainees. Based on such an analysis, pertinent factors for each audience could be considered during the planning process.

In many examples of site and physical development plans, a base map of the area is prepared, and overlay maps developed. The overlay maps indicate locations of natural and cultural resources, as well as areas of visitor flow and concentration. Such maps have been created for CWES as part of this thesis research.

Additionally, most plans include a review of all new program segments and an inventory of necessary equipment and facilities needed to implement the program segments. Such a list of program-based and user-related needs was generated for CWES as part of the focus group process. These needs can be seen in Chapter Four.

There are a wide variety of formats used in site plans or physical development plans. Upon examination of several such plans, certain key elements have been identified as common in most cases: (Harrison, et.al., 1990; National Audubon Society, 1971; Zimmerman, 1977; Milwaukee County Park System, 1978; Upham Woods, 1985;
Wisconsin Lions Camp, 1989. These elements are listed below and are included in this thesis.

**Common Elements of Physical Development and Site Plans**

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<tr>
<th>Preface</th>
<th>Description of Study Process</th>
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<tr>
<td>Introduction and History</td>
<td>Development Stages/Priorities</td>
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<tr>
<td>Description of Audiences/Programs</td>
<td>Suggestions for Implementation</td>
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<tr>
<td>Site Analysis/Appraisal</td>
<td>Appendices</td>
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</table>

The introduction and history of a site provides an important overview of the attitudes, philosophies, and circumstances under which the site evolved. This leads into the description of audiences and programs, which describes the present but may also indicate areas of growth for the future. The site analysis describes the site in detail, and generally examines the land and facilities based on how well they support the program and user needs. At some point, the plan moves from "what is" to "what should be." To make this transition, the study process is usually described. The plan does not go into great depth regarding the research methods, but generally summarizes these and quickly moves into the results of the study. Often, other factors relevant to planning are included, such as state codes, recommendations from similar organizations, and survey results. At this point, the collected data is used to present alternatives for the site. These alternatives are accompanied by support data and recommendations which assist in the selection of the final plan. Schematic maps, timelines, and suggestions for implementation are generally included. Various appendices are included for a more extensive review of site information and research data. If an outside agent compiles the data, the plan is not considered final until modified and approved by key decision-makers involved with the organization. In the case of CWES, the plan included with the thesis is such an example. The data and
recommendations within this document will be used by CNR faculty, the CWES director and Steering Committee, the UWSP Foundation and UWSP representatives, and others to create or approve of a final plan for physical development.

Many of the elements mentioned above will be incorporated into the physical development plan for CWES. Issues such as volunteerism, funding, public image, and legal terms of land acquisition are described in Chapter Four and provide insight into specific areas of the plan.

Conclusion

In this literature review, the need for environmental education centers has been clearly documented. Non-formal, residential environmental centers offer several advantages in meeting the goals of environmental education. The Central Wisconsin Environmental Station, as an example of a model residential environmental education facility, has also been described, and the need for a long-range plan to guide CWES's future development was explained.

As discussed in this chapter, EE Centers must become more "business-like," in order to survive and to continue to meet their goals. This involves learning from the survival strategies used by profit-making businesses. One of the most prominent business strategies is research-based planning, including the use of market analysis, strategic planning, and site planning. Managers of EE centers can use many types of plans to help achieve center goals.

The Central Wisconsin Environmental Station, like many other centers, recognizes the need for business-like management and the use of plans to assure a competitive position as it prepares for the next century. The need for a physical development plan is of
strategic importance. As old facilities wear out, a clear direction is needed to efficiently repair or replace them. The plan not only provides direction for decision-makers, but also serves to make potential donors aware of this direction. Thus, the plan could also contribute to the continued success of CWES by helping in fundraising efforts.

As described in the next chapter on research procedures, many of the methods in the literature review will be used to help compile elements of a physical development plan for CWES. For instance, Ellis and Norton's dynamic planning model will be used, as will the SWOT technique, many of the suggestions for gathering primary and secondary data, and components of a physical plan. Aspects of volunteerism, fundraising, and legal issues will be considered when designing the plan as well.

The data resulting from this research will assist decision-makers in the preparation of a final physical development plan which will guide decisions and direction at CWES well into the future.
CHAPTER THREE - METHODOLOGY

Introduction

A need was identified in Chapter One for a physical development plan governing the land base and facility decisions of the Central Wisconsin Environmental Station. As previously mentioned, this study will attempt to:

A) conduct a literature review to define EE and the role of residential EE centers, and to identify planning methodology for use in the creation of a physical development plan.

B) analyze existing land arrangements, facilities, equipment, and infrastructure, and assess the adequacy of these factors in light of current and projected use

C) create elements of a plan for the physical development of CWES over the next twenty years, which could, with possible revisions and expansion, be used by CWES decision-makers to develop a final master plan for development.

D) create planning guidelines to assist efforts at other EE centers.
Objectives of the Study

The specific objectives used to accomplish the goals explained above are:

1. To study existing literature relative to:
   a) physical development planning processes and their application to EE centers
   b) legal issues of land acquisition and trusts, and
   c) case studies in planning and facility development pertinent to CWES

2. To review the history and key management decisions regarding development at the Central Wisconsin Environmental Station

3. To collect background information necessary for the preparation of a master plan for development, including the need to:
   3.1) assess the need and demand for current and future programs (based partially on a market analysis),
   3.2) inventory the existing land and facilities
   3.3) analyze the land and facilities to identify physical barriers and needs

4. To develop, consider, and select alternatives which will prioritize and integrate physical development into a spatial and temporal plan, including:
   a) infrastructure, support services, and schedule of implementation.
   b) recommendations for implementation (i.e. fund-raising, volunteerism, and the use of corporate and state conservation money).
5. To prepare an outline of a physical development plan which will guide the Station's land acquisition and construction over a twenty year period. This outline would:

   a) incorporate recommended planning options, prioritized in Objective Four
   b) assist CWES decision-makers in creating a final plan.

6. To prepare guidelines for planning to be used by other environmental education centers.

This chapter is divided into sections which correspond to the objectives of the study.

**Literature Review**

**OBJECTIVE 1:** To study existing literature relative to:

a) physical development planning processes and their application to EE centers

b) legal issues of land acquisition and trusts, and

c) case studies in planning and facility development pertinent to CWES

**INTRODUCTION TO THE PROCEDURES**

Results of this literature review will help in the development of a stepwise planning process leading to the creation of a physical development plan for CWES. The literature review will help to define environmental education and the role of residential EE centers,
describe CWES's past efforts as a regional EE center, and identify methodology for planning and market analysis.

**PROCEDURES USED TO COLLECT THE DATA**

A) A literature search was conducted using a variety of sources, including:

- UWSP on-line catalog
- Educational Resources Information Center (ERIC) database, 1966-1989
- Dissertation Abstracts
- Tables of Contents from National Interpreters Workshop Proceedings; 1987-1993
- Business Data Base System
- Bibliographies from articles and class resources
- A variety of planning and business books

Key words used to identify relevant literature included:

- Environmental Education
- Site Plans
- Land Use Planning
- Nonprofit Business Management
- Nonprofit Planning
- Marketing Research
- Recreational Management
- Real Estate Law
- Strategic Planning
B) Information was analyzed for value of content regarding the objectives of the study, and pertinent pieces were organized in the following order:

1. Need for EE centers, especially residential centers
2. Evolution of EE
3. Diversity of EE Approaches
4. CWES as a Model Regional EE Center
5. Need for EE centers to have a business focus
6. Description of how business practices pertain to non-profits
7. Focus on the Planning aspect of businesses
   - Description of types of planning
   - Focus on physical or site planning
   - Marketing Research Applied to Planning
8. Components of a Physical Plan
9. Conclusion

C) As the need arose for clarification of issues throughout the study, new material was included in the literature review. Often, professors and other professionals would suggest certain literature and case studies. The results of the literature review can be found in Chapter II of this report, and guides both the process and the format of the final Physical Plan for CWES.
Historical Background

OBJECTIVE 2: To review the history and key management decisions regarding development at CWES.

INTRODUCTION TO THE PROCEDURES

This objective is important because it will 1) identify the rationale behind previous decisions which may be applicable to future planning 2) identify people and organizations who have a connection with the land and the Station and thereby may be potential funding contributors.

To accomplish this objective, a review of CWES files, steering committee minutes, and educational materials was conducted. Specifically, information was sought related to:

a) mission statement and related goals
b) past occupants and uses of the land
c) major construction projects and related donors, and
d) key decision makers, services, stakeholders, current staff and responsibilities.

PROCEDURES USED TO COLLECT THE DATA

To review the history of land use and development at CWES, selected reports, as well as personal interviews, were of importance. A thesis by Marcie Oltman (1990) described the history of the area from the mid-1800's through the 1940's. A previous Master Plan, written by Ron Zimmerman in 1977, was useful in describing the land, natural resources, and facilities at the took control of the land from the Boy Scout Council. Gaps in the history were filled in through interviews with individuals familiar
with the Station's past and recent developments. Specifically, the following people were interviewed:

- Rick Wilke, director from 1975 to 1986
- Ron Zimmerman, acting director from 1987 - 1988
- Joe Passineau, director from 1988 to present
- Ella Weetz, office coordinator from 1976 to present

Information from previously written sources were summarized and confirmed with the people listed above.

An open-ended discussion format was used to collect information from the listed people. Questions were asked regarding major construction and infrastructure changes during their involvement and the funding sources for these projects.

The historical research was intended to provide information related to land ownership and transfers, land management decisions (regarding pine plantation, roads, etc.), leases, easements, construction and building improvements, and major funding sources. The report of findings traces the history of scout involvement, the creation of the land trust, UWSP's involvement, special building projects such as Walker Lodge, and related fundraising. The results of this historical research can be found in Chapter Four.

Collection of Background Information

**OBJECTIVE 3:** To collect background information necessary for the preparation of a master plan for development, including the need to:

3.1) assess the need and demand for current and future programs (based partially on a market analysis),
3.2) inventory the existing land and facilities
3.3) analyze the land and facilities to identify physical barriers and needs
INTRODUCTION TO THE PROCEDURES

This objective stems in part from the literature review, where steps for planning were outlined. For example, while the following guidelines outlined by consultant John Veverka (1992) focus on planning for interpretive programs and facilities, they also outline a more general process applicable to a master plan for facility development at CWES:

1. Define mission, goals, and objectives of the organization
2. Analyze the audience, demographics, use patterns, etc.
3. Conduct a resource inventory to arrive at an interpretive theme and sub themes
4. Recommend specific site development objectives
5. Recommend specific interpretive objectives
6. Recommend specific educational objectives at each site
7. Provide justification for these objectives
8. Detail specific strategies for development, priorities, costs
9. Provide evaluation strategies

These planning steps support the logic of the sub-objectives outlined above. For instance, one must first understand the mission of the organization and analyze use patterns and demographics, in order to assess the need and demand for current and future programs. Likewise, to determine the effectiveness of land and facilities in supporting programs and audiences, one must conduct a resource inventory. To identify land and facility needs for the future, specific site development, educational, and interpretive objectives must also be defined and justified. Finally, the generation of options for meeting those objectives must be followed by the presentation of detailed development and funding strategies.

The information needed to examine current and future programming demands (Objective 3.1) can be divided into two main categories; internal and external (Espy; 1986). Internal data includes staff interviews, visitor records, sales reports, customer
feedback, annual reports, budget information, and marketing activity. External data includes analysis of the competition, demographics, political and economic trends, etc. The sources of internal and external data used for this report are listed below:

**Internal Data**
- staff and practicum students
- existing CWES documents
- previously conducted surveys, evaluation forms, and thesis reports
- inspection of the site itself
- professionals in the field
- steering committee

**External Data**
- similar regional environmental centers that can be considered "competition"
- existing demographics from books and organizations
- previously conducted surveys found in thesis reports and articles, including surveys of local teachers

One important method used in strategic planning to analyze data is the SWOT technique, which, as described in the literature review, is an acronym for "Strengths, Weaknesses, Opportunities, and Threats" (Bryson; 1988). Through SWOT analysis, important planning issues, challenges, and opportunities can be identified. Identification of these factors can help an organization become more responsive; one that stands out in the consumer's mind. As Kotler (1990) writes, "A responsive organization is one that makes every effort to sense, serve, and satisfy the needs and wants of its clients and publics within the constraints of its budget."

Some basic questions that can help guide the SWOT analysis are listed on the following page. The answers to these questions became apparent throughout the research, and will be presented in the Chapter Four to help guide the physical planning process.
- What audiences does CWES currently serve? What programs are available?
- What evidence exists that these programs are currently meeting a need and that the demand will continue to exist or grow?
- Are new program and audience opportunities available?
- Does CWES want to expand or change its client base?
- Should programs change in the future, and if so, how?
- How will these program changes affect facilities and land use?
- What facilities and land are currently underutilized and why?
- What facilities and land are currently over-utilized and why?
- What are the limits to growth and change?
- Even if CWES does not grow, what needs to be done to maintain "model" status?
- What suggestions can be made regarding implementation of plans in this study?

The answers to these questions will help to reveal the strengths, weaknesses, opportunities, and threats of CWES as applied to the facility and its ability to support programming.

More specifically, the questions related to programming and audiences can help in assessing the need and demand for current and future programming (Objective 3.1). Answers to these questions can be found in CWES user statistics, written goals, teacher evaluations, previous thesis research, interviews with staff, demographic research, and competitive analysis.

Likewise, the questions related to facilities and lands can help to examine the current and projected use of existing land and facilities and to determine their effectiveness in supporting programs and audiences (Objective 3.3). Answers to these questions can be found through examination of the site itself, and by reviewing past planning documents, practicum surveys, and the results of market research (Objective 3.1).

The question about how to maintain "model" status pertains to identifying needs for the future (Objective 3.3). A compilation of the data collected to this point will be analyzed to answer this question. Visits to other sites also generated important ideas for remaining a model EE center.
Finally, the last question addresses the need to generate options and methods to meet needs (Objective 4). With the help of a focus group, such ideas can be generated and recorded.

A more detailed account of the procedures used to answer these questions can be seen in the following pages. Objective Three is the primary research objective. The results from this section will be help to accomplish Objectives Four and Five, which are the identification and selection of options for a plan, along with recommendations on implementation.

The questions listed above are applicable to more than one type of planning. For example, they would probably appear in a strategic planning process as well. The data collected in this report may thus be valuable for decision makers, should the time come to re-evaluate the Station's direction through strategic planning. The research in this thesis therefore serves two functions: a) to present elements of a physical development plan, and b) to provide assistance to decision-makers as they embark on a strategic planning process for CWES in the future.
Analysis of Programs and Audiences

**OBJECTIVE 3.1**: To assess the need and demand for current and future programs (based partially on a market analysis)

**PROCEDURES USED TO COLLECT THE DATA**

As mentioned earlier, facilities, exhibits, and land are tools used by an environmental education center to create a service experience (Mahoney; 1990). Therefore, before these site features can be planned, the service experience must be defined. Mahoney also states that many important facility and program decisions are made based on *assumptions* about existing and potential customers. Organizations must realize that these assumptions may be incorrect, since customer expectations are constantly changing. Objective 3.1 becomes very important, then, as it requires an analysis of current users and programs to determine if market and program assumptions are correct at CWES. The objective also assists in data-supported projections regarding programs and audiences for the future.

The programs currently offered by the Station and the audiences it serves are in part dictated by the Station's mission statement and related audiences. For this reason, it was important to review these documents while also assessing the audiences who actually come to the Station and the programs they participate in. The mission statement is included in Appendix B-1 and summarized in Chapter Four.
Internal Data

Information related to current and future programming, as outlined as part of the SWOT analysis questions, was obtained by examining current programs and relating these to current user demographics and psychographics, user patterns, mission, and stakeholder's visions for the future. In this regard, the key questions to consider are:

- What audiences does CWES currently serve? What programs are available?
- What evidence exists that these programs are currently meeting a need and that the demand will continue to exist or grow?
- Should programs change in the future, and if so, how?

The following sources were reviewed to assess the level of demand for programs, to identify shortfalls, and to become aware of opportunities:

A) Existing CWES Documents

Existing CWES documents regarding mission, needs analysis, and program attendance were examined. The mission as defined and upheld by steering committee was examined and considered as the backbone of the planning process. Also, earlier plans, a prospectus for development, and lists of development needs was examined.

B) Teacher Evaluation Forms

Evaluation Forms are requested from teachers after a school visit. The evaluations for the past three years were examined for insight into teacher's perspectives regarding programming and facilities.
C) Existing Thesis Research

Two previous thesis projects provided useful user information. A thesis by UWSP graduate student Jay Gregg (1993) surveyed teachers who currently visit CWES with their classes. Questions included in his thesis which are relevant to this project include:

- What did you expect the first time that you came to CWES?
- What were your impressions just after your first trip to CWES?
- Do you and your class come to CWES for day, or overnight trips?
- What additional features could increase your satisfaction or enthusiasm with the CWES program?

A previously conducted survey (Knepfel; 1990) sought information from regional residents in the following pertinent areas:

- Accommodations and facilities that families want when attending family camp
- Distance people are willing to travel for family camp
- Reasons why people would or would not attend family camp at CWES
- Activities families would want most to do together at CWES
- Seasons families would most prefer to camp at CWES

Gregg's thesis and Knepfel's thesis, including the results of their surveys, both have a direct bearing on the present research as they indicate needs and/or customer preferences relating to a primary user group (school teachers), and a secondary user group (families). Some of the results of their work appear within this thesis.

D) Interview With Program Director and Program Subcommittee Information

An informal interview was conducted with the Program Director at CWES, and the information from the Program subcommittee was reviewed. The purpose of this was to learn of key decision-makers' perspectives regarding programming at CWES, since
changes in programming may necessitate changes in facilities. The results of this interview and information review can be seen in Chapter Four.

E) Related Planning Efforts

As described below, CWES and the College of Natural Resources may participate in strategic planning exercises in the future. As appropriate, information from these efforts will be incorporated into this research project.

1. CWES Strategic Planning Process

It is anticipated that during the next year a strategic planning process will be conducted for CWES, involving key decision makers such as the CWES Steering Committee, selected College of Natural Resources faculty, CWES staff, the UWSP Foundation, and community representatives. This process will review and possibly update the mission statement based on analysis of internal and external factors and use of the SWOT technique (an analysis of Strengths, Weaknesses, Opportunities, and Threats). Assumptions and issues would be identified to help form strategic objectives for the Station. If this information becomes available during the course of this project, it will be incorporated into the plan. Because the timing of the strategic planning process is uncertain at this point, and because it is assumed that a strategic plan would identify the need for this physical development plan, this report maintains its relevancy regardless of the initiation of a strategic planning process.

2. College of Natural Resources Review of Field Stations

During the next year it is also anticipated that the College of Natural Resources will conduct a review of the CNR field stations and seek to clarify the roles which each field station should play in the future. CWES will be included in this review,
and new information related to the Station's mission, audiences, and programming may result. This information will be incorporated into the plan as appropriate.

**External Data**

Scanning the external environment provides indications of trends which will effect the success or failure of programs at the Station. Information related to local and national demographics and trends, regional competition, and survey results from other EE centers and camps in Wisconsin were used to answer the following questions:

- What evidence exists that these programs are currently meeting a need and that the demand will continue to exist or grow?
- Are new program and audience opportunities available?
- Does CWES want to expand or change its client base?
- Should programs change in the future, and if so, how?

A) **Demographics**

A profile of potential CWES users was prepared by gathering key demographics for residents of Portage County and the six nearby counties. These counties are: Adams, Marathon, Shawano, Waupaca, Waushara, and Wood. The demographics were averaged to summarize information covering the seven county area. State and National demographics were also examined. The demographics include age trends, education levels, income, and race/ethnicity. Current and predicted age demographics were gathered for Central Wisconsin and the nation, and trends in EE demand nationwide were examined. This information is summarized and discussed in Chapter Four.

This data was used to identify opportunities for expansion, and to evaluate current programs to determine how well they match the regional audiences. Such a study can
help in the development of new programs to enhance participation among groups already participating and also to develop new markets where participation is not large (Murdock et al; 1991).

The demographics were found in reference books in the UWSP library, the Census Bureau, United Way of America Research Services, various magazines, and through the Wisconsin Department of Development, which publishes an economic profile for each county in the State.

The data was analyzed to determine if and/or how the client base accessible to CWES may be changing. This was an important aspect of program evaluation.

B) Competition

As indicated below, being able to successfully compete for resources and a share of market segments is important to an organization. With this in mind, there were three motives for examining the competition:

1) Learning about the programs and services provided by other facilities would help CWES evaluate its current program in light of market demand and opportunities. This analysis would also help CWES determine if programs should change in the future.

2) Since facilities exist to support programming, a recognized need to change programming might suggest a need to change facilities.

3) The analysis of the competition sometimes included site visits to other centers and camps; this helped generate ideas for new facility designs at CWES.
An organization that has an advantage over its competitors will be more likely to attract resources and stakeholders to its cause than will an organization that does not have a competitive advantage (Hay; 1990). The idea of "competing" might seem contradictory to the mission of a non-profit organization. Rather than drawing customers away from other worthy organizations, an important reason to examine competing non-profit organizations is to help identify which programs are already well covered and where opportunities or voids in programming occur. This knowledge allows organizations to make wise decisions on resource allocations, and might include collaborative efforts for the common good.

Prior to analyzing the competition, it was necessary to identify major program areas at CWES. By doing so, those organizations who would "compete" in the same program areas could be identified. The three main program areas at CWES are: 1) school groups, 2) summer camps, and 3) weekend workshops and conferences.

The most efficient way to compare organizations was through the use of a mailed survey. This survey was sent to 46 EE centers, youth camps, and environmental conference centers in Wisconsin. A brief description of the survey can be found on page 66, and the survey tool itself can be seen in Appendix C-1. The survey included questions on the organizations' programs and audiences, staffing, planning efforts, and facilities. These program areas or market segments are described and analyzed in more detail throughout the next several pages.
Survey of Competitive Organizations

As noted above, a questionnaire was sent to assess organizations offering programs and facilities for school group, summer camp, and weekend/conference use. Each of these areas will now be explained and analyzed in more detail.

1) School Program Users

School groups comprise the majority of the visitors to CWES during the 9-month school year, and are an important audience identified in the mission of the organization. In actuality, two user groups are served through CWES's school group programs. The first group includes school children and teachers of participating schools, who receive a quality, hands-on environmental education program which supplements the classroom curriculum in a unique outdoor setting. The second group includes University students who participate in the UWSP Environmental Education Practicum course develop valuable teaching skills and experience in working at a residential EE center. Most participating schools are located within a one-hour travel distance, although a small number travel up to two hours.

Distance as well as grade level sequencing determines in part whether schools choose an overnight option. Schools that travel further tend to stay overnight, and schools that bring younger students for day programs often chose a new overnight experience for older grades. For sake of the analysis of "competition," competing organizations for this market segment were considered those facilities that offer EE school group programs in the CWES market area of a sixty mile radius. Figure 3.1 roughly outlines this radius and includes and marks the boundaries applicable to this market segment. This area encompasses most schools that currently visit CWES.
Organizations were identified within this market area which offer an outdoor education or environmental education component, some of which offer school programs. The list of centers was compiled using the 1992 Directory to Wisconsin Environmental Education and Nature Centers (Klippel; 1992), and the Directory of Natural Science Centers (NSYF; 1990). The list was then reviewed by several environmental education professionals from the UWSP College of Natural Resources, who checked the list for any centers which were overlooked.

As mentioned in the literature review, some organizations may compete for CWES audiences although they have an entirely different mission. Many other organizations help fill a need for environmental education, including home schools, youth organizations, churches, zoos, museums, and more. There has been no effort to systematically analyze these organizations for influences and implications for environmental education centers such as CWES. In part, there are opportunities for cooperative programming, where
CWES can provide the facilities and resources. Additionally, if an organization offers EE programs but it is not part of the primary mission, the program is not likely to have the depth and variety which stems from an organization that offers school programs as part of its core mission.

The list (List A) can be seen in Appendix C-6. To determine which audiences are currently served by these organizations, each center on the list was sent a survey and cover letter (Appendix C-1). The survey also sought specific information regarding mission, programming, facilities, management, visitor statistics, funding and budgeting, and the existence of formal operations or planning tools. If the center did not return the survey by the specified date, attempts were made to obtain the information over the phone. If no information was obtained after two phone attempts, a follow-up letter and another copy of the survey was sent (Appendix C-2). If there was still no response, data was sought through previously published sources when possible. A request for brochures and other information was made as well, and this information was then included in the analysis of competition.

The information from the surveys was tabulated and summarized to compare similar organizations, discover areas of program overlap or new opportunity, and identify centers which might be examined more thoroughly for planning purposes, including possible on-site visits (see Objective 4). These results are discussed in Chapter Four.

2) Summer Camp Programs

Another major segment of the CWES client base are those individuals participating in the Station's residential summer camps, which all have environmental or outdoor skills themes. CWES currently offers several different summer camp programs, including Nature Adventure Camp, Timber Top Camp for children with learning disabilities,
Wilderness Canoe Excursions, and Natural Resource Career Workshops for high school students. Projected attendance for these programs can be seen in appendix B-10. Since travel time is negligible compared to the amount of time spent at the facility, summer camp visitors traditionally come from a wider radius than do school groups. The majority of these campers come from Wisconsin, so the questionnaire described previously was distributed to camps within the state (Appendix C-6). To assure that the results were applicable to the Station, the following selection criteria was utilized:

1. Must offer environmental education programs for youth
2. Must be a residential facility
3. Must be co-ed, like CWES
4. Non-partisan, like CWES
5. Open to a wide variety of clients (not just special needs)

Based on the information from the previously mentioned directories, as well as the American Camping Association's 1992/93 Guide to Accredited Camps, camps within the market area which met the criteria were identified. The list was reviewed by Environmental Education and Camp Management professionals from the UWSP College of Natural Resources, who recommended additional sites to be surveyed as well as special sites that might be useful to visit. All organizations listed were sent the survey described previously, and the information was processed in the same way. In some cases, organizations overlapped in one or more categories. They were sent only one survey, although they appear on more than one list. The results are also discussed in Chapter Four.
3) Weekend Program and Conference Center Use

In addition to its use for school programs and summer camps, the Station is used as a conference center by diverse organizations and by participants of weekend programs offered by CWES or co-sponsored with other organizations (i.e. workshops for the DNR). In the 1992-93 fiscal year, the center was utilized on 63% of all weekends, and many different organizations came to the station for meetings, workshops, conferences, etc. Appendix B-9 includes a list of recent participating organizations.

As described previously, the station is also used by Boy Scouts during the winter months, as part of a lease agreement. Additionally, other youth organizations such as 4-H, YMCA, and FFA use the site for weekend leadership, recreational, and educational outings. Many civic, environmental, religious, and sportsman groups find CWES centrally located for planning sessions, retreats, and workshops.

The station offers approximately fifteen special weekend workshops including Environmental Education courses for teachers, and a series of adult Natural History and Nature Art programs. Family camps are also offered three times a year.

Organizations statewide might consider CWES to be an ideal meeting place, due to the overnight accommodations, natural setting, and central location. Other studies, (Kneipfel; 1992), indicate that adults, families, and organization members are willing to travel great distances for special meetings, conferences, and weekend educational programs. Therefore, the entire state was considered as the study area for this market segment (Appendix C-6).

Other centers statewide offer similar programs and facilities and thereby compete for similar audiences. To determine the types of programs available at these centers, and to obtain information on their facility planning and design, a list of competing centers was compiled based in part on recommendations from the same EE and Camp Planning
Professionals referred to above, the previously mentioned directories, and the UW Bulletin "The Environment," which lists hundreds of special courses and workshops offered at other facilities in the state. While some of the same centers resurfaced, others were new listings for this aspect of the competitive analysis. Each facility on the list was sent the survey previously used for the other two market segments. The data was processed in the way previously mentioned.

**Description of the Survey**

The survey questionnaire was constructed and administered using a modification of the procedures recommended in Dillman's *Mail and Telephone Surveys: The Total Design Method* (1978). This included a logical identification of information desired, formulation of survey objectives, and the development of questionnaire items. The survey questionnaire can be seen in Appendix C-1. There are questions pertaining to the organization's mission and use, number of visitors and size of land base, types of programs offered, if any of these programs are at capacity, and if so, the limiting factors involved. Other questions pertain to special features, programs, and attractions at each site, employees and volunteers, and priorities. Questions regarding ownership, decision makers, budget, funding, and planning tools provide an indication of which sites would be similar in political and economic structure to CWES, thus serving as especially pertinent case studies.
Analysis of Survey Results

Survey results were reported in a tabled database. Tables indicated the programs and audiences offered at each of the organizations (EE or Conference Centers and Camps) that responded to the questionnaire. This was used to help evaluate the competition for audiences served by CWES. Other tables included information related to operations and planning at each organization. This information was also used to identify sites with operating strengths or organizational similarities to CWES that might be used as case studies.

As indicated above, three distinct CWES market segments were identified: school programs, summer camps, and weekend/conference center. Each of these clusters were analyzed separately, according to the primary users at each site. The results were also analyzed to consider centers in the following ways:

- Centers which meet the criteria listed above for residential EE camps similar to CWES
- Centers which offer residential EE programs for school groups
- Centers which have innovative programs which CWES may want to adopt
- Centers which do not compete for CWES clients

The survey also gathered information, such as funding and staffing data, not directly related to the physical planning efforts of this study. This information may be useful to CWES in the future as other operations-related issues are considered. This data can also be found in Chapter Four.

SUMMARY OF PROGRAM AND AUDIENCE ANALYSIS

The overall purpose of Objective 3.1 was to predict the future direction of programs and audiences at CWES. Market analysis, such as an examination of the
competition, demographics, user statistics, teacher surveys, and other data, helped to accomplish this. Since facilities exist to support programming and audiences, such a determination was the first step toward identifying facility needs and options for CWES. The study then turned to a direct review of the facilities themselves.

**Review of Current Lands and Facilities**

**OBJECTIVE 3.2:** To inventory the existing land and facilities.

**PROCEDURES USED TO COLLECT THE DATA**

Information gathered through analysis of programs and audiences (Objective 3.1) led to projections and recommendations for the future of programs and audiences at CWES. As stated earlier, facilities exist to support such programs and successfully serve the target audiences. Therefore, the next step in the study was to examine and describe current land and facilities at CWES, including an inventory of the land and its features, cultural resources, and existing buildings. This was done through on-site analysis and examination of past planning documents, which will be described in more detail in the following pages. The results were a description of the buildings, grounds, and natural resources on the site. These results will be presented in Chapter four in typical site plan format. The existing lands and facilities were then evaluated in the next objective (3.3).

Ellis and Norton (1988) define "infrastructure" as all facilities on or under the ground, including the land, environment, roads, sewer lines, and utility lines. In contrast, "superstructure" includes all above-ground facilities and equipment needed for operation,
such as buildings and snow plows. For the purposes of this study, superstructure will be defined as buildings, and infrastructure is everything else on the site. As described below, a complete inventory of infrastructure and superstructure was conducted. In Chapter Four, the results are summarized and discussed in the form of narrative, maps, tables and matrix grids.

Specifically, background information was collected in the following ways:

A) **Past Planning Documents**

The ecological information regarding the land base was found in a past physical plan (Zimmerman; 1977). This source also provided useful information regarding necessary site changes, and advice on land use.

B) **Site Inspection**

An inspection of the existing facilities was conducted and the results were recorded in narrative, photo, map, and matrix grid forms. The matrix grid was used to inventory such factors as heat source, electricity, capacity, water availability, and special features or notes. Infrastructure and use patterns were identified.

**SUMMARY OF LANDS AND FACILITIES REVIEW**

The information gathered in Objective 3.2 was used to describe existing facilities, land, and natural resources. With a clear understanding of the current situation, the study then turned to an analysis of this situation to determine physical barriers and needs at CWES (Objective 3.3).
Site Analysis and Barrier/Needs Identification

OBJECTIVE 3.3: To analyze the land and facilities to identify physical barriers and needs.

PROCEDURES USED TO COLLECT THE DATA

During the Inventory and analysis phase of this research, several questions guided the investigation, including:

- What facilities and land are currently over-utilized and why?
- What facilities and land are currently underutilized and why?
- How will possible program changes effect facilities and land use?
- What needs will result from projected increases in user numbers or changes in programming?
- What are the limits to growth and change?
- Even if CWES does not grow, what needs to be done to maintain "model" status?

Specifically, the information to answer these questions was collected in the following ways:

A) Past Planning Documents

The recent "Prospectus for Development" by Joe Passineau (1992) represented the visions of key decision makers at CWES. Needs and plans to address the needs are also highlighted in the minutes of the Land and Facility subcommittee meetings, the accomplishments and goals sections of the CWES annual reports (Passineau 1989-1994), and other records of correspondence. These were available in the CWES files.
B) Maintenance and Custodial Staff Questionnaires

Current and past maintenance and custodial staff completed a questionnaire requesting input on problems and solutions for the buildings and grounds, from a custodial and maintenance perspective. The concerns and input of such staff added practical information for consideration during the planning process, including issues such as cleaning, heating, and repairing of facilities. The questionnaire and cover letter can be seen in Appendix C-7.

C) Practicum Staff Surveys

As described in the introductory chapter, college students from UWSP have the opportunity to participate in practicum classes at CWES. This class provides an opportunity for hands-on experience teaching EE to school children. Since these practicum "staff" use the buildings and grounds to conduct programs and carry out the mission of CWES, they have first-hand experience regarding how adequate the facilities are for programming. A survey questionnaire was used to collect original primary data from practicum staff. This questionnaire is included in Appendix C-3 of this thesis document. It examined the opinions of the University practicum staff regarding the physical environment of CWES and how well it supported their teaching goals. The information and suggestions were considered during the planning process.

A similar practicum survey was conducted by David Eschenbauch, past maintenance supervisor of CWES, for three semesters beginning in the Fall of 1991 and ending in Fall of 1992. His results, in spreadsheet form, are included with the survey form in Appendix C-4.
D) Focus Group

A focus group of environmental professionals was assembled for a one-day planning session at CWES. Part of their task included touring the site and analyzing its facility-related strengths and weaknesses. The criteria for selecting members of the focus group included:

- Roughly half of the participants should be familiar or have played a key role in the operation or development of CWES, and the others should be non-biased "outside" professionals
- All should have experience with the operation, management, and development of EE centers, summer camps, or have experience in the related areas of Interpretation, or Camp and Facility Planning

Professionals who met the above criteria and who were willing to devote the time and expense to participate were initially contacted by the director by phone. Those people indicating interest were then sent a packet of preliminary information, including a cover letter, description of the objectives of the focus group, agenda, description of the facility, directions, explanation of the processes to be used throughout the day, and assumptions. Background information related to mission, programs, audiences, land holdings, maps, and thesis research were also included. Two weeks later, a follow-up letter restating the objectives of the meeting and providing a list of participants was mailed. This preliminary focus group information can be seen in Appendices G-1 and G-7. During the one-day workshop members of the focus group were asked to address the following questions:

1. Given the direction indicated by the mission statement, what physical and facility-related barriers prevent CWES from effectively meeting these opportunities?
2. Which barriers (problems) listed above are the most critical to address immediately to ensure the continued operation of CWES?

3. What options exist to address the most critical facility-related barriers facing CWES?

4. What is the best plan for CWES which will address these high-priority needs and solve many of the other site-related problems while enhancing opportunities for CWES?

5. How should the components of the plan be prioritized? What is the timeline for implementing this plan?

Throughout the day, small and large group exercises were used to address and answer these questions. The day began with introductions, a review of the mission, audiences, and programs at CWES, a review of the agenda and objectives for the day, and a presentation of the assumptions which would guide the planning process. This information can be found in Appendices G-2, G-3, and G-6. Following an icebreaker activity, the group was taken on a tour of the facilities. They used Worksheet #1 (Appendix G-10) to review the uses of each building and record the problems and opportunities they saw at each location. Following this, a nominal group technique was used to record all identified problems. A list of problems and needs previously identified from other parts of this thesis research was then distributed, to ensure that no important needs were overlooked. The goal was to identify new barriers while confirming that previously identified problems and needs were indeed correct. To help answer question #2 outlined above, 10/4 voting was used to identify the most urgent and most important physical and facility-related problems facing CWES. The result of this exercise can be seen in Chapter Four. The methodology used by the focus group to address questions three, four, and five can be seen on page 78, since the answer to these questions relates to
the creation of options or alternatives for addressing identified problems and needs (Objective 4).

**SUMMARY OF SITE ANALYSIS**

The data gathered in this objective was used to analyze how well existing facilities support current and projected programs and audiences. Through this analysis, a list of facility-related barriers and resultant needs was identified. This information was essential to the generation of planning options and alternatives (Objective 4).

**Option Identification and Selection**

**OBJECTIVE 4:** To develop, consider, and select alternatives which will prioritize and integrate physical development into a spatial and temporal plan, including:

a) infrastructure, support services, and schedule of implementation.
b) recommendations for implementation (i.e. fund-raising, volunteerism, and the use of corporate and state conservation money).

**INTRODUCTION TO THE PROCEDURES**

The intent of this section is to find ways to address the needs identified in the previous section, by generating options for the physical development of CWES. These development options should address facility needs related to present and future programs and audiences. The best options will then be incorporated into a recommended plan,
complete with an implementation timeline. A variety of methods were used to generate planning options. These methods will be presented below, and include reviewing the information from previous objectives, considering the recommendations, standards, and guidelines put forth by other organizations such as the American Camping Association and the Audubon Society, gathering ideas from site visits to similar facilities, and by requesting the help of focus group participants. The result was a list of options that would help to overcome current limitations and assist in accomplishing the program goals of CWES.

Maps and schematic drawings were used to present a detailed view of the options. This section also includes research on volunteerism, fundraising, community goodwill and legal terms of land ownership. The results of this Objective will provide much of the information which will be used in the final proposed plan, described in Objective Four and Outlined in Objective Five.

**PROCEDURES USED TO COLLECT THE DATA**

A) **Review of Data Collected in Objective 3**

The list of barriers and related needs which resulted from the research in the previous objective were used to guide the brainstorming of options and alternatives. By considering the existing problems with the site as a whole, and reviewing the flow patterns, future program needs, and existing site information, options naturally came to mind.
B) Site Visits and Case Studies

One important way to identify possible alternatives for use at CWES is to examine facility designs that have worked well at other organizations who serve a similar audience. A list of potential sites to visit and assess was developed, based in part on the information from the surveys of competitive organizations described in Objective 3.1. Six sites were chosen, including several that serve each of the three main categories of visitors mentioned earlier. The following table (3.1) lists the sites visited and the audiences each serves:

<table>
<thead>
<tr>
<th>Site</th>
<th>School</th>
<th>Summer Camp</th>
<th>Weekend/Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fallen Timbers</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston School Forest</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treehaven</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upham Woods</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Int'l Crane Foundation</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lions Camp</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.1 Sites Visited

The director of each site was contacted by phone and a formal letter was sent outlining the purpose and format of the visit. For five of the site visits, the Director of CWES, Joe Passineau, also participated in the facility visit and interview. During these visits, informal interviews were conducted with the center director and/or other staff. A site visit worksheet guided the gathering of information at each site. This worksheet can be seen in Appendix C-5, and the results of each visit are presented in Chapter Four and in the F Appendices. Questions focused around planning, funding, and development issues.
The purpose of the visits were threefold:
1. To collect ideas regarding creative and effective design
2. To examine the physical development plans at each site
3. To share ideas regarding the future of EE programming and customer demographics

Photographs and slides were made during the visits. These served as a visual record of key design features which may be incorporated into the planning options for future CWES facilities.

C) Search for Standards

Many organizations have control guidelines for facility development. These guidelines can provide valuable insight and save time and resources for less experienced organizations, who otherwise may have to learn "the hard way" about facility elements that work well or those that are inefficient.

Therefore, a search was conducted for site development standards and recommendations, based on the experiences of similar organizations. Of interest were the standards developed by the American Camping Association related to facility codes, the Audubon Society nature center design recommendations, and the Iowa Naturalist Association (suggestions for nature center development). While the standards apply to a different types of centers, they were helpful in evaluating current CWES facilities and designing practical solutions to problems. A discussion of these standards is included in Chapter Four.
D) Focus Group

As described on page 73, a focus group of professionals was assembled at CWES to participate in a planning exercise and to offer expert insight and suggestions regarding the physical development of the site. During the one-day workshop members of the focus group were asked to address the following questions:

1. Given the direction indicated by the mission statement, what physical and facility-related barriers prevent CWES from effectively meeting these opportunities?
2. Which barriers (problems) listed above are the most critical to address immediately to ensure the continued operation of CWES?
3. What options exist to address the most critical facility-related barriers facing CWES?
4. What is the best plan for CWES which will address these high-priority needs and solve many of the other site-related problems while enhancing opportunities for CWES?
5. How should the components of the plan be prioritized? What is the timeline for implementing this plan?

As described earlier, questions one and two were addressed using worksheet #1 (Appendix G-10) and a nominal group technique. The results can be found in Chapter Four, under Objective 3.3 (Site Analysis and Needs Identification).

During the afternoon session, questions three, four, and five were addressed. Solutions to the most important and most urgent problems as identified by the focus group were brainstormed and voted on. These solutions address question #3 above and can be found in Chapter Four. Following this, the group was divided into two teams and asked to design a plan which would address all of the most important needs as voted on
earlier. These plans address question #4 above, and were presented to the large group. The teams were then asked to develop a schedule of implementation to address question #5 above, using worksheet #2 (Appendix G-11). The resulting plans from this focus group can be seen in Chapter Four.

Outline of a Recommended Plan

OBJECTIVE 5: To prepare an outline of a physical development plan which will guide the Station's land acquisition and construction over a twenty year period. This outline would:

a) incorporate recommended planning options, prioritized, in Objective Four
b) assist CWES decision-makers in creating a final plan

INTRODUCTION TO THE PROCEDURES

As explained in Chapter One, the overall goal of this study was to help collect background information necessary for the preparation of a master plan for development at CWES. Such a plan would guide CWES as it strives to achieve its full potential as an environmental education center. The planning process is complicated by the shifting roles of the UWSP field stations. In fact, reaching consensus on priorities may take an extended period of time and the politics of the process goes beyond the time constraints of this thesis. Therefore, the planning recommendations resulting from the previous objective will not be made into a final plan. Rather, an outline for a recommended master plan format will be created, with references to page numbers within the thesis where the
information for the final plan can be found. This outline will include all components suggested for such a physical plan as described in the literature review.

The decision makers can then use this information to re-prioritize the plan themselves. This must eventually involve the following decision-makers, all of whom help to set direction and priorities for CWES:

- Current CWES administration, including the director, program director, and selected staff
- CNR representatives, including the Dean, Associate Dean, and Resource Management Faculty
- The CWES Steering Committee Land and Facilities subcommittee and Full Committee
- Other stakeholders including donors, community supporters, etc.

The master physical development plan should be a condensed version of the materials found within the results chapter of the thesis. It would be useful for fundraising and general management.

**PROCEDURES USED TO COLLECT THE DATA**

The information compiled during this thesis research will be easy to convert to a master plan format, including the recommendations from the thesis, maps, and supporting narrative describing plan alternatives. The data for the plan will be previously gathered through the other objectives in this study. Based on a literature review and examination of other physical planning documents, the format for the plan will be derived. This format will be outlined, and page numbers will reference where the information can be found within the thesis. The plan should include summaries of background information, research procedures and results, and schematic maps in a concise plan for physical development.
Individuals from the UWSP art department and geography department may be approached for overlay maps and artists renderings.

This is not a final plan for CWES development, but an outline and helpful elements such as background information and recommendations which will assist in the creation of a master plan. Political considerations, financial limitations, and other factors may prevent the adoption of the planning recommendations as presented. The information will nonetheless be useful to decision-makers as they develop a final plan.

Relating the Study to Other Centers

**OBJECTIVE 6:** To prepare guidelines for planning to be used by other environmental education centers.

**INTRODUCTION TO THE PROCEDURES**

The final result of this thesis process is a useful planning elements for CWES. However, the thesis also presents research methodology which can be applied to other centers embarking on a planning process. General suggestions will be summarized in this objective.

**PROCEDURES USED TO COLLECT THE DATA**

The planning process used in this research will be summarized briefly. General recommendations will be presented regarding existing facilities, market research, legalities, components of a plan, etc.
CHAPTER FOUR - RESULTS

Introduction

The overall goal of this study was to prepare elements of a physical development plan which will guide the long-range facility and property decisions at CWES. This chapter is divided into six sections, based on the objectives of the study, and reports the results of the methods outlined in Chapter Three.

Objectives of the Study

Section One reports on Objective One:

Objective 1: To study existing literature relative to:

a) physical development planning processes and their application to environmental education centers
b) legal issues of land acquisition and trusts, and
c) case studies in planning and facility development pertinent to CWES

Section one provides a summary of a literature review which was undertaken to present information on the evolution, significance, and approaches to environmental education, the role of residential EE centers, the need for EE centers to become more "business-like," and specifics on planning, especially as they relate to physical site development. The methodology for use in this thesis project is based partially on the information provided in this section.
Section Two reports on Objective 2:

**Objective 2:** To review the history and key management decisions regarding development at CWES

Section Two provides a full history of CWES and its past development, including actions taken to bring CWES to its present position as a model regional EE center.

Section Three reports on Objective Three:

**Objective 3:** To collect background information necessary for the preparation of a master plan for development, including the need to:

3.1) assess the need and demand for current and future programs (based partially on a market analysis)

3.2) inventory the existing land and facilities

3.3) analyze the land and facilities to identify physical barriers and needs

Section Three describes the results of program and audience analysis. It then presents information on existing lands and facilities, and the results of an analysis leading to identification of critical land and facility needs.

Section Four reports on Objective Four:

**Objective 4:** To develop, consider, and select alternatives which will prioritize and integrate physical development into a spatial and temporal plan, including:

a) infrastructure, support services, and schedule of implementation

b) recommendations for implementation, (i.e. fund-raising, volunteerism, and the use of corporate and state conservation money).

Section Four presents planning alternatives based in part on a focus group meeting as described in Chapter Three. A recommended plan is selected from these alternatives,
and the section also includes suggestions for implementation, such as recommendations on funding, volunteerism, and a timeline.

Section Five reports on Objective Five:

**Objective 5:** To prepare an outline of a physical development plan which will guide the Station's land acquisition and construction over a twenty year period. This outline would:

- a) incorporate recommended planning options, prioritized in Objective Four
- b) assist CWES decisionmakers in creating a final plan

Section Five describes an outline which would incorporate much of the data from the previous objectives in a brief format which can be used by decision-makers when designing a final physical development plan.

Section Six reports on Objective Six:

**Objective 6:** To prepare guidelines for planning to be used by other environmental education centers.

Section Six describes recommendations which may be of use to other EE centers which are involved in a physical planning process similar to that at CWES. The recommendations can be seen in Chapter Five.
Section One - Literature Review Results

**OBJECTIVE 1:** To study existing literature relative to:

a) physical development planning processes and their application to EE centers

b) legal issues of land acquisition and trusts, and

c) case studies in planning and facility development pertinent to CWES

The literature review was categorized into ten major sections. It described a societal need for environmental education, and explained the importance of residential environmental education centers in addressing this need. It also documented the significance of sound business practices for environmental centers, and described planning techniques which were then applied in the methodology of the project.

Since planning is a critical component of sound business practices, the literature regarding planning is extensive. From the many types of planning methods, the literature review focused on a dynamic planning model that allows for continual adjustment and evolution. This model examines the physical, program, and financial situations within the organization, arrives at a series of alternatives, analyzes and prioritizes these alternatives, and suggests strategies for implementation.

To avoid duplication of materials, see Chapter Two, the Literature Review, for complete results of the background investigation which helped to guide the planning process used in this research.
Section Two - Historical Background Results

OBJECTIVE 2: To review the history and key management decisions regarding development at CWES

INTRODUCTION

This section provides a history of CWES and actions which has brought it to its present position. It will provide a brief overview of development, including historic use of the area, its use as a boy scout camp, and its development into a model regional Environmental Education center operated by the University of Wisconsin, Stevens Point.

LOCATION

The Central Wisconsin Environmental Station is located 17 miles east of Stevens Point, Wisconsin, in New Hope Township, SE1/4 NW1/4, Section 22, T24N, R10E, Portage County, Wisconsin. The Station's facilities are concentrated on a 30 acre site with an additional 500 acres available for use.

Figure 4.1
SITE DEVELOPMENT

Pre-Scout Years

Prior to settlement by European pioneers, a variety of native American tribes lived in Central Wisconsin. The region surrounding Sunset Lake was a favored hunting and camping site due to the rich abundance of flora and fauna in the area. At first inhabited mostly by the Winnebago and Menominee, many other tribes moved into the area by the mid-1600's as European settlers influenced the tribes' traditional ways of life.

The Native American heritage continues at CWES in several ways. Native American lifestyles and philosophies are incorporated into several of the Station's lessons, such as "One with the Land," which attempts to expand students understandings of the native tribes of Central Wisconsin, their lifestyles, and their relationship to the environment. Occasional discoveries of arrowheads and other stone artifacts keep the memory of past inhabitants current, as do several burial mounds found on the property. UWSP Anthropology professor John Moore can offer more detail about the native inhabitants of CWES land.

The map on the following page (Figure 4.2) shows the original land used by CWES. Since its inception, CWES has acquired the right to use other land parcels as well, as will be discussed shortly. The map in Figure 4.2 will be referred to as the history is presented. These historical accounts have been pieced together through examining legal descriptions, maps, and other records in the County Deeds and Land Description Department, by reading historic documents such as leases, Quit Claim Deeds, and Trust Agreements found at CWES, and by comparing these to historical accounts written in other works, such as Zimmerman (1977) and Oltman (1990).
According to a Thesis by Marcie Oltman (1990), a Norwegian immigrant by the name of Mark Nelson, (not his original name), bought 40 acres along Sunset Lake in 1910 from Marlin Gunderson. (Sections A and B on the map). Following his divorce in the 1920's, he lived in a cabin he had built previously on the property, 100 yards north of County Highway MM in a small grassy clearing overlooking Sunset Lake (marked with a star on the map).

**Scout Involvement and Trust Creation**

Tax records indicate that Nelson leased the north 1/2 of the 40 acres (Section B) to the Boy Scouts of America as a summer camp. Nelson charged the Boy Scouts $20 per
year for a five year term with an option to buy. In 1928 the option was exercised and the seven acres of land and thirteen acres of water was bought by the Boy Scout Council, and leased to the Muskodony Boy Scout District. In 1941, Nelson sold the rest of his land (Section A) to Home Lumber Company, who promptly logged it. After it was logged, it was donated to the Boy Scouts by George Mead. The scouts replanted the land with red pine plantation between 1942 and 1945.

In 1950, a Boy Scout Trust Fund was created, which was established for the benefit of the youth of Portage and Wood counties, in particular but not exclusively the Boy Scouts (Appendix D-1). This trust mandates that the land never be sold, although it may be rented or leased to other groups, such as girl scouts, who qualify as "youth of Portage and Wood counties."

The 20 northern acres that belonged to the Samoset Boy Scout Council (section B) was donated to this Trust, as were 40 more acres (Section C) that had been given to the local Scouts (Appendix D-2). In 1955, the southern 20 acres (Section A) was also donated by the Samoset Council to the Trust (Appendix D-3). In the 1950's, Hiram Anderson donated 37 acres (Sections E and F) to the Trust, and in 1965, he donated 3 small pieces of land (marked with D's) which totaled 6.5 acres (Appendix D-4). The total land in the Trust then totaled 123 acres.

Table 4.1 on the following page is a modified reprint from a Thesis by Marcie Oltman (1990) which presented her research regarding Mark Nelson's original 40 acres. The table has been modified to indicate additional land which also eventually became part of the Trust.
For many years, the land included in this Trust was known as "Camp Chickagami," and was used almost exclusively by the Boy Scouts. In the 1950's and 1960's, the camp was in its heydey. There were many new buildings, the forest was lush, and the trails new. By the mid-1970's, however, many things had changed.

Declining membership in Scouting in the 1960's resulted in fewer troops wishing to use the Camp. In addition, burdened with the need to place its declining resources into maintaining Camp Tesomas near Rhinelander, the Scout District lacked the funds to maintain Camp Chickagami. In light of these trends, the Scout Council and Trustees initiated efforts to identify alternative uses of the land that would be compatible with the condition established in the Trust, that of use by the youth of the region. Following a suggestion by Hiram Anderson and discussions with UWSP, a very fitting alternative was identified, and will be described in the next section, "University Involvement."
University Involvement

The Early Years

When Hiram Anderson approached Lee Dreyfuss, then Chancellor of UWSP, he was able to persuade him that the Camp would complement UWSP interest in developing an Environmental Education program; serving area schools while involving the College of Natural Resources' students in practical field experiences. In 1973, a proposal was drafted by representatives from UWSP and the Trust, outlining the schedule and types of activities that would occur on the land (Appendix D-5).

In May 1975, a 20-year lease was signed by the Trustees of Camp Chickagami, transferring the use of the land to the UWSP Foundation to create a "Central Wisconsin Regional Environmental Education Center." With this lease, (Appendix D-6) the Central Wisconsin Environmental Station was born. In 1978, another lease (Appendix D-7) was created extending the rights to the land for a period of 25 years, through the year 2003. The purpose of this lease was to enable the Foundation to obtain funding for additional improvements to the property. In 1985 this lease was again extended to the year 2015, giving the Station the right to use the land for the next 30 years (Appendix D-8). To facilitate use of the land by the University and the College of Natural Resources, a sublease was signed in 1984 to transfer responsibility for the land from the UWSP Foundation to the UWSP for operation by the College of Natural Resources (Appendix D-9). In parallel to lease extensions, the subleases between the Foundation and the University was also extended in 1985 (Appendix D-10), thus also extending the sublease through 2015. In addition to the actual land leases, the UWSP Foundation signed an agreement with UWSP to cover certain operating costs at the Station (Appendix D-11).
Land Holdings

In addition to the land included in the Boy Scout Trust, CWES has access to other land parcels. When the Foundation purchased an 80 acre parcel of land west of Severson Lake, they leased it to UWSP for operation by CWES as a forestry and wildlife study area (Appendix D-12). This site is also used for all of the Station's backpack camping programs. To facilitate access to the Severson Lake property, the Station has a verbal agreement with Kathleen Hart who owns a large tract of land East of Sunset Lake. The use of the Hart property for this purpose is critical to the success of the Station's programs related to camping skills and wilderness values.

In addition, the Station leases a 40 acre parcel of property along the banks of Minister Lake from the North New Hope Lutheran Church (Appendix D-13). Since 1983, the lease has been renewed every five years, for the price of 115% of the property taxes for the land. Minister Lake and the land surrounding it is important due to its proximity and resources, and is an essential site for the Station's popular pond study activities.

The map in Figure 4.3 on the following page shows the land which CWES has access to as described above. The area used by the Station covers approximately 500 acres. Two hundred and one acres of that total is either owned or leased by the UWSP Foundation. The remaining 300 acres is used by consent from other owners. The Station is planning additional land acquisition rights as part of a long-term vision.
The Renovation and Expansion Period

When the University first became involved with Camp Chickagami, many of the buildings were in a state of disrepair. When UWSP originally leased the land and buildings, there were over 100 code violations. In order of priority, the University began fixing these violations. A summary of Projects completed from May 1975-June 1976 can be seen in Appendix A-2, along with a list of projects which were planned for summer and fall of 1977 (Appendix A-3). The first year, Director Rick Wilke, his assistant Ron Zimmerman, and the clerical staff and graduate students had an office in the current program office and health lodge.

While the renovation period at CWES focused on preparing and winterizing many of the older buildings constructed by the Scouts, the "expansion period" involved the addition of several new buildings, including a new dormitory, office, and other buildings.
Through the generous gifts of friends, as well as through increasing program revenue, the Station, even in its earlier years, sought to expand facilities beyond what was inherited as part of the lease. These additional facilities were developed to facilitate programming, and included restrooms in Sunset Lodge, an office complex, new log cabins, and the showcase Elda Bark Walker Lodge. As part of the original agreement, the Station is still available for use by Boy Scouts during winter weekends. A separate building, Anderson Lodge, was constructed in 1980 to accommodate this use while permitting the rest of the facilities to be used by the Station for weekend workshops and programs. Two old cabins (Birch and Aspen) were removed to make room for this new scout lodge, which was more rustic than Walker, and therefore more appropriate for scout programs. Preway, Inc. in Stevens Point donated the wood burning stove for this building.

**Overview of Current Status**

As noted previously, the current lease between UWSP and the Trustees extends into the year 2015, still providing 20 years of the total 30 year lease signed in 1985. In December of 1992, a strategic planning meeting between the Trustees and representatives from CWES, UWSP, the UWSP Foundation, and Boy Scout Council was held at CWES to discuss past achievements and current challenges (Appendix D-14). These challenges include the need for new buildings, and the difficulty of securing state funds for building projects since the land is not owned by the University. At that time, the trustees restated that the title to the land could not be transferred due to the binding nature of the original trust. The meeting did, however, result in renewing and strengthening the working relationship between CWES, the Trustees, and the Boy Scouts. If desired, a lease even longer than 30 years might be possible, and this could be pursued as part of a long-term development plan. In addition, the Boy Scout Council prepared a "Resolution of Support" (Appendix D-15) stating that it:
A) Acknowledges the importance of CWES in assisting the Boy Scouts' mission of serving youth

B) Supports efforts of the Station and UWSP to secure state funding to "enhance and expand the current facilities", and

C) Considers "with favor the wishes of the trustees of Camp Chickagami to extend the lease beyond the current date of July 20, 2015."

As a result of this meeting and subsequent decisions on the part of the CWES Steering Committee and the College of Natural Resources, there appears to be a strong commitment and support for the Station and its future operation. As an indication of this vision, the Steering Committee recommended in 1994 that the lands leased from the Church (See map in Fig.4.3, area #2) be purchased.

Table 4.2 below explains the land rights involved with CWES programming.

<table>
<thead>
<tr>
<th>Table 4.2: CWES Land Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land leased from Trustees of Camp Chickagami:</td>
</tr>
<tr>
<td>Land leased from the North New Hope Lutheran Church:</td>
</tr>
<tr>
<td>Land owned by the UWSP Foundation and leased to the CNR:</td>
</tr>
<tr>
<td>Verbal Consent or Easements:</td>
</tr>
</tbody>
</table>

**Buildings**

There are 19 buildings on the property, which have well served the purposes of the Station over the years. Considering the disrepair of many of the facilities when the University first became involved with the Camp, it is commendable that so many of them
have been maintained and adapted efficiently. New buildings, such as Walker Lodge and several log cabins, compliment the old buildings, such as the bath-houses, Becker Lodge, and Sunset Lodge. Through creative use of facilities, the Station has managed to serve 20,000 visitors on site each year.

Some of the buildings, however, have outlived their usefulness and must either be renovated or destroyed. Major consideration is being given to site improvements and changes. A need for different buildings and redesign of current infrastructure is the natural result of intensive use over time. The list below shows the history of major construction and renovation on the site. In addition, the maps on the following pages show current buildings, paths, and roads at the Station.

Construction History

pre-1975 The following Buildings were in place in 1975:
Sunset Lodge (dining hall, kitchen, cooks quarters)
Becker Lodge
Program Office/Nurse Station
12 Frame Cabins
Nelson Cabin
camp supply building
1 storage building
1 trading post
2 shower & toilet houses
2 hole outdoor toilet

1975-76 resident house built
1977 maintenance shop built
1979 Walker Lodge constructed
1980 two old cabins removed, Anderson Lodge constructed
restrooms added to Sunset Lodge
1982 additions to Sunset Lodge included the new office and Wilderness room.
1986-88 log cabins built
SUMMARY

This section has provided a brief picture of the lands used by CWES, and provided background of the local history and culture. It also indicates a history of strong support and involvement by the University, the Boy Scout Council, UWSP Foundation, and the community.
Figure 4.4 CWES Land and Facilities
Section Three - Background Results

OBJECTIVE 3: To collect background information necessary for the preparation of a master plan for development, including the need to:

3.1) assess the need and demand for current and future programs (based partially on a market analysis)
3.2) inventory the existing land and facilities
3.3) analyze the land and facilities to identify physical barriers and needs

Analysis of Programs and Audiences

OBJECTIVE 3.1: to assess the need and demand for current and future programs (based partially on a market analysis)

INTRODUCTION

As discussed in Chapter Three, a variety of methods were used to identify existing and future needs to meet customer demands for programs and facilities. The results of this inquiry will are described in this section, and corresponds directly to the methods presented in Chapter Three. As explained in Chapter Three, information related to the need and demand for current and future programs can be divided into two categories, based on whether they are a) derived directly from CWES-related sources, as part of an internal analysis, such as previous planning documents or teacher evaluations, or b) indirectly through an analysis of sources external to CWES, as part of an external analysis, such as regional demographics, competition for audiences and market share. A survey of similar organizations provided significant information for the analysis of competition.
Because facility needs are so closely tied to demand for programs, much of the research in this section pertains both to programming and to facility design. Indeed, the interdependent nature of this topic makes it impossible to fully separate these two components. This subsection, therefore, concludes with a summary of implications related to both programs and facilities. These implications will reoccur for detailed analysis further in the chapter.

Questions Guiding the Research

Three main questions guided the research related to program and audience analysis. These questions appear in Chapter Three and are repeated here for convenience:

1. What programs are available? What audiences does CWES currently serve?

2. What evidence exists that these programs are currently meeting a need and that the demand will continue to exist or grow?

3. Should programs change in the future, and if so, how?

4. Are new program and audience opportunities available?

5. Does CWES want to expand or change its client base?

The following results help to provide answers to these questions. As indicated below, several sources of information such as existing CWES documents, teacher evaluation forms, etc. were reviewed in search of these answers.

Programs and Audiences - Meeting a Need

1. What programs are available? What audiences does CWES currently serve?

Sources:

Internal - Existing CWES Documents, Teacher Evaluation Forms, Existing Thesis Research, Program Director and Subcommittee Interview, Related Planning Efforts
External - Local and National Demographics

Findings: There are three main audiences which CWES currently serves. They are:

1) school groups and the college students who gain experience by working with them,
2) youth who attend summer camp programs, and
3) people who attend weekend programs or use the facility for conferences

Each of these areas will now be explained in more detail.

School Groups

According to the Self Study for Instructional Planning document (Appendix E-8), the Station provides residential and day-use EE programs for K-12 students and teachers from over 150 public and private schools in over 20 school districts. For the past 15 years, approximately 10,000 students annually have participated in these programs. An examination of user statistics show that during the months of September through May, school groups are the main clients. While most come from less than 60 miles away, an occasional group will travel much further to reach CWES.

The CWES K-12 School Program brochure describes this market segment in detail. Through hands-on environmental education activities, the Station seeks to provide a foundation for the study of ecological principles and concepts as they relate to people and their environment. Teachers create their programs at CWES by selecting from over 20 learning activities. These activities represent a wide range of concepts and grade level application. Programs may be designed to meet the individual needs and curriculum of the class. Each lesson focuses on a specific set of objectives and takes advantage of the unique and diverse natural features of the area. Features of the Station's school programs include:

- flexible programs to meet the individual needs of each class
- wide variety of well planned learning activities from which to choose
- small group learning - generally 8 to 12 students
• **qualified instructors** - the Station provides a trained staff of University students
• **year-round facilities** - including winterized dining hall, dormitory, heated log cabins, and teaching lodges
• **beautiful natural setting** - overlooking scenic Sunset Lake, the Station's forests, ponds and fields; offering diverse learning opportunities and miles of trails

Teachers using the Station are provided the following services and materials:

• **teachers guide** which describes the Station, its facilities, program, and learning activities
• **assistance** with program planning
• **lesson plans** for units selected, including pre- and post-activities designed to introduce and reinforce concepts learned during the visit
• **video orientation** program for the students
• **staffing and materials** for activities
• **opportunities** for classroom teachers to become directly involved with instruction

**What evidence exists that these programs are currently meeting a need and that the demand will continue to exist or grow?**

There are strong indications that the school program market is successful and will continue to meet a need within local communities. According to records, most of the schools are repeat clients, indicating overall satisfaction with the CWES program. More directly, teacher evaluation forms for the past three years were examined to determine teacher satisfaction with CWES. These evaluations are provided to teachers to provide feedback regarding the class visit to CWES. An example of these evaluation forms can be seen in Appendix B-12.

Out of the 300 evaluations examined, the overwhelming majority indicated complete satisfaction, which affirms the value of the Station's programs to school groups. The few critical suggestions indicated that some teaching materials, such as skulls and mounts, need replacement, Nelson Cabin is an inadequate teaching location, and safety rails should be installed on all top bunks. The only other occasional negative comments involved the food service. These evaluations imply that school groups are an important market segment, and one that CWES serves well.
Past thesis research also demonstrates the overall success of school programs. Teachers appreciate the hands-on field experiences that CWES provides for their students, and the ability of CWES staff to tie the lesson into what the children learn in the classroom (Gregg; 1993). Teachers also felt the unique setting and chance to interact with students in a different setting were important.

University Instruction

According to the Self-Study for Instructional Planning Committee document (E-8) and other CWES documents, the Station is an integral part of the College of Natural Resources instructional program. Thorough courses such as NR 36 (EE Practicum), NR 310/510 (EE Teaching Methods), NR 300 (Foundation of EE), NR 370 (Introduction to Environmental Studies), and NR 281 (Camp Leadership), USWP undergraduate and graduate students interested in careers in EE, teaching, interpretation, camp management, and youth programming use the Station to develop leadership and professional skills by teaching school-age children and by developing curriculum and program support materials. Each semester over 25 CNR and College of Education majors participate in the 4 credit practicum course. The Station also hosts the CNR's two-week pre-European Study Course (NR 475) attended by over 60 students each year.

What evidence exists that these programs are currently meeting a need and that the demand will continue to exist or grow?

Based on college student evaluations, the EE practicum course is usually rated as the best course they have taken, as it integrates and applies many facets of the major in a positive and revitalizing learning experience.

According to the demographic review presented in the section on external data, there is an increasing interest in environmental protection. While there are fluctuations in number of students with EE majors or minors, the Wisconsin Administrative Code
PI3.05(4) and Wisconsin Public Statute 121.02(I)(K) mandate environmental education in public schools and that teachers have some experience with how to accomplish this. Therefore, as long as there are students becoming elementary and secondary teachers, there will be a need for them to participate in courses such as those offered at CWES.

Summer Camp Programs

Each summer the Station offers 12 week-long camp programs (Appendix E-8). The residential summer camp programs at CWES all have environmental or outdoor skills themes. Based on current CWES brochures, it was determined that several different types of camp programs are offered, including Nature Adventure Camp for 7-13 year old youth, Timber Top Camp for children with learning disabilities, Wilderness Canoe excursions, and Natural Resource Career Workshops for high school students. The Station also administers Project Earth, an 8 week EE program in the parks of Portage, Wood, and Marathon Counties. User reports indicate that summer campers come from a state-wide range.

What evidence exists that these programs are currently meeting a need and that the demand will continue to exist or grow?

Summer camp programs, which typically average 50 participants, vary in size depending on the program and audience, with off-site wilderness programs being the smallest due to staff and resource limitations. Over $35,000 in scholarships are donated annually from over 150 environmental and civic organizations. These scholarships are provided so that youth may attend the summer camp programs at CWES (Appendix E-8). This indicates strong statewide support for the Station's summer programs.
Weekend/Conference Programs and Facilities

A variety of weekend workshops and visitors use the facility year-round, and it is not uncommon to see more than one group at the site during the same weekend. Examples include a Boy Scout Troop, a university class, and an Upward Bound program all overlapping on one weekend. The weekend and conference markets can be divided into several areas:

1) The Station typically serves over 45 independent groups that organize their own programs and simple require lodging, meeting rooms, and/or food services. These groups, which are listed in Appendix B-9, seem satisfied with the Station, based on evaluations completed by most weekend users and a continuing rate of repeat users.

2) CWES also offers over ten programs directly to interested individuals, such as Nature Photography and Family Sense of Wonder workshops.

3) A third type of program offered by CWES includes co-sponsored conference, workshops, and meetings in which CWES provides assistance, in varying degrees, for planning, publicity, recruitment, and program instruction in addition to lodging, meals, and meeting rooms. Examples include the Ice Age Trail State-Wide Workshop and Teacher In-Service Workshops.

4) The boy scouts of Samoset Council also use the facilities on winter weekends as part of the lease for the land. They typically use only Anderson Lodge and the restrooms in Sunset Lodge, prepare their own meals, and do not require CWES help in programming. In 1992/93, 63% of total weekend days were filled with programs (Appendix B-4).
What evidence exists that these programs are currently meeting a need and that the demand will continue to exist or grow?

The Central Wisconsin Environmental Station is located in the heart of the state, making it easily accessible to midwestern markets and the northern recreation region. This location has been advantageous to many businesses in the area. For example, the Stevens Point Convention Center is the most used in the state. Such a strategic position also indicates a demand and increased opportunities for CWES to serve the need for conference facility rental.

Several attempts have been made to discover what the current and future need is for weekend, adult, and family programs. For this reason, thesis research conducted by Todd Knepfel attempted to gain insight into family psychographics. He found that families strongly prefer private accommodations when possible, but are willing to share a same-sex washroom. Sufficient quantities of high quality food was very important to the focus group participants, and snacks throughout the day were preferred as well. Families drive an average of 2-6 hours to reach a facility for a family camp program. The main reasons why families would attend CWES family programs are to develop new skills and learn new things, the activities they most want to do together there include night hikes, day hikes, history lessons, plant and animal identification, snow shoeing, campfires and storytelling, and stargazing. The favored season for visiting is summer. These results imply that there is a demand for family programs, but to maintain this market, there should be an emphasis on the kitchen and dining facilities, private accommodations for families, and adequate program offerings.

The demand for weekend programs and conference facilities at CWES has potential to grow, especially if some of the implications from demographics which will be presented shortly are considered as CWES staff plan future programming.
New Opportunities

Are new program and audience opportunities available?

To help answer this question, local and national demographics were examined. The user records mentioned earlier show that most CWES visitors come from either Portage County or the counties surrounding Portage, although summer campers and conference attendees often come from much further. A review of some demographics of nearby counties helped to gain insight into the main client base.

Table 4.3 A: Overview of Population and Ethnicity

<table>
<thead>
<tr>
<th>County</th>
<th>1993 pop.</th>
<th>1998 pop.</th>
<th>% change</th>
<th>% white</th>
<th>% black</th>
<th>% asian</th>
<th>% hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>16,739</td>
<td>18,363</td>
<td>2.0</td>
<td>95.7/95.4</td>
<td>2.4/2.5</td>
<td>.4/.4</td>
<td>2.0/2.2</td>
</tr>
<tr>
<td>Marathon</td>
<td>119,376</td>
<td>125,490</td>
<td>1.0</td>
<td>97.2/96.5</td>
<td>.1/.1</td>
<td>2.2/3.0</td>
<td>.4/.4</td>
</tr>
<tr>
<td>Portage</td>
<td>63,856</td>
<td>67,626</td>
<td>1.2</td>
<td>97.7/97.3</td>
<td>.3/.3</td>
<td>1.3/1.6</td>
<td>.9/1.0</td>
</tr>
<tr>
<td>Shawano</td>
<td>37,645</td>
<td>38,398</td>
<td>.4</td>
<td>94.9/94.5</td>
<td>.1/.1</td>
<td>.2/.2</td>
<td>.3/.4</td>
</tr>
<tr>
<td>Waupaca</td>
<td>48,176</td>
<td>51,369</td>
<td>1.4</td>
<td>99.1/99.1</td>
<td>0/.1</td>
<td>.2/.2</td>
<td>.9/.9</td>
</tr>
<tr>
<td>Waushara</td>
<td>20,042</td>
<td>21,054</td>
<td>1.0</td>
<td>98.5/98.4</td>
<td>.1/.2</td>
<td>.2/.2</td>
<td>2.0/2.0</td>
</tr>
<tr>
<td>Wood</td>
<td>74,906</td>
<td>76,901</td>
<td>.5</td>
<td>98.0/97.7</td>
<td>.1/.1</td>
<td>1/.3</td>
<td>.5/.5</td>
</tr>
</tbody>
</table>

Table 4.3 B: Average Age and Income

<table>
<thead>
<tr>
<th>Average years</th>
<th>0-14</th>
<th>15-19 yrs</th>
<th>20-24 yrs</th>
<th>25-44 yrs</th>
<th>45-64 yrs</th>
<th>65-84 yrs</th>
<th>median age</th>
<th>mean income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>21.6%</td>
<td>7.2%</td>
<td>6.6%</td>
<td>28.7%</td>
<td>19.8%</td>
<td>14.3%</td>
<td>34.9/35.4</td>
<td>28,717</td>
</tr>
</tbody>
</table>

* This data extracted from: The Sourcebook of County Demographics, 6th edition CACI Marketing Systems, (1993) and 1993 County and City Extra, Courtney M. Slater and George E. Hall (editors) Bernan Press, Lanham, MD 1993

The General Population

As indicated in Table A, the seven county region appears to have a stable and slightly increasing population, with many counties showing a 1-5% increase between 1990 and 1993. Table B indicates that the majority of the population is above the age of 25. This mirrors national trends, where a slowing rate of population growth, and a shift in age
structure is predicted (Murdock et al; 1991). Median age in the local area is about 35; median age of the total US population was 30 in 1980, but will be about 36 by the year 2000, and may be 41 by the end of the first quarter of the twenty-first century (Spencer; 1989). The population in the age group of 18-24 year olds traditionally associated with outdoor recreation, could decrease from 13.3% of the total US population in 1980 to only 8.3 % of the total population by 2025, while the elderly population may increase from 11% in 1980 to 21% by 2025 (U.S. Senate Special Committee on Aging; 1987). An April, 1990 issue of American Demographics reported that 69% of people aged 18 to 29 label themselves environmentalists, 79% of those aged 30 to 49 label themselves as environmentalists, and 62% of those people over 50 call themselves environmentalists. This implies that it might be easier to secure the business of the middle-aged market segment, and that careful marketing techniques might be necessary to secure the participation of the 38% of the elderly population who do not consider themselves "environmentalists."

The implications for programming are that the population of youth that dominate the school and summer programs may decrease and that there may be a larger population of mature audiences and a resultant demand for programs to meet their needs. Therefore, while there are many camps and EE centers, they will be competing for a smaller number of youth. The older population may provide new opportunities for CWES and other centers to offer more elderhostel and public programs. This may result in a need for different facilities that meet the needs of an older population, such as facilities which are handicap accessible, well-lit, and more private than those offered to children. One of the observations of the CWES focus group described later in this chapter is that CWES facilities are child-oriented, not adult-oriented. Future plans may try to balance the needs of both.

Locally, according to the Sourcebook of County Demographics, (1993) almost 75% of the population graduates high school, and Table B indicates that the average
income ranges from low $20,000's to low $30,000. This is an ideal atmosphere for environmental centers to flourish, because, according to an April 1990 issue of American Demographics, the percentage of environmentalists increases with income from 70% for those with incomes below $15,000 to a high of 86% for those with incomes between $30,000 and $49,000. However, the percentage falls to 79% for those with incomes above $50,000.

Because well educated, middle-income residents are those most likely to be environmentally active and also to pursue continuing education, the population in this area would probably be interested in some continuing education and could afford to pay reasonable fees for these services.

Another aspect of an external analysis that should be considered is that of American psychographics. This is a population's psychological motivations and values. According to a study conducted by Bowdoin College, the number of environmental studies majors in US Colleges and Universities more than doubled between 1986 and 1989. (Wall Street Journal, June 15, 1989, pA1) An April 1990 issue of American Demographics summarized the major findings of a Gallop Poll regarding environmentalism in the US and indicated that 76% of consumers consider themselves to be "environmentalists"

This interest in environmentalism nation-wide may indicate an increase in the number of corporations that will fund environmental-related projects and that people will, if the trend is generalized to society as a whole, be interested in environmental programs for themselves and their children. In turn there may be increased interest in school trips, family camps, etc. at EE centers. Increased interest may also assist in future fundraising efforts for Station improvements.
Ethnicity of the Population

According to Table A, the local population appears to be predominately white (95-97%). Again the trends seem to be relatively stable with a few exceptions. Most noteworthy is the significant increase in the Asian population in Marathon County. In fact, a recent article in the Atlantic Monthly describes the growing Hmong population in Wausau public schools and the challenges this presents.

"From a few dozen refugees in 1978, Wausau's immigrant community grew to 200 by 1980, doubled from there by 1982, and doubled again by 1984. Since then it has roughly quintupled, to reach roughly 4,200. Even if the influx slows, Southeast Asians may become the majority population in Wausau well within the present resident's lifetimes. In this, Wausau is not unique but only an indicator of the demographic effects of current immigrant streams in the nation as a whole." (Beck; 1994).

Mary Cayford of CAP Services in Stevens Point says it is impossible to predict how race/ethnicity will change over time. While there are approximately 20,000 Hmong remaining in refugee camps in Thailand, who hope to reunite with family here, reproductive practices may change, and families may also choose to relocate elsewhere. There will, however, likely continue to be some increase of the Asian population over time.

On a national level, a relatively rapid rate of growth of minority population is predicted. (Murdock, et al; 1991.) In fact, 78% of the net growth in US population between 1980 and 2025 may result from increase in minority populations, and minorities will soon account for 1/3 of the total population (Spencer, G. (1989) and (Spencer, G. (1984). An increase of minorities in the population may indicate a need for program changes in the future, to accommodate different preferences and attitudes. However, this will probably not lead to a need for special facility requirements.

Nationwide, over 73% of all citizens live in an urban area. Since the majority of leaders in the environmental movement attribute their outdoor interests to a childhood filled with nature (Tanner; 1980), this means that extra effort must be put into marketing
nature centers to an urban crowd. One implication for environmental centers is that urban visitors may desire a more "comfort oriented" experience. This implies a possible need to design facilities with the idea of convenience and comfort in mind. Site visits to other centers has confirmed that visitors are indeed more comfort-oriented, as will be explained later.

In summary, a review of local and national demographics and psychographics indicates opportunities for new programs and audiences. There appears to be an increasing demand for programs related to elderly and ethnic populations, and a good likelihood that the majority of residents are receptive to environmental issues, based on age and income indicators.

Preparing for the Future

Should programs change in the future, and if so, how?

Earlier, information revealed that school programs at CWES are largely successful, and that teachers welcome the chance to supplement classroom curriculum with outdoor learning opportunities. However, relative to program changes in the future, 51% of all participating teachers surveyed felt that CWES should offer new activities, although no specific activities were listed (Gregg; 1993). This finding also relates to a state-wide teacher survey conducted by UWSP graduate student Jennie Lane (1993). She found that many Wisconsin teachers believe that EE should be considered a priority in our K-12 educational system, and that teachers should provide students with opportunities to gain actual experience in resolving environmental issues. Although most teachers surveyed felt they were able to help students increase their environmental and ecological concepts, knowledge, and skills, many felt that they are less effective at teaching skills students need to resolve environmental issues, and they perceive a need for additional resources. EE
centers such as CWES help teachers increase their effectiveness by offering workshops and curriculum materials prior to their CWES visit. Gregg (1993) also suggested other ways to help teachers more effectively teach EE. Some of the predominant methods include involving teachers in the planning of their class visits, offering a CWES newsletter for teachers, and providing a more complete teaching resource library at CWES.

The implications here for school program changes are that, while they should continue, they should focus more on helping students resolve environmental issues, and that there should be more variety to the lessons. An interview with the CWES Program Director resulted in a description of how this might happen. One indication of how programs may change in the future can be found by talking with the people who directly influence programming. These people include the Program Director and the members of the program subcommittee (a subset of the CWES Steering Committee) who help set general program goals for the Station. These overall programming goals are explained in the mission statement (Appendix B-1) and have been presented elsewhere in this document. Basically, the goals are to provide programs to the audiences described at the beginning of this section. The consistency of these program goals through the years indicate the Steering Committee's satisfaction with programs and audiences. In addition to the program goals listed in the mission statement, specific annual program goals are drafted. For example, in 1993, these annual goals were:

- to review programs including needs assessment and curriculum evaluation
- to plan for increasing on and off site teacher participation in EE
- to review, evaluate, and revise energy curriculum
- to serve as statewide coordinator of the "Energy Cycle" program
- to refine the lesson plan for the Challenge Course
- to explore ideas for a new week of summer camp

Using these written goals as an entry point into the discussion, an interview was conducted with the Program Director, Tehri Parker, to request her contributions and insight into the future of programming at the Station. The results of this interview can be
seen in Appendix B-11. In summary, the Program Director explained that CWES should continue to focus on being a "model" of innovative new programming and resource conservation as it approaches the future. This includes more programming related to sustainable agriculture, alternative energy, and low-impact lifestyles.

Other factors which impact program changes for the future include related planning efforts for CWES by others. For instance, as indicated in the methods chapter, CWES will be undergoing a strategic planning process and evaluation by the College of Natural Resources in the future. These planning efforts, and their implications for this project, are explained below.

**CWES Strategic Planning Process**

CWES is embarking on a strategic planning process, to re-evaluate the mission and direction for the future. Since no new information regarding strategic planning was available at the time this facility development plan was being prepared, it is assumed for the sake of this study that the Station's mission will likely remain similar to its current form. It is also likely that elements from this plan will be useful to the strategic planning process. In addition, as noted previously, it is assumed that the strategic plan, when completed, would call for the preparation of a Master Plan for Development, as this need has been recognized by the Steering Committee and director for some time. In the event that this strategic planning process results in a change in CWES mission, the new physical plan must be flexible enough allow for change.

**College of Natural Resources Review of Field Stations and UWSP Program Review**

The College of Natural Resources is conducting a review of its field stations. Although the final results of this review were not available at the time this plan was being prepared, the preliminary report was available. This preliminary report (CNR; 1994) highlighted the strengths and weaknesses of CWES, and identified the need for a larger
land base and investment in facilities to overcome current limitations. One of the Station's strengths is the critical role it plays in undergraduate and graduate instruction for the College of Natural Resources' program of study in EE. CWES offers a hands-on opportunity for UWSP students to teach environmental education in a controlled environment, where staff, interns, and graduate students closely monitor and evaluate practicum students, offering feedback on a weekly basis. This degree of supervision may be difficult for other organizations to provide. This University affiliation makes CWES unique among all other EE centers in the state and sets it apart from the competition due to the involvement of University faculty, students, and administration. Again this helps make the Station a regional model relative to its partnership status with many other organizations, such as its role as headquarters for the WAEE, and the directors involvement with LOOSE. Another strength is the central location of CWES, and the waterfront location which enhances summer camping opportunities immensely.

"Self-Study" Report

In addition to the CNR review, another important summary of the Station's strengths (relative to program, lands, facility, staff, and budget) can be found in the "Self Study" prepared by CWES Director J. Passineau (January 1995) for the UWSP Instructional Planning Review Committee (initiated to review programs in light of UW-system budget cuts). This report, included in Appendix E-8, highlights the Station's importance relative to UWSP programming, its state and national recognition, efforts to maintain quality control, and cost effectiveness relative to demand, work load, costs, and comparative advantages.

In summary, some programs at CWES may change in the future, while other programs should continue as they are. For example, school programs should certainly continue, since teachers find such outdoor experiences to be important and are pleased
with their trips to CWES. Not only do these programs serve the CWES mission and the needs of the community well, but they offer unique opportunities to serve the educational needs of UWSP college students as well, by providing hands-on EE experience for college students. School programs should change only in that more variety and emphasis on solutions environmental problems are offered, and that more effort be put into alternative energy sources and setting an example as a facility which practices low-impact lifestyles.

As planning efforts from the CNR and UWSP continue, they may identify a need for CWES to operate more on program generated revenue. If this occurs, programs for the elderly, public programs, more collaborative programs, and increased conference use might be ways to increase revenue.

**Researching the Client Base**

**Does CWES want to expand or change its client base?**

As explained in Chapter Three, a competitive analysis was conducted as part of this research. There were several reasons for a competitive analysis. One reason was to help answer the above question regarding client base, as well as the previously listed questions regarding new program opportunities. An assessment of other facilities would indicate which programs are available elsewhere and for whom. Consistency in programming not only indicates that there is fair demand for this type of programming, but also that the Station must remain competitive to capture its market share. A secondary benefit of the competitive analysis is that information could be gained regarding innovative and functional facility designs. These centers might warrant a site visit for ideas on facility design at CWES. The third reason was to find planning documents from other centers which could be applied to CWES.
The Competitive Survey

As stated in the methods chapter, CWES programs and use can be categorized into three main types: school programs, summer camps, and weekend/conference programs. As distinct audiences are served by these categories of programs, it was important to analyze each of the markets separately, even though there may be some degree of overlap. As appropriate, the results are described relative to each of these market categories.

Summary of Methods

As explained in the methods chapter, organizations were identified which served one or more of the CWES market segments. A survey which included questions on the organizations' programs and audiences, staffing, planning efforts, and facilities, was sent to a total of 49 EE centers, youth camps, and environmental conference centers in Wisconsin.

For sake of the analysis of "competition," competing organizations for school programs were considered those facilities that offer EE school group programs in the CWES market area of a sixty mile radius. This area encompasses most schools that currently visit CWES. Organizations were identified within this market area which offer an outdoor education or environmental education component, some of which offer school programs. The list of centers was compiled using the 1992 Directory to Wisconsin Environmental Education and Nature Centers (Klippel; 1992), and the Directory of Natural Science Centers (NSYF; 1990). The list was then reviewed by several environmental education professionals from the UWSP College of Natural Resources, who checked the list for any centers which were overlooked. The list (List A) can be seen in Appendix C-6.

For consideration of the summer camp segment, it was noted that summer camp visitors traditionally come from a wider radius than do school groups, since travel time is
negligible compared to the amount of time spent at the facility. The majority of these campers come from Wisconsin, so the questionnaire was distributed to camps within the state. To assure that the results were applicable to the Station, the following selection criteria was utilized:

1. Must offer environmental education programs for youth
2. Must be a residential facility
3. Must be co-ed, like CWES
4. Non-partisan, like CWES
5. Open to a wide variety of clients (not just special needs)

Based on the information from the previously mentioned directories, as well as the American Camping Association's 1992/93 Guide to Accredited Camps, camps within the market area which met the criteria were identified. The list was reviewed by Environmental Education and Camp Management professionals from the UWSP College of Natural Resources, who recommended additional sites to be surveyed as well as special sites that might be useful to visit.

For the weekend/conference segment, it was noted that organizations statewide might consider CWES to be an ideal meeting place, due to the overnight accommodations, natural setting, and central location. Other studies, (Knepfel; 1992), indicate that adults, families, and organization members are willing to travel great distances for special meetings, conferences, and weekend educational programs. Therefore, the entire state was considered as the study area for this market segment. To determine the types of programs available at these centers, and to obtain information on their facility planning and design, a list of competing centers was compiled based in part on recommendations from the same EE and Camp Planning Professionals referred to above, the previously mentioned directories, and the UW Bulletin "The Environment," which lists hundreds of special courses and workshops offered at other facilities in the state. While some of the
same centers resurfaced, others were new listings for this aspect of the competitive analysis.

Each facility from all three categories was sent the survey referred to above, with an accompanying cover letter (Appendix C-1). The survey sought specific information regarding mission, audiences, programming, facilities, management, visitor statistics, funding and budgeting, and the existence of formal operations or planning tools. If the center did not return the survey by the specified date, attempts were made to obtain the information over the phone. If no information was obtained after two phone attempts, a follow-up letter and another copy of the survey was sent (Appendix C-2). If there was still no response, data was sought through previously published sources when possible. A request for brochures and other information was made as well, and this information was then included in the analysis of competition.
Results

Using the methods presented above, twenty-eight organizations were identified which compete within the defined CWES market range for the school group market. The list can be seen below, and their locations are marked on Figure 4.6. Out of 28, only three did not respond.

Glacier Hollow
Wausau School Forest
Mosquito Hill Nature Center
1000 Islands Environmental Center
Wild Rose Fish Hatchery
UWSP Museum of Natural History
Sandhill Outdoor Skills Center
Beaver Creek Reserve
International Crane Foundation
Boston School Forest
Schmeekle Reserve
Mirror Lake State Park
Treehaven Field Station
Wisconsin Lions Camp
YMCA Camp Alexander

YMCA Camp Nanabosho
Bubolz Nature Center
Bethel Horizons
Upham Woods
Jordan Park
MacKenzie EE Center
Fallen Timbers Environmental Center
Merrill School Forest
Hartman Creek State Park
Devils Lake State Park
Camp Unahliya
Navarino Wildlife Area
Twin Oaks Environmental Center

Figure 4.6 School Group Market Analysis
Using similar methods, twenty-five organizations were identified which compete for the summer environmental camp market. Many of these are included in the school group list, but are repeated here. Their locations are shown on Figure 4.7. Out of these, 10 centers did not respond to the survey.

<table>
<thead>
<tr>
<th>YMCA Camp MacLean</th>
<th>Edwards YMCA Camp</th>
<th>YMCA Camp Unahliya</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMCA Camp Manitowish</td>
<td>YMCA Camp Alexander</td>
<td>YMCA Camp Nanabosho</td>
</tr>
<tr>
<td>YMCA Camp Minikani</td>
<td>Glacier Hollow</td>
<td>Village Camp</td>
</tr>
<tr>
<td>Camp Ehawee</td>
<td>Holiday Home Camp</td>
<td>Honey Rock Camp</td>
</tr>
<tr>
<td>Helen Brachman Camp</td>
<td>Camp Lucerne</td>
<td>Upham Woods</td>
</tr>
<tr>
<td>Easter Seal Center</td>
<td>Amnicon Camp</td>
<td>Bethel Horizons</td>
</tr>
<tr>
<td>Birchrock</td>
<td>House in the Wood</td>
<td>Camp Ojibwa</td>
</tr>
<tr>
<td>Camp Woodbrooke</td>
<td>WI Lions Camp</td>
<td>Beaver Creek Reserve</td>
</tr>
</tbody>
</table>

Figure 4.7 Summer Camp Market Analysis

The low response rate from the camp sector may be attributed to several factors. Soon before the first mailing, a similar survey was sent nationwide from the Great Smoky Mountains Institute at Tremont. Several center directors indicated that they receive many such surveys, and lack the time to respond. This may explain why several surveys did not return. Several of the non-respondents were also private businesses who presumably did not wish to disclose competitive information.
Using the methods presented above, seven organizations were identified which compete for the environmental conference facility market. The list of these can be seen below, and their locations are marked on Figure 4.8. All centers responded to the survey.

Sigurd Olson  
Lions Camp  
Hunt Hill  
Int. Crane Found.  
Treehaven  
Beaver Creek  
The Clearing

Figure 4.8 Conference Center Analysis

Tables 4.4 through 4.9 on the following pages summarized information obtained from the survey. There are two tables for each market segment. One table lists survey data related to programs and audiences at each site, providing some indication of the centers most similar to CWES. The other table presents survey data related to operations and planning at each of the centers, helping to identify those with a similar political structure and operating procedure. To assist the reader in reviewing these tables, a copy of the survey tool itself precedes this data. The information from this survey helped select sites to visit, and may also be useful to CWES decision-makers in the future.
ENVIRONMENTAL CENTER SURVEY

Please attach brochures, maps, or other materials. By referring to these materials, you may be able to shorten your response time to this survey.

Name of Facility ___________________ Date __________

1. What is the mission statement of your organization?

2. Which of the following does your organization currently offer?

☐ Environmental Education Programs
☐ Day Use programs
☐ Residential/Overnight Lodging
☐ Conference Center Meeting and Lodging
☐ Food Services
  ☐ Self-Use kitchen
  ☐ Full-service meals

3. What is the estimated total number of visitors to your facility each year? __________

4. What percentage of these users are involved in an overnight experience? _____ %
   Can you accommodate additional overnight use? ☐ YES ☐ NO

5. Please mark which of the following groups you serve. Also please estimate the percentage of total users in each category. (We realize some may overlap). Lastly, indicate if you are at capacity for each group.

<table>
<thead>
<tr>
<th>Group</th>
<th>%</th>
<th>At Capacity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Groups</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Summer Camps</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Weekend Programs</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Adult/Family Workshops</td>
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<td>General Public</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Special Populations</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Off-site Programs</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
</tbody>
</table>

6. If you are at capacity, what limiting factors prevent you from serving more clients?
   ☐ Desire/Mission   ☐ Facilities   ☐ Land Base   ☐ Funding   ☐ Other

7. What is the total acreage of your facility? __________

8. Please check the facilities included at your site:

☐ Office
☐ Indoor Classrooms
☐ Nature Trails
☐ Interpretive/Educational Exhibits
☐ Resource Library
☐ Kitchen
☐ Overnight Lodging
  ☐ Dormitory
  ☐ Cabins
  ☐ Other

☐ Dining Area
☐ Bookstore/Gift Shop
☐ Captive Live Animals
☐ Recycling Center
☐ Greenhouse
☐ Others (please list)
9. Please describe any special features of these facilities. (ie. Wildlife Observation Areas, Alternative Energy, etc.)

10. Please check the types of programs that you offer:

- [ ] Environmental Education
- [ ] Nature Appreciation
- [ ] Environmental Ethics
- [ ] Lifestyle Programs
- [ ] Elderhostel
- [ ] Cultural History
- [ ] Science Programs
- [ ] Trail Excursions
- [ ] Natural History
- [ ] Fine Arts (Writing, Dance, etc.)
- [ ] Waterfront Activities (Swimming, Boating)
- [ ] Equestrian Activities
- [ ] Archery
- [ ] Outdoor Skills (please specify)
- [ ] Other (please specify)

11. How many full time and part time staff does your organization employ in the following areas? (If one person spends 20 hours in marketing and 20 hours in general office, write .5 for each.) Also, for each work area, indicate the average combined hours per week for all employees.

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<th>Part Time/Seasonal</th>
<th>Total Hrs./Week</th>
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<td>General Office</td>
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<tr>
<td>Marketing</td>
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<tr>
<td>Programming/Teaching</td>
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<td>Maintenance</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Does your organization use volunteers?  
   - [ ] YES  
   - [ ] NO  

   If so, how many people?  
   Total Yearly Volunteer Hours  

   In what capacity?  

13. Please describe the ownership of your organization:

   - [ ] Public  
   - [ ] Private  
   - [ ] State  
   - [ ] Non-Profit  
   - [ ] County  
   - [ ] Commercial/Business  
   - [ ] City  
   - [ ] School District  

   Please describe special arrangements/partnerships  

14. Who are the key decision makers involved with the organization?

   - [ ] Board of Directors  
   - [ ] Public Officials  
   - [ ] Steering Committee  
   - [ ] Center Administrative Staff  
   - [ ] Others (Please explain)  

15. What is your annual budget?

   - [ ] less than $10,000  
   - [ ] $10,000 - $50,000  
   - [ ] $50,000 - $100,000  
   - [ ] $100,000 - $250,000  
   - [ ] over $250,000  

(Next page, please)
16. How is your center funded?

<table>
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<tr>
<th>Source</th>
<th>% of Total Income</th>
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<td>Program Generated Revenue</td>
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<td>Gifts/Donations</td>
<td></td>
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<tr>
<td>Other (Please specify)</td>
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</tr>
</tbody>
</table>

17. Does your organization currently have written planning tools, including:

- Physical Development Plan
  - NO
  - YES (when was it updated?)
- Strategic Plan
  - NO
  - YES (when was it updated?)
- Operations Plan
  - NO
  - YES (when was it updated?)

In the space below, please name the planning documents used by your organization.
(ie. Personnel Management Plan, Long-Range Development Plan...)

18. Who participated in the development of these plans?

- Administrative Staff
- Programming Staff
- Professional Consultants
- Citizen Groups
- Board of Directors
- Others (please explain)

19. Would you like to see environmental centers in the region cooperate more fully?

□ YES □ NO

If YES, then how?

- compare programs to avoid competition
- discover programming overlap or opportunities
- begin periodic roundtable discussions
- share program planning efforts
- develop and offer programs together
- other

20. Would you be interested in meeting with administrative and program staff of other centers to discuss mutual interests and cooperative programming?

   ____ YES  ____ NO  ____ MAYBE

21. Would you be interested in discussing the possibility of being a case-study in an upcoming thesis document?

   ____ YES  ____ NO  ____ MAYBE

Please send us any brochures or other written materials about your facility.

Name of Person Completing the Survey  Position  Phone Number

This survey may be returned by mail before July 8th to: The Central Wisconsin Environmental Station, C/O Connie Dorn, 7290 County MM, Amherst Junction, WI  54407.
### Table 4.4 The School Group Segment

**Programs and Audiences at Competitive Organizations**

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<th>Day</th>
<th>Overnight</th>
<th>Conf</th>
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</table>

**Uni** = University/College  
**p/np** = private, non-profit  
**corp** = corporate  
**Cty** = county  
**sch** = school district  
**St** = State
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<td>D</td>
<td>S</td>
<td>7</td>
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<td>grt,PGR</td>
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per res = percent residential (overnight) programs

Food:
S= self-service kitchen
F= full-service kitchen

Housing:
C= cabins
D= dorms
T= tents

Decisions:
BOD= Board of Directors
Stf= Staff
SC= Steering Committee
PO= Public Officials
sch= school officials

Fu= funds
F= facilities
S= staff
M= mission
L= land base
T= time
### Table 4.6 The Summer Camp Segment
Programs and Audiences at Competitive Organizations

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</table>

Uni = University/College  
Cty = county  
p/np = private, non-profit  
sch = school district  
corp = corporate  
St = State

**Non-respondents**

Camp Amicon  
Birchrock  
Holiday Home Camp  
Camp Ojibwa  
Village Camp  
Honey Rock Camp  
Y Camp Alexander  
House in the Wood  
Waypost Camp  
Camp Minikani
Table 4.7 The Summer Camp Segment  
Operations and Planning at Competitive Organizations

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Fu = funds  
F= facilities  
S= staff  
M= mission  
L= land base  
T= time

Fuel:  
S= self-service kitchen  
F= full-service kitchen

Housing:  
C= cabins  
D= dorms  
T= tents

Decisions:  
BOD= Board of Directors  
Stff= Staff  
SC= Steering Committee  
PO= Public Officials  
sc= school officials

per res = percent residential (overnight) programs

Food:  
S= self-service kitchen  
P= Physical Plan  
S= Strategic Plan  
O= Operations Plan
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Uni = University/College
p/np = private, non-profit
Corp = corporate
Cty = county
Sch = school district
St = State
### Table 4.9 The Weekend/Conference Segment
Operations and Planning at Competitive Organizations

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<td>C</td>
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<td>100</td>
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<td>BOD/Staff</td>
</tr>
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<td>1000</td>
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<td>D</td>
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<td>8</td>
<td>180</td>
<td>100-250T</td>
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<td>S</td>
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<td>2</td>
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<td>50-100T</td>
<td>PGR</td>
<td>S</td>
<td>?</td>
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<td>50</td>
<td>&gt;250T</td>
<td>grits</td>
<td>S</td>
<td>93</td>
<td>BOD</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>yes</td>
<td>5-7500</td>
<td>S</td>
<td>1%</td>
<td></td>
<td>8</td>
<td>3</td>
<td>&gt;200</td>
<td>100-250T</td>
<td>endow</td>
<td>S</td>
<td>94</td>
<td>BOD,Staff</td>
<td></td>
<td></td>
</tr>
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<td>85%</td>
<td>D</td>
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<td>4000</td>
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<td>95%</td>
<td>S,F</td>
<td>7</td>
<td>55</td>
<td>&gt;250T</td>
<td>gifts</td>
<td>P,S,O</td>
<td>93</td>
<td>BOD,Staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fu = funds  
F= facilities  
S= staff  
M= mission  
L= land base  
T= time  

**Housing:**  
C= cabins  
D= dorms  
T= tents  

**Decisions:**  
BOD= Board of Directors  
Stff= Staff  
SC= Steering Committee  
PO= Public Officials  
sch= school officials  

**Food:**  
S= self-service kitchen  
F= full-service kitchen  

**Plans:**  
P= Physical Plan  
S= Strategic Plan  
O= Operations Plan

---

per res = percent residential (overnight) programs
Discussion of Survey Results

This section explains the survey data presented in Tables 4.4 through 4.9. The results are analyzed and interpreted by market segment. Therefore, there is a section for each of the three main market segments, a section regarding new program opportunities, and a section regarding land and operations.

School Market Segment

Presentation and Interpretation of the Data

Table 4.4 presents the results of survey questions pertaining to programs and audiences. Centers that did not respond are listed, but no data is included in the tables. These include Schmeekle Reserve, YMCA Camp Alexander, and Twin Oaks Environmental Center. While these centers may offer competition, they will not be considered further in this analysis due to lack of information. To determine if each center can truly be considered competition for this market segment, the percentages of visitors in the school group category was examined. Any centers with a client base that consists of less than 20% school groups was not considered as part of the competitive analysis for this market segment. Based on this criteria, the following centers were excluded: Wild Rose Fish Hatchery, Hartman Creek State Park, Devils Lake State Park, and Mirror Lake State Park.

An examination of the facilities offering day or residential EE programs indicates that about 69% of the centers are at capacity, at least part of the year, for the school group market (Table 4.10).
Centers offering EE programs for school groups | % of total visitors | At capacity?
---|---|---
Fallen Timbers | 95% | yes
Bubolz | 80% | no
International Crane Foundation | 23% | yes
MacKenzie | 25% | In spring & fall
Mosquito Hill | 20% | no
1000 Islands Environmental Center | 30% | yes
Upham Woods | 50% | no
Edwards YMCA Camp | 50% | no
Jordan Park | 50% | yes
UW Museum | 40% | yes
Sandhill OSC | 70% | yes
Beaver Creek | 40% | sometimes
Merrill School Forest | 80% | yes
Boston School Forest | 80% | yes
Wausau School Forest | 72% | yes

Table 4.10 School Program Capacity

Out of this list, it can be seen in Table 4.4 that 50% offer overnight accommodations. Often, these overnight accommodations do not include staff to present evening programs, but offer the teachers the opportunity to conduct their own programs. The centers which offer residential EE experiences primarily for school groups (serving at least 50% school groups and 30% residential) include:

Wausau School Forest  
Upham Woods  
YMCA Camp Edwards  
Fallen Timbers  
Bethel Horizons  
Merrill School Forest

Of these, Wausau School Forest, Boston School Forest, and Fallen Timbers serve predominantly the youth within their own school districts, and are not competing for the remaining school groups in the area. Although by serving the needs of their districts they reduce the potential client base for CWES, there is still a large market segment for CWES to target. Only Upham Woods and YMCA Camp Edwards indicate that they are not at capacity and therefore may have room to compete with CWES for a larger market share.

There is more competition for the day-use only school programs. In fact, each of the 16 centers listed above compete for the local market segment of school groups.
However, all but a few are currently at capacity and offer little threat to the existing CWES market share.

Conclusions Based on the Data

The value of a residential EE experience was explained in the introduction to this thesis. Based on the above analysis, it is clear that CWES offers a unique residential experience for school groups, and is faced with little competition. This indicates that the residential component of school programs at CWES is a market segment which should continue to be a priority in the future.

The Station's market share for day-use school programs also seems to be stable at this time. However, if the other centers expand their capacities, or if more school districts decide to create their own EE facilities, this market could be in danger.

There are many factors to consider when comparing centers, including quality and capacity of facilities, quality and availability of teaching staff and programs, and location. It is therefore difficult to generalize conclusions without a detailed visit to each site, which goes beyond the scope of this thesis.

Off-Site and Other Programs

Presentation and Interpretation of the Data

Upon examination of Table 4.4, it is seen that almost half of the centers serving school groups offer limited off-site programming. Of those, most spent less than 10% of their programming off-site. Of the total respondents in all three market segments, roughly 20% mentioned they had challenge or ropes courses. Since the questionnaire did not ask about the challenge course specifically, it is likely that several others also have such courses but neglected to record them for the survey.
Conclusions Based on the Data

There may be opportunities for a facility to offer more extensive off-site experiences. These could involve mobile teaching units, classroom visits, or leading adventure trips to wilderness areas. It seems that this niche has not been fully developed at CWES, and may serve the Station's mission while reducing impact on facility use at CWES and generating revenue. Such off-site programs may require little or no additional facility-related changes, and may have minimal impact on the physical development plan (except perhaps more office space and storage for supplies).

Table 4.4 also indicates that several nearby facilities may serve selective market segments more effectively than CWES could, and therefore CWES should avoid overlap and leave these programs to the other centers. For instance, Jordan Park offers live animal programs, Lions Camp has wonderful facilities to serve the EE needs of special populations, and Schmeeckle Reserve offers a variety of weekend programs and exhibits to the general public. While collaborative efforts would be appropriate (such as hosting a wildlife program at CWES or bringing CWES educators to the Lions Camp to assist with a special program), there is no indication that CWES should try to serve these market segments on a regular basis. This is an important recommendation because it implies, for instance, that while facilities should meet handicap accessibility codes, it is not necessary to plan facilities as if a large special needs population were being served.

Since challenge courses seem to be popular at EE centers and is frequently requested at CWES, there may be opportunities to expand this program as well.
Summer Camp Market

Presentation and Interpretation of the Data

Tables 4.6 and 4.7 present data relative to other summer camps within the State. Using the criteria identified in the methodology section, camps were identified which were most similar to CWES. The list of criteria is restated below:

1. Must offer environmental education programs for youth
2. Must be a residential facility
3. Must be co-ed, like CWES
4. Non-partisan, like CWES
5. Open to a wide variety of clients (not just special needs)

Any camps which did not meet these criteria were excluded from further consideration. Specifically, YMCA Camps Nanabosho and Manitowish, Helen Brachman Camp, and The Easter Seal Center all had missions which did not include EE, and they did not check off EE as one of their program offerings. Additionally, several camps did not respond to the survey. These included: YMCA Camp Alexander, Camp Amicon, Birchrock, YMCA Camp Manitou, Camp Minikani, Holiday Home Camp, Honey Rock Camp, House in the Wood, Waypost Camp, Village Camp, and Camp Ojibwa. There is a chance that these camps did not reply because they did not want to reveal competitive advantages. Until further information is found, these camps should be considered as competition to CWES. Specifically, the following camps responded to the survey, meet the above criteria, and can be considered as CWES competitors:

Glacier Hollow
Upham Woods
YMCA Camp MacLean
YMCA Camp Edwards
Hunt Hill
YMCA Unahliya
It should be noted that all of these six camps operate year-round, and serve school groups as well. All but one also offers conference and weekend facilities. Therefore, the overwhelming majority of environmental camps choose a market mix similar to that at CWES. This implies that the market mix must be successful.

Conclusions Based on the Data

As explained above, the current market mix at CWES seems common for environmental camps, and is therefore assumed to be successful. This market mix makes sense because it ensures that the facilities can be used to their fullest year-round and seven days a week. It seems obvious that the current market mix should continue at CWES, and summer camps will be an important part of the overall success of the Station.

To avoid the pressures of competition, it is recommended that CWES work cooperatively to avoid competition and program overlap, especially among local camps such as Glacier Hollow.

Weekend/Conference Market

Presentation and Interpretation of the Data

Tables 4.8 and 4.9 refer to data relative to other centers which offer weekend programs and conference facilities. While many centers rent out their facilities for weekend and evening conferences, or offer occasional weekend programs, only eight were identified as centers who make this a high priority. These seven centers are listed again below:

Beaver Creek Reserve  Int. Crane Found.  Treehaven  The Clearing
Hunt Hill                Sigurd Olson            Lions Camp
According to the data listed in Table 4.8, The Clearing was the only center with a mission that did not involve the environment directly. Of the remaining centers, half offered full-service meals.

**Conclusions Based on the Data**

Of these centers, none have the advantage of the central location of CWES. Some offer rustic accommodations, but others, such as Treehaven, offer more elaborate accommodations. CWES has the opportunity to offer inexpensive, rustic accommodations in a convenient location. Equally important is that CWES has the ability to provide full-service meals, which can be an important factor to many groups. The potential therefore exists to capture a larger portion of the market share for environmental conference retreats. The occasional public weekend programs at CWES help expose the public to the facilities, so that they will remember CWES when looking for a meeting location for organizations to which they belong.

**Land and Operations**

**Presentation and Interpretation of the Data**

Tables 4.5, 4.7, and 4.9 are useful in that they provide additional information regarding operations, funding, land, and planning at each of the centers. The data has many uses, one of which is to identify centers with a similar organizational structure to CWES, and planning documents which will serve useful during a site visit. These site visits are described in more detail in upcoming sections.

Of the centers serving school groups and conference attendees, only ICF, Glacier Hollow, and the YMCA camps were private nonprofits or corporate owned. The rest were all owned by some form of state, county, or city government. In the camp segment, however, all except Upham Woods was a privately owned non-profit or business.
There was not a direct correlation between budget and number of visitors served. For instance, while Bubolz Nature Center serves 35,000 to 40,000 annually with a budget between $50,000 and $100,000, YMCA Camp Edwards serves only one third the amount of visitors with over double the budget. One of the reasons might be that Bubolz uses more volunteers (42 for Bubolz, 20 for YMCA Camp Edwards) and less full-time staff (2 for Bubolz, 9 for Camp Edwards).

It can also be seen in Table 4.5 that many of the EE centers serving school groups are similar in acreage to CWES, while hosting a similar number of visitors. Only a few (such as MacKenzie Nature Center, and International Crane Foundation) manage to serve more visitors on less land.

Conclusions Based on the Data

The results indicate that volunteers may help to alleviate the costs involved with operations of an environmental center. Also, since most EE centers for schools are operated by a government agency, the success of this market may fluctuate based on the political environment. A reaction to government budget cuts may be that more private nature centers will eventually evolve to replace those that are no longer government-funded.

Another implication of the research is that careful planning and management may allow CWES to maintain current visitor levels without adversely impacting the land base. Since several centers already function with a similar visitor/acreage ration, the indications are positive for CWES as well.
DISCUSSION OF RESULTS OF PROGRAM ANALYSIS

The following discussion provides an analysis of CWES programs and audiences based on a synthesis of the information gathered throughout Objective 3.1. This information was derived from many sources, including national and local demographics, existing CWES documents and user statistics, teacher evaluation forms, existing thesis research, staff interviews, and competitive surveys.

This analysis is necessary because future programs and audiences effect the type of facilities which will be needed at CWES. A long-range physical development plan must anticipate future needs in addition to addressing current problems.

Program Options

A more thorough market analysis could assist the Station in developing the most successful market mix. In general, however, there are several options CWES has when considering the future of programming. These options are listed below and relate to either expanding, maintaining, or decreasing each of the existing market segments, and/or adding new programs and audiences to the mix.

PROGRAM OPTIONS

<table>
<thead>
<tr>
<th>Expand School groups</th>
<th>Expand Summer Camps</th>
<th>Expand Conference Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain School groups</td>
<td>Maintain Summer Camps</td>
<td>Maintain Conference Use</td>
</tr>
<tr>
<td>Decrease School Groups</td>
<td>Decrease Summer Camps</td>
<td>Decrease Conference Use</td>
</tr>
</tbody>
</table>

Seek new market segments/offer new programs (Alternative Lifestyle, Live Animals, Public Programs, Elderhostel, Special Needs, Energy, Off-Site Adventure Programs, Traveling Naturalists at Schools)

An exploration into each of the three existing market segments, as well as new program ideas, will now be presented.
School Market

Based on user statistics, evidence exists that these programs are currently meeting a need. Teachers have expressed a great deal of satisfaction with the programs, and almost all are repeat clients. Most available days are filled by school groups, and CWES is currently near capacity for this market except during January and May when practicum students are not available to teach. The state mandates regarding EE further assure the continued use of CWES by schools.

The experience CWES is able to offer UWSP practicum students is also very valuable. CWES offers a unique program for mentoring large numbers of practicum staff. UWSP students rate their experience at CWES as one of their best courses, and it is a valuable course for elementary education students who must meet state mandates when they become professional teachers.

As mentioned earlier, an examination of the facilities which are found within the previously described market area for school groups shows that about half of the centers are at capacity for the school group market. It should be noted, however, that the school forests in Merrill, and Wausau, and also Boston School Forest serve mostly the students within their districts. Boston School Forest is in the midst of an expansion effort, since they are currently at capacity. The Director there believes the expansion will not effect the number of customers at CWES, since Boston School Forest serves primarily younger students, and CWES offers unique ecosystems and residential experiences.

Many environmental centers in the area are not at capacity throughout the entire school year. There are peak times (spring and fall) and slow times (midwinter), and variations in the reputations and affiliations of each site effect their visitor numbers. However, there seems to be a steady demand for EE programs for school groups.

CWES is a place for school groups that do not have their own center. CWES serves 20-30 different school districts, about half of which are parochial. Sometimes the program is so successful that a school district decides to embark on a similar program of
their own. One such case is the Neenah-Menasha School District, which began coming in the 1970's but recently decided that the visits were so successful that they would like to offer the experience to all of their students. The most economic way to do this was to begin a program of their own. CWES was the model that helped them make that decision, although it meant CWES eventually lost their business.

Evidence shows that teachers find school trips to facilities such as CWES useful, and there is strong indication that this will continue to be the case. Therefore, it may be best for CWES to maintain its current level of school programming. To do this, however, some marketing must be done to recruit new schools to compensate for schools lost to budget cuts, changing interests, or for districts who eventually create their own center. Also, CWES staff will need to continually evaluate their programs to assure that teacher and student needs are met.

Expansion of this market is also an option. However, due to limits and fluctuations in practicum staff and facilities, expansion would require alternative staffing strategies and expanded teaching locations and materials. Currently, there is a high number of practicum staff, due to recent increases in the number of students majoring in EE/Interpretation and the EE minor in Elementary Education. According to a study conducted by Bowdoin College, the number of environmental studies majors in US Colleges and Universities more than doubled between 1986 and 1989. (Wall Street Journal, June 15, 1989, pA1) Because the environmental movement ebbs and flows, there may be low enrollment at some point in the future.

Although the permanent staff at CWES can help by teaching more during times when Practicum students are unavailable, an expansion in school programs would likely require alternative staffing options which may include additional paid permanent or seasonal staff, interns, community volunteers, and school teachers leading more of their own programs. Facility expansion or renovation would be necessary to accommodate the additional demands of school groups for classroom space, restrooms, lodging, and food
service, and to reduce human impact on facility and lands by controlling larger flows of traffic. There must be a balance between optimum and maximum capacity.

There is a potential to serve more visitors if practicum staff were available earlier in September, between December 20 and January 20, and later in May. The Station attempts to overcomes this obstacle currently by scheduling classes which are led by their own teachers at these times. Some teachers come to CWES specifically because the practicum staff will teach their class, while other teachers do not become involved with the lessons at CWES because they feel inhibited by the practicum staff (Gregg; 1993). Therefore, allowing teachers a chance to conduct their own programs allows teachers to become more involved. However, getting teachers too involved means jeopardizing the practicum experience. Therefore, a careful balance must be maintained.

**Summer Camp Market**

The summer camp program at CWES had traditionally provided program generated revenue and offered a way to make use of the facility in summer, when school groups are not present. CWES offers a diverse camp schedule (see Appendix B-10). The programs vary in duration, age and types of youth, and types of activities. Some camp programs are at capacity each summer due to facility and staff constraints. For instance, if special needs youth will be at camp for two weeks, it is not practical to hire additional staff for those two weeks. Therefore, an optimal vs. maximum number of youth must be served.

Although a survey questionnaire was sent to eighteen camps, only six were identified which were similar to CWES and therefore offered direct competition. The closest nature camp competitor to CWES, Glacier Hollow, is not at capacity although 50% of their total visitors are summer campers. Also, Glacier Hollow serves a much
smaller client base then CWES. A few of the facilities, such as Treehaven and certain YMCA Camps, are at capacity for summer camps but many others are not.

Since summer camp provides much needed revenue, and still accomplishes the environmental mission of the facility, these programs should continue. A more aggressive marketing campaign might increase the numbers of summer campers. Before this can occur, a new bath house and several new or renovated cabins are necessary. CWES offers a unique waterfront environment at one of the cleanest lakes in the area. In addition, the Station has a lakeside site at Severson Lake for backpacking and wilderness skills programs.

Demographics indicate that, nation-wide, more and more people are considering themselves to be "environmentalists." This implies that children of such environmentally minded adults would be sent to nature camps such as the one at CWES. As the population continues to grow slowly in central Wisconsin, there are indications that the market of summer campers may increase. If the camp program is to expand, special care is needed to ensure that the camp is designed to handle increased numbers. Also, it is important to realize that campers are more comfort-oriented now, and that older teens want adventure programming.

**Weekend/Conference Market**

CWES is in an ideal central location for meetings and conferences state-wide. CWES currently is not at capacity in this area, and could easily increase this market. This market should only be pursued and expanded if it has the potential to be a revenue-generating opportunity. In addition to rental fees, the people who rent the facilities for conferences may also become interested in the mission and financial needs of the Station. There is an opportunity for increased exposure and therefore increased fundraising opportunities.
Appendix B-9 shows a list of organizations which have used the CWES facilities over the past few years. Their reasons include the central location and environmental atmosphere. Since people are becoming more "comfort-oriented", facilities need to be enhanced to capture a larger segment of conference, workshop, and retreat visitors. This is especially true if the elder hostel market is to be targeted.

Tables 4.8 and 4.9 refer to information regarding the conference and weekend workshop market. Of the seven centers identified, only half (Treehaven, Lions Camp, and Hunt Hill) offered full-service meals. This is an advantage that CWES has over the other centers. Additionally, Treehaven and Hunt Hill are not centrally located, whereas CWES is. It appears that CWES therefore has little competition in central Wisconsin for those users who desire a rustic, affordable, and convenient meeting place. In the 1992-93 fiscal year, 46% of all nights and 63% of all weekends were booked at CWES. There is potential for expanding this client base through by updating the restroom and dining facilities and through aggressive marketing of the site for this purpose.

**New Markets and Programs**

Because of the need to diversify programs and audiences to generate revenue and capture a larger market segment, most centers serve more than one target audience. Typical combinations include school programs, summer camps, and weekend programs, or public programs and school groups. The strategy CWES uses (serving more than one major market segment) therefore seems to be a common one. Some programs such as school groups serve the purpose well but generate little revenue, while other programs such as summer camp and weekend facility rental are less mission-oriented but help pull in valuable revenue. The important thing is to ensure that the primary mission is not overridden by the revenue-generating mission, and that good ways are found to serve the mission while making revenue.
Most organizations have a matrix of program options available to them, some which serve the mission well, and others that exist only to generate revenue. The matrix can be seen in Figure 4.9. As CWES plans its future market mix, each decision must be considered in relation to this matrix. Care must be taken to offer programs which accomplish the mission while finding ways to raise money.

![Figure 4.9: The Revenue/Mission Matrix](image)

Decision makers are faced with a myriad of choices and opportunities regarding the future direction of CWES. One choice would be to expand in directions where funding is most likely. In other words, allow the availability of funds to direct the future of the Station. This seems to have happened at Beaver Creek Reserve, where public programs and the nature center were emphasized, largely because the visibility of public programs and facilities helped encourage donations. Another approach would be to design a mission based on what society needs, then convince society that the mission is worth supporting. A third approach is to seek innovative new market niches that have gone unexplored, and find new market segments. Finally, the Station can continue along its same path, seeking funding to address the most urgent needs. These alternatives are presented in Figure 4.10 on the following page.
School groups are not a profitable segment, which explains why school-related program facilities at both CWES and Beaver Creek are not elaborate. If CWES is to maintain or increase school programming, a new conference facility to better accommodate adult clientele could, for example, be added, and the revenue from this segment might help fund the school segment. This is currently being done at CWES to a degree, as both summer programs, conference, and weekend programs help subsidize school programs. Certain programs, especially for elder hostel programs, family programs, and business organizations, would require significant alteration of existing facilities to allow for increased comfort and privacy. But since "money attracts money" these changes could pay off in the long run, with increased community support and private donations. On the other hand, a cost analysis must be conducted to ensure that the price of creating updated conference facilities would be offset by increased conference-related revenue.

Another way to increase funds and publicity without additional facility demands would be to offer off-site adventure programs. All that is required is additional camping equipment and staff, and the financial rewards could be significant.

Opening the facility to walk-in and planned public programs is another option. In some ways, this would be direct competition with Schmeekle Reserve. However, public programs offer opportunities for the community to become involved with CWES, and also
complement offerings at Schmeekele by providing a new location just a short scenic drive away from Stevens Point. Public programs at CWES could also capture the Waupaca market. The special features of CWES, including Sunset Lake, the variety of habitats, and the scenic moraine typical of the area could draw visitors to the site. At present there are limited lands for public trails but this could be expanded by working more cooperatively with the Ice Age Park and Trail Foundation. Currently the Ice Age Trail runs through the Severson Lake property managed by CWES. Additionally, the Iola Winter Ski Area offers good cross-country skiing and a ski jump nearby. Audiences currently using these facilities could be encouraged to use the Station's buildings, food service, and educational facilities. To expand public programs, it would be crucial to assess the availability of lands for this purpose as well as probable conflict with other area, such as school program interference due to drop in visitors. The possibility of acquiring additional land could open up areas that could be dedicated primarily to day use by the public.

Once the public feels a direct benefit from CWES, they may want to contribute to the improvement of the Station. Master Gardening Clubs may be willing to assist with landscaping, executive breakfasts or special programs may lead to funding, and the community members may be willing to volunteer in building projects or fundraising efforts.

Alternative energy could be produced on-site and efficient lighting, heating, and water-saving devices should be used at the Station and incorporated into the lessons. Exhibits such as those currently being designed at Beaver Creek Reserve could then be created. Currently, the Station cooperates with the Midwest Renewable Energy Association and Real Goods to offer solar, alternative energy, and sustainable living workshops. This partnership could be expanded for mutual benefit.

Similarly, the Station should model environmental lifestyles. This includes cooperative management which involves the community, emphasis on reduced waste and
creative recycling of materials. Food service should reflect healthy lifestyles and the Station might want to use only organic foods or grow their own in community garden space. Folk concerts, picnics, and other community events at the Station could reinforce the concept of cooperation and "living lightly on the Earth", and allow students a chance to involve their parents with the Station.

As more emphasis is placed on urban EE, Practicum staff may benefit from the opportunity to travel to school sites to provide schoolyard nature programs. This fits the growing emphasis on taking EE to the classroom and illustrates the importance of schoolyard Environmental Studies areas. The advantage is that these programs show the relevancy of nature that is closer to home. Also, it provides a new market without increasing the number of visitors at CWES.

**Overall Suggestions for Programming and Facilities**

The ultimate mission and direction of CWES will be determined by the CWES steering committee and the UWSP faculty and Foundation. The following recommendations regarding programming are presented, based on the analysis of both the internal and external data described in the previous pages, and also on site visits and interviews described in upcoming pages.

- As the population of central Wisconsin grows, an increased market will be available to CWES. Plans should be made to accommodate increased growth if the need arises.

- Programs for an older population will require easily accessible teaching areas and trails, as well as private showers and comfortable beds.

- Handicapped accessible accommodations are important. This includes simple things such as windows that go to the floor and railings that are not solid but allow for viewing between slats.

- It is important to prevent limits to growth at CWES by securing more land before the growing population lessens land availability.
- Warm, comfortable accommodations and teaching environments are important for a positive experience at CWES, and also for increased utilization of buildings during winter. Efficient heating will save money and model resource conservation.

- Over the past ten years, the Station has done very little marketing for school programs and weekend/conference markets, and still manages a full schedule of programs. In contrast, substantial effort and resources go into publicizing and recruiting for the summer camps (and $30,000 of scholarships are raised annually for youth to attend). This implies that with an aggressive marketing campaign, the Station could expand significantly in any of the three main market segments, or attract new clients in altogether new niches. With this in mind, the development plan should be flexible enough to accommodate future changes in focus and direction, while offering specific suggestions for the site and facilities in the near future.

- There is a need for facilities to accommodate the needs of future instructors. These vary from a teacher resource center, as identified in Jay Gregg's study (1997) and which is currently being developed in the Wilderness Room of Sunset Lodge, to residential housing for intern staff, and an office complex for interns, support staff, and volunteers. Some of these needs have been previously identified in the 1991 Prospectus for Development and a 1985 Five year planning document.

- Attractive and inspirational landscaping and buildings provides a quality outdoor experience and increases chances for additional donations. Also, society has become more "comfort-oriented," and children learn better in a place that "feels like home." Teachers like to see facilities improving from visit to visit, because it makes the facility seem innovative and dynamic.

- Teachers also indicated a desire to see new programs. Some programs which may be successful are challenge and ropes courses, off-site adventure programs, and traveling in-school naturalist programs.

- There may also be opportunities for cooperative programming, such as working in conjunction with the Jordan Park Wildlife Rehabilitation Center to bring live animals to CWES.

- One limit to growth at CWES is the fluctuation of Practicum staff. In times of short supply, other teaching arrangement should need to be made, such as using volunteers or permanent staff.
SUMMARY OF PROGRAMS AND AUDIENCE ANALYSIS

Through Objective 3.1, CWES's mission, programs, and audiences were reviewed and analyzed and related strengths and limitation identified. This was done by completing an "internal analysis" of the Station and by surveying similar facilities through an "external analysis" involving demographics and a survey of competitive facilities. The results of these analyses provided information of importance in making decisions relative to the future of the Station's programs and audiences. Based on this, the need for facilities and lands becomes clear.

The results indicate that the current mission will continue in the future, and that the current market mix is a logical one. The current level of school programming could be expanded through use of volunteers and through a more efficient design of facilities. However, an expansion of conference facilities and camp programs is also recommended, since these are profitable market segments. Private, comfortable sleeping quarters could attract a larger adult market, which may be important in the future. In addition, off-site programs may generate revenue while placing no further burdens on facilities.

With these ideas in mind, the study can now turn to facility analysis and appraisal.
Review of Current Land and Facilities

OBJECTIVE 3.2: to inventory the existing land and facilities

INTRODUCTION

This section is intended to provide an overview of existing lands and facilities at CWES. The overview begins with a review of land base and ownership. Following this, the natural resources of the site are described, including geology and soils, waters, flora, and fauna. A brief cultural history inventory follows this. Finally, the superstructure and infrastructure of the site is presented, including a detailed description of each of the buildings, with accompanying photographs and floor plans, and a description of utilities and paths.

The procedures used for securing this data included examination of existing documents related to CWES including the 1977 Physical Master Plan for CWES by Ron Zimmerman, and documents written by current director Joe Passineau, direct inspection of the site, and review of records on each building which are kept in the CWES files.

This information regarding buildings and land is essential for a complete understanding of the site, and is included especially for those readers who unfamiliar with CWES. Since environmental centers must plan to preserve the quality and diversity of their natural environments, a full understanding of the natural resources at CWES is important. Additionally, since design efforts and physical planning involves modifying or replacing many buildings, it is crucial to fully understand the facilities as they now exist.
Land Base and Ownership

In Objective Two, a history of CWES and the land base was described in detail. Readers can refer to the section of this chapter pertaining to Objective Two for complete coverage of this topic. To review, that section includes the following information:

- pre-European history of the site
- European settlement
- Boy Scout use
- the evolution of the land trust,
- University involvement and the creation of CWES
- overview of current land holdings

Below, a brief summary of land base and ownership is included. There are two reasons for reviewing this information at this point. First, an inventory of natural and cultural resources will follow this section, and knowledge of the land parcels is crucial to an understanding of where the discussed resources are located. Second, there has been some indication from Steering Committee minutes that additional land acquisition is being considered. The purchase of additional land or land rights would:

1. expand capacity and reduce over-use of the existing natural resources
2. provide students with a diversity of habitats close to the Station
3. create buffer zones, protecting the Station from incompatible outside activities
4. protect and preserve local natural resources

As land rights and acquisition are considered and evaluated, a clear understanding of the existing land situation becomes crucial. Figure 4.11 again shows the land base used by CWES and the indicates the ownership of these lands. The most current land negotiations and recommendations are explained below. The map illustrates the areas under discussion.
Figure 4.11 CWES Land Base

The property most intensively used in programming is the building site of Old Camp Chickagami. This central area is part of the land leased from the Boy Scout trustees and the North New Hope Lutheran Church. The remaining segments of leased property or property with easements are utilized far less intensively as they are too far from other facilities.

As part of the Land and Facilities subcommittee efforts to secure a strategic land base, according to CWES Steering Committee minutes, representatives from the North New Hope Lutheran Church met on January 27, 1993, with University and CWES representatives to discuss long-term use of Minister Lake properties. Church representatives agreed that a longer lease term was an option, and they may be willing to sell a part or all of the Minister Lake property (especially the 14 acres west of Sunset Lake Road). The subcommittee recommended that a land appraisal be completed for this land. This appraisal was conducted in 1993 by Ralph Banke Realtors.

The 80 acres around Severson Lake is owned by the UWSP Foundation, and is used for all of the Station's backpack camping programs. It is about 80% wooded and
consists of white pine, red and white oak, red maple, aspen, and white birch. It is a natural area that has been left relatively undisturbed by man, except for some logging done many years ago. To reach this site, groups currently backpack through forested land owned by the Hart family.

In June of 1993, the CWES director met with Kathleen and Dick Hart to discuss CWES use of their property. The Harts requested that a new trail along the northern boundary of the Hart property be used as the backpack route to the UWSP Foundation's Severson Lake property. They also asked that the property lines and trailheads be posted and that a formal lease/easement be created to release them of liability involving CWES use. The CWES subcommittee recommends that, over the next few years, a "conservation trust" to protect adjoining properties in the Sunset to Severson Lake region from development, be pursued with the Harts and other neighbors.

**Natural Resources**

One of the most valuable components of an environmental center is a diverse natural habitat. A variety of ecosystems offers visitors a chance to experience and study life in its many forms. In this section on natural resources, the Station's lands, soils, waters, vegetation, and wildlife will be inventoried, in that order.

**Geology and Soils**

The Station's success can be attributed in part to the beautiful landscape, waterways, and vegetation of the area. These features occur within the rolling topography formed by the retreat of the glaciers over 10,000 years ago. The glacial moraine that was deposited left a pock-marked landscape of kettle lakes, hills, ridges, and eskers containing large and small boulders with origins from as far as Canada.
Figure 4.12 shows soil types around Sunset and Severson Lakes. Sunset, Skunk, and Severson Lakes originated as unconsolidated glacial outwash material built up around ice blocks which eventually melted to form lakes. The predominant soils on both the Sunset and Severson Lake properties are in the Rosholt series: well drained sandy loam soils with sandy loam subsoil over sand and gravel at twenty to forty inches. They have a pH from 5.0 to 6.5. Areas with steep slopes have limited development potential, but there are areas of level or moderate slopes as well. In the wetlands areas of the sloughs, west of Severson Lake, and the South West corner of the Severson property, Roscommon soils appear. They are sandy and have a high water table, with severe limitations for development.
Figure 4.12 Soils of CWES

Soil Types and Phases

- 11 Rosholt-Chetek Sandy Loam (86)
- 80 Rosholt Sandy Loam (84)
- 81 Rosholt Loam
- 4 Marsh
- 146 Roscommon

SUNSET LAKE

146 wetlands

Severson Lake
Water

There are a variety of aquatic environments available at CWES. These include deep water lakes, shallow ponds, and marshes. The names of the lakes are indicative of their history or special features, and include Sunset Lake, where the setting sun shines gold on the water; Minister Lake, named because a parish once overlooked this lake; Severson Lake, named after original settlers; Skunk Lake, and the Sloughs. These waters can be seen in Figure 4.11.

Sunset Lake is a clear, deep kettle lake formed by ice entrapment as the glacier retreated. It is a hard water seepage lake with a surface area of 61.2 acres and a maximum depth of 55 feet. The bottom sediments are mostly sand and gravel, making ideal swimming beaches for CWES and the county park. The land around the park is used by CWES, the county park, and approximately 20 homes. The lake is sensitive to pollution since there is no inlet or outlet for self-cleansing. In 1954, and again in 1965, the lake was chemically treated to remove existing fish populations and restock it. Today, fish species present include largemouth bass and assorted panfish. There are concerns that cottage development around the lake and resultant increases in boating and swimming may contaminate the lake with excess nutrients, chemicals, and bacteria. To the northwest of Sunset Lake are the sloughs; wetlands which are an ideal natural study area and wildlife habitat but unsuitable for building.

Minister Lake is highly used by CWES for pond study programs, and is located between the North New Hope Lutheran Church Property, to which CWES has leased access, and the Hart Property. It is a shallow lake with significant amounts of emergent vegetation.

Severson Lake area is a kettle lake with a surface area of 25.2 acres and a maximum depth of 58 feet. The bottom drops off rapidly near shore and consists primarily of Marl. The lake is surrounded by a mixed pine and hardwood forest. According to John
J. Rawinski’s 1976 soils study of this area, the Severson Lake property is unsuited for septics or buildings due to wetness, slope, and soil permeability. (Zimmerman; 1977)

Skunk Lake is located fully within the boundaries of the Hart property. CWES campers pass by this lake, with permission by Kathleen Hart, on their way to Severson Lake.

**Flora and Fauna**

The seven acres used as the core of operation for the Station are located in a mature stand of red and white pines on a glacial ridge overlooking Sunset Lake. Oaks, maples, and a variety of understory shrubs comprise the second-growth forests where the other buildings and trails are located. Numerous ecological communities such as bogs, fields, ponds, lakes, and deciduous and coniferous forests are all available within the 500 acres of diverse Wisconsin moraine to which CWES has access. Figure 4.13 shows a general view of vegetation at CWES. The core of existing operations supports a variety of species which occur mostly in disturbed areas: evidence that these areas have been overused and exceed carrying capacity. However, the area around Severson Lake still hosts a variety of fragile ephemerals and ferns, due to limited use of the area.
Figure 4.13 Vegetation Zones at CWES
A variety of birds, mammals, reptiles, and amphibians inhabit the diverse ecosystems of the Station. Each year, students from the UWSP College of Natural Resources conduct wildlife research at the Station, as part of a field class. A list of species can be found in Zimerman's 1977 Physical Master Plan for the Station, and is reprinted below. It includes over 125 species of birds, over 30 reptiles and amphibians, and over 50 species of mammals.

**Birds**

The following list of birds was recorded in 1976-1977 by Ron Zimmerman. Many more species may visit the area during a given year. Not all of these species are present during a single season. Some, like the osprey, are unusual migrants passing through the area.

<table>
<thead>
<tr>
<th>Loons</th>
<th>Grouse and Pheasants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Loon</td>
<td>Ruffed Grouse</td>
</tr>
<tr>
<td></td>
<td>Ring-Necked Pheasant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grebes</th>
<th>Herons, Egrets, Bitterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pied-billed Grebe</td>
<td>Great Blue Heron</td>
</tr>
<tr>
<td></td>
<td>Green Heron</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geese</th>
<th>Wading Birds, Cranes, Allies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada Goose</td>
<td>Sandhill Crane</td>
</tr>
<tr>
<td></td>
<td>Sora</td>
</tr>
<tr>
<td></td>
<td>American Coot</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ducks</th>
<th>Plovers and Killdeer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mallard Duck</td>
<td>Killdeer</td>
</tr>
<tr>
<td>Black Duck</td>
<td></td>
</tr>
<tr>
<td>Pintail Duck</td>
<td></td>
</tr>
<tr>
<td>Shoveler</td>
<td></td>
</tr>
<tr>
<td>Blue-Winged Teal</td>
<td></td>
</tr>
<tr>
<td>Wood Duck</td>
<td></td>
</tr>
<tr>
<td>Ring-necked Duck</td>
<td></td>
</tr>
<tr>
<td>Greater Scaup</td>
<td></td>
</tr>
<tr>
<td>Lesser Scaup</td>
<td></td>
</tr>
<tr>
<td>Common Goldeneye</td>
<td></td>
</tr>
<tr>
<td>Bufflehead</td>
<td></td>
</tr>
<tr>
<td>Common Merganser</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vultures</th>
<th>Sandpipers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey Vulture</td>
<td>Solitary Sandpiper</td>
</tr>
<tr>
<td></td>
<td>Spotted Sandpiper</td>
</tr>
<tr>
<td></td>
<td>Lesser Yellowlegs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gulls</th>
<th>Woodcock and Snipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herring Gull</td>
<td>American Woodcock</td>
</tr>
<tr>
<td></td>
<td>Common Snipe</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hawks and Eagles
Goshawk
Cooper's Hawk
Sharp-shinned Hawk
Marsh Hawk
Rough-legged Hawk
Red-tailed hawk
Broad-winged Hawk
Osprey

Falcons
Sparrow Hawk

Owls
Screech Owl
Great Horned Owl
Short-Eared Owl
Barred Owl

Goatsuckers
Whip-Poor-Will
Common Nighthawk

Hummingbirds
Ruby-throated

Creepers
Brown Creeper

King Bird
Eastern King Bird

Woodpeckers
Yellow-shafted Flicker
Pileated Woodpecker
Red-headed woodpecker
Yellow-bellied sapsucker
Hairy Woodpecker
Downy Woodpecker

Terns
Black Tern

Doves
Rock Dove
Mourning Dove

Jays
Blue Jay

Crows
Common Crow

Chickadees
Black-capped Chickadee

Swifts
Chimney Swift

Nuthatches
White-breasted Nuthatch
Red-breasted Nuthatch

Kingfishers
Belted Kingfisher

Wrens
House Wren
Winter Wren
Long-billed Wren

Thrashers
Cat Bird
Brown Thrasher

Thrushes
Robin
Wood Thrush
Veery
Bluebirds
Eastern Bluebird

Lark
Horned Lark

Swallows
Barn Swallow
Tree Swallow
Bank Swallow

Starling
Starling

Vireos
Red-eyed Vireo
Warbling Vireo

Warblers
Yellow Warbler
Myrtle Warbler
Black-throated Green
Chestnut-sided
Black Poll Warbler
Oven Bird
Canada Warbler
American Redstart

House Sparrow
House Sparrow

Blackbirds and Orioles
Bobolink
Eastern Meadowlark
Western Meadowlark
Red-winged Blackbird
Rusty Blackbird
Brewers Blackbird
Common Grackle
Brown-headed Cowbird
Northern Oriole

Flycatchers and Phoebe
Great Crested Flycatcher
Eastern Phoebe
Yellow-bellied Flycatcher

Gnatcatcher and Kinglets
Golden-crowned Kinglet
Ruby-crowned Kinglet

Waxwings
Bohemian Waxwing
Cedar Waxwing

Shrikes
Northern Shrike

Sparrows
Savannah Sparrow
Grasshopper Sparrow
Vesper Sparrow
Dark Eyed Sparrow
Tree Sparrow
Chipping Sparrow
Field Sparrow
White-crowned Sparrow
White-throated Sparrow
Fox Sparrow
Swamp Sparrow
Song Sparrow
Snow Bunting

Tanagers
Scarlet Tanager

Finches, Grosbeaks, Buntings
Cardinal
Rose-breasted Grosbeak
Evening Grosbeak
Indigo Bunting
Purple Finch
Common Red Poll
Pine Siskin
American Gold Finch
The following species of amphibians and reptiles were determined as possible inhabitants of central Wisconsin through the use of range maps developed by Roger Conant (1975). Those species that have been starred were actually identified at CWES by naturalists working in the area for at least one year.

**Reptiles**

* Common Snapping Turtle - *Chelydra serpentina*
  * Wood Turtle - *Clemmys insculpta*
* Western Painted Turtle - *Chrysemys picta bella*
* Blandings Turtle - *Emydoidea blandingi*
* Eastern Spiny Softshell Turtle - *Trionyx spiniferous spiniferous*
* Five-lined Skink - *Eumeces fasciatus*
* Northern Water Snake - *Natrix sipedon sipedon*
* Eastern Garter Snake - *Thamnophis sirtalis sirtalis*
* Texas Brown Snake - *Storeria dekayi wrightorum*
* Northern Red-Bellied Snake - *Storeria o. occipitomaculata*
* Eastern Hognose Snake - *Heterodon platyrhinos*
* Northern Ring-neck Snake - *Diadophis punctatus*
* Smooth Green Snakes
  * Eastern - *Opheodrys v. vernalis*
  * Western - *Opheodrys vernalis blanchardi*
* Bullsnake - *Pituophis melanoleucus sayi*
* Western Foxsnake - *Elaphe vulpina vulpina*
* Eastern Milk Snake - *Lampropeltis triangulum triangulum*

**Amphibians**

* Mudpuppy - *Mecturus maculosus*
* Central Newt - *Notophthalmus viridescens louisianensis*
* Eastern Tiger Salamander - *Ambystoma tigrinum*
* Blue-spotted Salamander - *A. laterale*
* Red-backed Salamander - *Plethodon cinereus cinereus*
* Four-toed Salamander - *Hemidactylium scutatum*
* American Toad - *Bufo americanus*
* Northern Spring Peeper - *Hyla crucifer*
* Gray Treefrogs - *Hyla versicolor* and *H. chrysoscelis*
* Western Chorus Frogs - *Pseudacris triseriata triseriata*
* Green Frog - *Rana clamitans*
* Bull Frog - *Rana catesbeiana*
* Northern Leopard Frog - *Rana pipens*
* Pickeral Frog - *Rana palustris*
* Wood Frog - *Rana sylvatica*
Mammals

The following species of mammals are probable inhabitants of the area at any given time. Those species that are starred have been verified by observations of by "signs" by CWES staff.

Opossum - Didelphis marsupialis
Eastern Mole - Scalopus equaticus
* Star Nose Mole - Condylura cristata
* Masked Shrew - Sorex cinerius
Arctic Shrew - Sonerx arcticus
* Northern Water Shrew - Sorex palustris
* Pigmy Shrew - Microsorex hayi
* Shorttail Shrew - Blarina brevicauda
* Little Brown Bat - Myotis lucifugus
Keen Myotis - Myotis keeni
Silver Haired Bat - Lasionycteris noctivagans
Eastern Pipistrel - Pipistrellus subflavus
* Big Brown Bat - Eptesicus fuscus
* Red Bat - Lasiurus borealis
Hoary Bat - Lasiurus cinereus
* Raccoon - Procyon lotor
Shorttail Weasel - Mustela erminea
Longtail Weasel - Mustela frenata
Least Weasel - Mustela rizosa
Mink - Mustela vison
River Otter - Lutra canadensis
Badger - Taxidae taxus
* Stripped Skunk - Mephitis mephitis
* Red Fox - Vulpes fulva
* Gey Fox - Urocyon cineroargenteus
Coyote - Canis latrans
Bobcat - Lynx rufus
* Woodchuck - Marmota monax
* Thirteen Lined Ground Squirrel - Citellus tridiclineutus
Franklin Ground Squirrel - Citellus franklini
Least Chipmunk - Eutamis minimus
* Eastern Chipmunk - Tamis striatus
* Red Squirrel - Tamiasciurus hudsonicus
* Eastern Fox Squirrel - Sciurus niger
* Southern Flying Squirrel - Glaucomys volans
Northern Flying Squirrel - Glaucomys salarins
* Eastern Grey Squirrel - Sciurus carolinensis
* Deer Mouse - Peromyseus maniculatus
As described in an earlier section, prior to European settlement, a variety of Native American tribes lived in central Wisconsin. The region surrounding Sunset Lake was a favored hunting and camping site due to the rich abundance of flora and fauna in the area. At first inhabited mostly by the Winnebago and Menominee, many other tribes moved into the area by the mid-1600's as European settlers influenced the tribes' traditional ways of life. Occasional discoveries of arrowheads and other stone artifacts indicate that there was a Native American camp between Sunset Lake and Minister Lake, and there are several burial mounds found on the property as well.

The earliest recorded history of the Sunset Lake area tells of Norwegian settlers who came to the area to farm. Zimmerman (1977) describes some of this history in the first Physical Master Plan for the Station.

The North New Hope Lutheran Church graveyard stands in testimony to the lives and deaths of the families in the area. Severson Lake, named after the Severson family of New Hope township, was known as Budsberg Lake in 1895 when Peter Budsberg owned nearby land. Today both Seversons and the Budsbergs are buried in the North New Hope Cemetery. Skunk Lake was once known as Valders' Lake, named after Henrick Valders who changed his name to Larson after coming to America.
Minister Lake used to be called Preachers Lake, and was named thus because the parsonage of the North New Hope Lutheran Church overlooked the southeast rim of the lake. A fire in the 1940's destroyed the parsonage, and today a pastor commutes to the church; the oldest American Lutheran church in Portage County.

Krogwold, Hotvedt, and Stoltenburg are prominent family names in this area.

**Superstructure and Infrastructure**

As defined earlier, "superstructure" refers to all above-ground facilities on the site, whereas "infrastructure" refers to all facilities under the ground, including the land itself, natural resources and features, sewer lines, utility lines, and paths (Ellis and Norton; 1988). In this section, an inventory of both the superstructure and infrastructure will be presented.

**Superstructure**

**Buildings**

Figure 4.14 shows the land core where all of the buildings at CWES are located. There are currently 19 buildings on the CWES property; which represent a variety of styles and time periods including a historic 1800's cabin, rustic 1950's cabins and lodge, and a modern energy efficient dormitory. The building section begins with a map (Figure 4.14) and table (4.11) summarizing main buildings and features such as water, electricity, heat, and holding capacity. Following this, each building is described in detail. Photographs and floor plans are included when possible. The construction and overall layout of these buildings should be understood so that alternatives for change can be understood and effectively evaluated.
Central Wisconsin Environmental Station

Legend
1. Cherry Cabin
2. Oak Cabin
3. Maple Cabin
4. Nelson Cabin
5. Resident House
6. Shelter
7. Program/Health Office
8. Waterfront Building
9. Sunset Lodge/Office
10. Hr Cabin
11. Cedar Cabin
12. Spruce Cabin
13. Hemlock Cabin
14. White Pine Cabin
15. Bath House
16. Becker Lodge
17. Anderson Lodge
18. Walter Lodge
19. Maintenance
20. Bath House

Figure 4.14 The CWES Facility Core
<table>
<thead>
<tr>
<th>Building</th>
<th>heat</th>
<th>water</th>
<th>capacity</th>
<th>electric</th>
<th>special features and notes</th>
<th>use</th>
<th>dimensions</th>
<th>date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walker</td>
<td>g,s,w</td>
<td>yes</td>
<td>48</td>
<td>yes</td>
<td>earth-bermed, solar, carpeted, fire pit</td>
<td>r,t</td>
<td>38'x60'</td>
<td>1979</td>
</tr>
<tr>
<td>Anderson</td>
<td>w</td>
<td>pump</td>
<td>30</td>
<td>yes</td>
<td>rustic, used by scouts</td>
<td>r,t</td>
<td>34'x42'</td>
<td>1980</td>
</tr>
<tr>
<td>Log Cabins</td>
<td>e</td>
<td>no</td>
<td>8</td>
<td>yes</td>
<td>needs bathhouse nearby</td>
<td>r</td>
<td>20'x20'</td>
<td>1980's</td>
</tr>
<tr>
<td>Frame Cabins</td>
<td>none</td>
<td>no</td>
<td>8</td>
<td>yes</td>
<td>not winterized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East bathhouse</td>
<td>none</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td>not handicap accessible, structural damage</td>
<td>s</td>
<td>35'x17'</td>
<td>1940's</td>
</tr>
<tr>
<td>West Bathhouse</td>
<td>no</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td>structurally sound</td>
<td>s</td>
<td>35'x17'</td>
<td>1940's</td>
</tr>
<tr>
<td>Nelson Cabin</td>
<td>w</td>
<td>no</td>
<td>10</td>
<td>yes</td>
<td>too small for classroom, too close to house</td>
<td>m</td>
<td>16'x12'</td>
<td>1800's</td>
</tr>
<tr>
<td>Sunset Lodge</td>
<td>g</td>
<td>yes</td>
<td>90</td>
<td>yes</td>
<td>needs kitchen bypass, entrance &amp; bathroom renovation</td>
<td>s,t,d</td>
<td>24'x90'</td>
<td>1940's-80's</td>
</tr>
<tr>
<td>Becker Lodge</td>
<td>w,e</td>
<td>no</td>
<td>20</td>
<td>yes</td>
<td>rustic, structurally sound</td>
<td>t</td>
<td>24'x32'</td>
<td>1940's</td>
</tr>
<tr>
<td>House</td>
<td>w,e</td>
<td>yes</td>
<td>2</td>
<td>yes</td>
<td>wood floors, spacious</td>
<td>s</td>
<td>34'x22'</td>
<td>1979</td>
</tr>
<tr>
<td>Shop</td>
<td>w</td>
<td>no</td>
<td></td>
<td>yes</td>
<td>no constant heat, need more storage</td>
<td>s</td>
<td>55'x20'</td>
<td>1970's</td>
</tr>
<tr>
<td>Program/Health Office</td>
<td>g</td>
<td>yes</td>
<td></td>
<td>yes</td>
<td>floor joists rotted</td>
<td>s</td>
<td>16' x 24'</td>
<td>1940's</td>
</tr>
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</table>

**Heat**
- w = wood
- e = electric
- s = solar
- g = gas

**Use**
- r = residential
- t = teaching
- d = dining
- m = miscellaneous
- s = support

Table 4.11 Major Buildings
From the 1940's through the present, this building has been a focal point for all youth activities on this land. It has a prominent position at the top of the ridge overlooking Sunset Lake, and is surrounded by tall, stately pines. Originally, it was used by the Boy Scouts as a summer only dining hall and kitchen. But the functions of this building have expanded over the years, and many changes have been made. This building serves four main functions: administration, instruction, food services, and restroom facilities.

The administration functions take place in the office, located on the north end of the building. There are two offices upstairs for the executive and program directors, a desk for the office manager, a small desk in the corner for the maintenance staff, and a computer station for the program coordinator. Also in the upstairs area are two copy machines and a meeting table. The basement includes office space for two interns or graduate assistants, and a storage room.

The food service facilities consist of kitchen with older equipment, a dry storage area, a walk-in refrigerator, and a room with two chest freezers, in addition to a small custodial closet. The main hall in Sunset Lodge is primarily used for dining, but doubles as a
teaching room between meals. There is an area for cafeteria-style food service, a salad bar, and a dish return window. There visitors eat at circular tables throughout the room.

The teaching functions of this building take place in this same dining area, and also in the Wilderness Room which was built in 1982 along with an outside deck that has since been replaced. The Wilderness Room was originally intended to be a resource library for staff and visiting teachers, but it is usually used as a classroom due to lack of space.

When the university leased the property, there were many code violations which needed to be addressed. These were mostly health and safety related repairs. At the time, there was no winterized plumbing or heating to the building. The dining hall and kitchen office were winterized in the late 1970's. New restroom facilities were added in 1980 onto a vestibule area that could be locked to allow access to the bathrooms but not the rest of the building. Also at this time, other improvements were made, such as new windows, rewiring, and heightening of the ceiling. Although the Station used the old office at the East end of the building since 1977, there was a need for expansion, which took place in 1983-1984. Construction materials for past renovation of Sunset Lodge additions included donations by Vetter Manufacturing, Stevens Point Concrete, Feltz Lumber Company, and Wilderness Building Products. Lumber from pines on-site were used in this and many other projects.

There are many problems with this multi-function building. For instance, although the restrooms are heated and centrally located to the core of the camp, both the entry and the restrooms themselves are not fully handicapped accessible. Also, cycling 60-70 persons through the 4 stalls during a ten-fifteen minute break is not practical. Health officials say that a passageway from the offices to the dining hall should be added to eliminate traffic through the kitchen. This could also serve as a line-up area for meals. Other heating and ventilation work is necessary for this building as well. In 1989, the State approved a grant to renovate the restrooms and entry to make them handicapped accessible. A state appointed architect completed initial drawings. The improvements included a suggestion for a new addition to connect the office and restroom area, so the project cost exceeded the $25,000 allotted. Because of this, the project was terminated before any construction took place. Subsequent efforts to obtain state funds were unsuccessful since the land was not owned, as mentioned earlier. The DSFM (Division of State Facilities Management) suggested that, prior to requesting funds for any further renovations, the entire building should be re-evaluated (Appendix E-6).
Figure 4.15 Sunset Lodge Floor Plan
This rustic building was constructed in the 1940's by the Boy Scouts. The wood-sided building is structurally sound and blends well with the camp environment. Becker Lodge functions as a classroom and storage area for program materials. The main room contains a wood stove tied into a field stone fireplace, supplemental electric baseboard heat, and a large table surrounded by shelves of animal mounts and cabinets containing program materials. The trading post is located in one corner of this room. An adjoining room contains shelves and cabinets with more teaching supplies, and a back room serves as storage for additional teaching materials.

Only the main room is heated, and it is only heated for the duration of class activities. There are complaints that the building takes too long to warm up, and that morning classes are uncomfortably cold in midwinter. Once the fire has been burning for awhile, however, this is a cozy teaching location.
Figure 4.16 Becker Lodge Floor Plan
Nelson Cabin

This cabin was originally built in the 1800's by Mark Nelson, a European settler who owned the land before the scout trust. More information about Mark Nelson can be found in a UWSP Thesis by Marcie Oltman (1990). In that document, it was stated that a former scout recalls the cabin in its present location in the main camp area as early as 1945. Prior to this, it was originally located closer to the lake, toward the southwest corner of the property. This small cabin is currently used occasionally as a teaching room. The upstairs portion is used to store camping equipment. It contains a small wood stove, a table, and shelving. Currently, it is too close to the residence house and too small for a regular classroom. The June 1993 Land and Facilities Subcommittee report (Appendix E-3) states that the subcommittee agreed to move Nelson Cabin to the west side of the property for use as a "living history" exhibit, as described in Oltman's thesis. It could also be used on the west side as a cabin with fold-down cots to expand summer camp use.
Program Office and Health Lodge

This program office and health lodge was probably constructed in the 1940's, and was originally used by the summer Boy Scout staff as a health lodge and program office. The location for summer programming was ideal, as it is next to the main marching arena (now the CWES group games area) and the waterfront trailhead. Since then, the building has been used for several purposes. It housed the CWES office during the first year (1975), and also served as the staff residence. It is currently used as a summer program office and health lodge, as it was in the Boy Scout era.

The building is divided into two parts. One half serves as the health lodge and contains a bed, toilet and sink, and medical supplies. The other half is the program office and contains file cabinets and a desk. Some problems with this building are that the toilet and sink work only in the summer, the doors are too narrow for wheelchairs, and warping in the floors indicate there is a need for a new foundation. If other buildings were available for a year-round health station, this building might be retained for summer programming.
Elda Bark Walker Lodge

This showcase building was constructed in 1979, and reflects the renewable energy focus of the 1970's. Funding for this building came in large part from the estate of the late Elda Bark Walker, for whom the building was named. The earth-bermed, solar design of this building was intended to demonstrate alternative energy and efficiency. The building is used extensively by school groups participating in overnight programs, by practicum staff as a teaching location for schools during the day, and by a variety of groups for retreats and conferences.

As shown in the floor plan, it contains three primary rooms, plus restrooms and a utility area. The central room contains a fireplace, a sink and refrigerator, and a "pit" area for campfire programs. On each side of this room are dorms for boys and girls, (the west side is for girls and the east side for boys) with attached restrooms and group showers with two showerheads, 2 toilets, and two urinals in the boys side. Each side contains a small
room for two teachers, and bunk beds which can accommodate up to 22 people on each side. Passive solar panels originally used to preheat water for showers and sinks has been retrofitted to provide warm air directly to the rooms. This building requires little maintenance and serves its functions well. One shortcoming is a lack of storage space. Additional storage is being considered for the future.

Figure 4.18 Walker Lodge Floor Plan
Prior to 1975, this western side of camp had eight log cabins, which were used by the Boy Scouts. When the University leased the property for CWES, the lease mandated that the scouts can use the site during winter months. The scouts therefore needed a place to sleep and a program area. They used to sleep in the old cabins, and would also use Sunset for sleeping and as a program area. However, since CWES wanted to use Sunset Lodge on weekends for teacher training, workshops, and other programming, an alternative was designed for the Boy Scouts. A new building, Anderson, was built in 1980 to serve as a sleeping and program area for them. Some cabins were torn down and replaced by this building. The building began as a large room with bunk space and a wood stove. There is no running water to this building, but a pump outside provides water.

Although it served well for first 12 years, there was a need for safer places for scouts to do their cooking. Also, CWES began to realize the need for additional classroom space. Since this building was used only infrequently, it did not warrant year-round maintenance costs. Therefore, to address these concerns, in 1993, the building was renovated by adding a separation wall between the bunk area and the program area. The doors could be pulled shut and the program area used for instruction, making it functional as a meeting
hall for conferences and retreats as well. Flooring was added in the program area and a kitchenette was added including a stove and refrigerator.

Shortcomings include inefficient heating, since the wood stove takes a long time to heat building. Also there are no nearby restrooms. If a new bathhouse is built, it can also serve Anderson Lodge.

Figure 4.19 Anderson Lodge Floorplan
3 Frame Cabins (west)

These cabins were built in the 1940's by the Boy Scouts. Consequently, they were on-site when the University leased the land from the trustees. They were originally built for summer use only, and their current use for summer youth camps continues this purpose. Each one-room cabin contains bunk beds which can accommodate 8 people, with the exception of Maple cabin which is slightly larger, with a porch, and can accommodate 10 people. Theses cabins are not winterized and have no heat source. Additionally, there are no glass windows, and the screening is covered with wooden shutters when not open. A nearby bathhouse facility serves the needs of cabin residents.

This is the same type of cabin that existed on the east side of camp before they were replaced by the five new cabins between 1985 and 1990. The older west side cabins have very limited use, and were coded for razing for the past decade. The need for summer camp lodging, however, has forced directors to maintain and slowly improve their condition, including new electrical systems and bunks. They are rustic in both the positive and negative sense of the word. Although current plans might include upgrading these cabins for a three-season camp area, their future depends on the results of the planning process.
Figure 4.20 Cherry and Oak Floorplans

Figure 4.21 Maple Cabin Floorplan
5 Log Cabins (east)

These cabins were built in the mid-1980's, and made possible by corporate grants and individual donations through an "Adopt-a-Log" fundraising effort, through in-kind material contributions, and through the labor efforts of the Wisconsin Conservation Corps and CWES staff. These cabins are attractive, as they blend well with the rustic camp setting, and are comfortable and functional for camping groups, family workshops, and other residential needs. They are 20' by 20', and contain bunk beds which can accommodate eight people. They have screened windows, are winterized, and have electric baseboard heat. Each cabin has a raised porch and furniture. The main problem with these cabins is that a year-round bath-house facility is not available. This situation will be addressed during the planning process.
Residence House

The resident house was built in 1975-76, and the design blends with the overall camp atmosphere, with dark wood siding and painted trim. It originally served as the home of the first CWES director. For a short time, the CWES office was located in the basement of this house, while the current office was being constructed. Since then, the house has been used at varying times for the maintenance staff, program director, summer camp director, and/or interns.

The house contains two bedrooms, one bathroom, a kitchen, living room, and partially finished basement. It is located next to the staff parking lot. While this originally allowed for a measure of supervision and control over access, it can be inconvenient for residents, since visitors frequently mistake the house for the office. Also, unless maintained in top condition, the domestic aspects of residential life can detract from the quality of visitors' experiences (i.e. clothes lines, loud music). Ideally, the two functions of staff housing and visitor use zones would be separated.
"Girls" Bathhouse (West)

This bathhouse was built by the Boy Scouts and therefore was already on site when CWES began. It is currently used for the young summer campers who reside in the frame cabins on the east side (usually the female campers). There is a small ramp and deck leading to a central screened in area with a group sink. There is a three stall toilet room, a group shower room with eight showerheads, and a changing room. In addition, there are two rooms (marked with a "D" and a "B") which are used for utilities, custodial, and maintenance supplies. The building was upgraded in 1990 with a remodeled shower room, new ceilings, and other improvements to meet building codes, but it still has constraints. These include the fact that it can accommodate only one sex at a time, and can only be used in summer. If the frame cabins which are serviced by this bath-house are removed, the function and future of this building will be re-evaluated.
Figure 4.22 Girls (West) Bath House Floorplan
"Boys" Bath House (East)

This bathhouse was also built by the Boy Scouts and was on the property before University involvement. Similar to the east bath-house, this one is not winterized and was originally intended for summer use only. This use is continued today, as it serves the youth who reside in the log cabins during summer camp. Since it can accommodate only one sex at a time, it is typically used by the boys only. The floor plan shows a group shower room with 8 showerheads (F), a toilet room with 3 toilets and 3 urinals (A), a sink room (B), a changing room (E), and a custodial supply and storage room (D). Like the other bath-house, there is a central screened room as well.

Although it has been in compliance with current health and safety guidelines for a summer camp facility, there are many reasons to consider replacing this building. It is not winterized and also requires a new roof and handicap accessibility. Structural components contain some dry and wet rot, and the building envelope can be penetrated by insects, snakes, and rodents. The Station has sought to replace this building since 1985 when the new log cabins were constructed. From 1990 to 1993, steady progress was made in obtaining state funds to construct a new bath-house (along with a laundry and storage
room), and in 1993 funds were allotted. At that time, state appointed architects completed preliminary design work for a replacement building to be placed between the log cabins, Sunset Lodge, Anderson Lodge, and Becker, providing easy access from these buildings. Unfortunately, in 1993, the project was terminated due to the fact that the property was not owned by the state. Some repairs must be done to meet minimal codes for upcoming summer use. Given the limited funds and the pressure to upgrade instead of replace, a renovation plan has been developed to accommodate year round use by both sexes and to provide private showers. A new well and pumping station was installed in 1990 and could be used for a new bath-house. Given the expected costs of renovation or replacement, the building's future is in question and alternatives may be developed during this planning process.

Figure 4.23 Boys (East) Bath House Floorplan
The CWES waterfront is located down a flight of 100 steps to Sunset Lake, which can be seen from Sunset Lodge at the top of the hill. The waterfront is important for several reasons. It provides a controlled swimming area where swimming lessons as well as free swim time is offered in summer. It also provides access to the water for canoes, sailboats, and rowboats, and a pontoon boat used for educational purposes. The CWES waterfront is operated with qualified staff who follow strict safety guidelines. The posted rules, buddy board, and lifeguard chair are indications of the summer operations. A small shed was built in 1987, and is used to store equipment for waterfront activities. Some problems with the waterfront include damage to docks from changing water levels, and inadequate boat storage due to limited shoreline. Also, there are no nearby restroom facilities.
Figure 4.24 Waterfront Building Floorplan
The maintenance shop was built between 1975 and 1977 on an existing cement slab, to provide work space and storage for maintenance functions. It contains two rooms, one heated by a wood stove and containing tools and counters, and the other for storage and vehicle use. Firewood is stored outside of the building. The building is not well-insulated, and the wood stove does not provide the constant heat necessary for storage of glue and other chemicals. Also, since the building is close to the girls cabins and bathhouse, there are concerns about visitor safety and disturbances to programming.
Figure 4.25 Maintenance Building Floorplan
Infrastructure

As described earlier, infrastructure is generally considered anything on the ground or below the surface. Examples of infrastructure include roads, parking lots, paths, landscaping, and utilities. Although these features often go unnoticed, they impact a visitor's experience at an environmental center in many ways. Well-planned infrastructure leads to safe, convenient, comfortable, and aesthetically pleasant experiences, while problems with infrastructure creates problems for visitors. For example, to enhance the natural beauty of the site and to prevent damage to vegetation, most utilities at CWES are underground. To ensure a safe experience for residential visitors, a gate can be locked to control access to the site after hours. Several components of the infrastructure will now be inventoried.

Roads and Drives

Figure 4.26 on the following page shows the primary roads, driveways, and trails at CWES. The various elements are labeled with letters which correspond to the narrative below. The entrances to the Environmental Station is located off of County Road MM. The east entrance is the "visitor entrance" (A) for Walker Lodge. The visitor drive is short and ends in a cul de sac (B) for buses to turn around. Visitors can park around the edges of the cul de sac, and there is space for 1-2 buses and 6-8 cars. Visitors who park here must walk through a trail (C) which cuts through the service/staff parking lot to reach the office.

The service entrance (D) is approximately 400 feet long and 15 feet wide. It has several curves and is bordered on both sides by native vegetation. At the end of the service drive is a gravel parking lot (E), approximately 58' by 60', and the residential house. The parking lot has a capacity of 8-10 vehicles, and sometimes parking space is inadequate.
Figure 4.26 CWES Roads and Trails
An access road (F) continues from the staff parking area to Sunset Lodge for kitchen and fuel deliveries. It is covered with wood chips. Another service drive (G) runs from the service/staff parking lot to the east, past Anderson Lodge, and around the circle of cabins. It is also wood-chip covered. A dirt/gravel service road (H) also branches from the main service drive to the maintenance shop.

The advantage of the current road surface is that it is relatively inexpensive to maintain (gravel is used to fix ruts and potholes). However, during the wet seasons of spring and fall, the parking lot is muddy and unattractive. Snowplowing and visitor comfort would be enhanced if the surfaces were paved.

There has been some discussion throughout the planning process regarding the location of current trails, parking lots, and driveways. To better control access and welcome visitors, the parking lot and office should be closer. The service drive to the kitchen area results in heavy trucks driving through the middle of programming areas. The gravel service and staff parking lot is also in the middle of the trail that visitors use to find the office. While rows of tall vegetation could screen the parking area and house from the paths and enhance the aesthetics of the site, other alternatives will also be explored throughout the planning process.

**Utility Lines**

Previously, utility lines were above ground. In 1986-1987 they were put underground to prevent the utility companies from cutting corridors through the vegetation. Electricity to the west side of the camp including the frame cabins and girls bathhouse are still above ground, pending decisions regarding the future of these facilities. Phone lines are likewise underground. However, there are few maps of where these utilities are located. These should be created before any new construction is attempted.
Sewer System

Sewage and waste disposal is an important function in any camp design. The Station has no less than five septic systems, one for Walker, one for Sunset, one for the resident house, one for the west bathroom and one for the east bathroom. The Walker septic system is a pump and life system. While they are all functioning and some of them are quite new, such as the one for the resident house, and in the log cabin complex, they require constant maintenance and inspection and there are dangers of contaminating the ground water through nutrient loading and other contaminants.

Water

All camps are greatly dependent on the quality of their drinking water. The Station has several pumps that serve this function. Prior to 1977, Camp Chickagami was supplied by two pumps, one on the east side and one on the west side. The east pump served both the bathhouse and Sunset Lodge, and the west pump served the west bathhouse and resident house. A new well was drilled just south of Sunset Lodge next to Becker Lodge in 1989-1990, to continue providing clean water for Sunset Lodge and the east bathhouse. This was done for two reasons: first, the quality of the water in the east bathhouse was becoming suspect, due to large amounts of rust, and second, there was a realization that a new bathhouse would soon be needed, with a new pump system. This well is over 100' feet, and the pressure tank was included in the basement of Sunset Lodge with the idea that it would eventually move to the new bathhouse. The old east well is still functional and located in a pumphouse, but is used simply as a backup. It was modified slightly in 1995, to eliminate a below grade pit and to raise the pump fixtures to above-ground in accordance with state standards, as required by the Health Department.

Water is tested by the UW Environmental Task Force every six months.
Paths

Paths can be a valuable component of an environmental center; not only do they connect the indoor and outdoor teaching locations to the natural resources of the site, but they also protect the habitat by restricting use to designated areas. The trail system at the Station has been highly functional and well-used over the years. Figure 4.26 on page 195 marks major trails at CWES. Some noteworthy trails include the Web of Life trail (K) which meanders through a variety of habitats, including a pine plantation, coniferous forest, and a mixed deciduous forest, in various stages of succession. An offshoot of this trail (L) crosses Sunset Lake road and continues to Minister Lake. In nice weather, Sunset Road is busy, and has a small shoulder. As Zimmerman suggested in 1977, a crosswalk with warning signs should be installed for safety. The fire bowl trail (M) is a steep walk to the lakeside, to an area where there is evidence that Native Americans once had a camp. The area is used for outdoor camp fire programs. A new split rail fence protects the fragile hillside leading to the fire bowl. One the opposite side of camp, the West End trail (N) encircles mixed forest habitat and offers open understory, often used for programming.

Although effort has been put into creating designated trails and prohibiting off-trail use, the trails are still an evident and somewhat intrusive component of the main land base. One reason for this is that the trails need to be wide enough for groups, or else students will tend to crush the sides of the trails in attempts to get closer to the teachers. One problem associated with human impact is that tree roots are becoming compacted. It is recommended that a student in Forestry or a related field examine this situation and offer advice regarding the prevention of damage to these trees. Perhaps this may lead to a decision to redistribute trails on the land or alternate activities between various adjacent land parcels.
Site Analysis and Barrier/Needs Identification

OBJECTIVE 3.3: To analyze land and facilities to identify physical barriers and needs

INTRODUCTION

As discussed in Chapter three, a variety of methods were used to analyze existing land and facilities. This was done to determine how well the land and facilities supported the mission and programs at the Station, and how effectively they served the audiences who use CWES. The results of these methods will be described here, and the format corresponds directly to that in Chapter Three. As described in that chapter, the questions guiding this research are:

- What facilities and land are currently underutilized and why?
- What facilities and land are currently over-utilized and why?
- How will possible program changes effect facilities and land use?
- What needs will result from projected increases in user numbers or changes in programming?
- What are the limits to growth and change?
- Even if CWES does not grow, what needs to be done to maintain "model" status?

This subsection will present results from past planning documents reviews, maintenance questionnaires, practicum surveys, and a focus group. It will conclude with a summary of land and facility needs and answers to the above questions.

Past Planning Documents

Over the last six years, the Director created several documents for a variety of purposes which outlined building and land needs. For example, a document regarding facility development plans (Appendix E-6) was created for consideration by University planners when the Station was seeking funds for capital improvements. The accompanying memo described a cost-sharing approach to new improvements. The list
was also proposed to the Steering Committee to assist with prioritization of land and facility needs. One document (Appendix E-2) proposed almost $900,000 in changes to the site. This document and others are listed in the table below.

**Table 4.12: CWES Planning Documents**

<table>
<thead>
<tr>
<th>Document</th>
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<tr>
<td><strong>Prospectus of Development</strong></td>
<td>More lands or land rights</td>
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<td>(Appendix E-1) 1994</td>
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<td>For: University Planners, Capital Drive</td>
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<td></td>
<td>One more log Cabin</td>
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<td><strong>Supplement on Needs &amp; Estimated Costs</strong></td>
<td>Land acquisition or land rights</td>
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<tr>
<td>(Appendix E-2) 1991</td>
<td>Bathhouse for log cabin complex</td>
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<td>For: Academic Support Program Review</td>
<td>Sunset Entrance Renovation</td>
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<td>Sunset Bathroom renovation</td>
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<tr>
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<td>Sunset Kitchen renovation</td>
</tr>
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<td></td>
<td>One more log cabin</td>
</tr>
<tr>
<td></td>
<td>Education building</td>
</tr>
<tr>
<td></td>
<td>New maintenance building</td>
</tr>
<tr>
<td><strong>Land &amp; Facilities Subcommittee Recommendations</strong></td>
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<td>(Appendix E-3) 1993</td>
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<td>For: Steering Committee</td>
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<td>Renovation of Sunset restrooms</td>
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<tr>
<td></td>
<td>Sunset kitchen improvements</td>
</tr>
<tr>
<td><strong>Facility Development Plans</strong></td>
<td>Bathhouse for log cabin complex</td>
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<td>(Appendix E-6) 1993</td>
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<td>For: UWSP Facility Planner</td>
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<tr>
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<td>Kitchen Renovation</td>
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<tr>
<td></td>
<td>Land acquisition</td>
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<tr>
<td></td>
<td>Educational building</td>
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<tr>
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<td>One more log cabin</td>
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<tr>
<td></td>
<td>New maintenance building</td>
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<tr>
<td></td>
<td>Conversion of old maintenance building</td>
</tr>
<tr>
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<td>Renovation of Anderson Lodge</td>
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Consistently, through these documents, certain needs have been identified. These are listed below and are important because they provide an indication of the priorities of the Director and Land and Facilities Subcommittee, and demonstrate the importance of meeting these needs. However, there may be alternative ways to address these problems, as will be presented in Chapter Four.

**Sunset Lodge**

*Restrooms*
- Renovate for handicap accessibility (E-3, E-6, E-2)

*Kitchen*
- Renovation to include ventilation system, new furnace, electrical/plumbing upgrades, new appliances and storage areas (E-3, E-6, E-2)

*Overall*
- Renovate entrance for handicap accessibility and safety ((E-3, E-6, E-2)
- Construct alternate hallway between office and dining hall (E-6)

**Anderson**
- Remodel for better use as a classroom (E-6)

**Log cabins**
- Construct one more log cabin (E1, E-6, E-2)

**East (boys) Bathhouse**
- Remodel or construct a new bathhouse at this location (E-1, E-3, E-6, E-2)

**Maintenance Building and Yard**
- Build a new and better maintenance building further from programming (E-6, E-2) renovate old building for classroom/storage area
Maintenance and Custodial Staff Questionnaires

As described in the methodology chapter, a questionnaire was distributed to six of the past and present maintenance and custodial staff at CWES. The survey and cover letter can be seen in Appendix C-7. Four of the questionnaires were returned, and the information was compiled and is presented below. The number in parenthesis indicates how many times the problem was listed. The data from this questionnaire is also incorporated into the summary of land and facility analysis at the end of this section.

Sunset Lodge

Restrooms
- Not handicap accessible (3)
- Better ventilation is needed (1)
- The water temperature is adjusted by kitchen staff and is often too hot for visitors (1)
- A urinal should be installed because boys make a mess out of the toilet seats (2)

Kitchen
- Many codes are not met in the kitchen (4)
- The dishwasher often malfunctions (3)
- Better ventilation is needed (1)

Dining Hall
- Even at its cleanest the inside still looks "dumpy" (1)
- Need lighter, washable surfaces and covering over chipboard (2)
- Better lighting is needed (3)

Overall
- The site is good, but the building functions poorly and has poor flow (2)
- Start over...the existing building needs help from bottom to top (1)
- The service entrance is too small (2)
- Poor wiring throughout the building (2)
- An alternate hallway between office and dining hall is needed (2)
- The heating system needs improvement because it is hazardous and outdated (2)
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Walker Lodge

- The building is a showcase and easy to maintain (3)
- Lack of storage: use space above bunks or build storage behind building (3)
- Gravel runoff from service drive sometimes clogs the drain pipe (1)
- Frequent faucet problems (2)
- Poor ventilation, and high dampness (1)
- The pit area is great for campfire programs but limits uses as a conference center: (consider a moveable floor to cover this area when more space is needed) (1)
- Never enough hot water for 40 visitors (1)

Becker Lodge

- No major repairs are needed (2)
- Stain or light paint would make the area more attractive (1)
- Removal of wall between the two inner storage area might make storage easier (1)
- The wood heating system is inefficient (1)

Anderson

- No sink or drain: visitors throw their washwater out on snow, which is unsightly (1)
- Insulation under floor is damaged, and insulation is needed in the ceiling (2)
- The open crawl space invites wildlife damage (1)
- Face frames and doors on cabinets should be installed (1)
- The wood heating system is inefficient (1)
- A foundation/basement would allow for building support and heating options (1)
- Storage is needed for cleaning supplies (1)

Log cabins

- Although the cabins require frequent staining, they are a great asset to the camp (1)
- The dressers create a cluttered look and increase custodial effort (2)
- Consider a gas furnace in cabins with basements, for better heating efficiency (1)

Frame cabins

- The girls complain because they get these old cabins and the boys get new ones (1)
- Until these old cabins are replaced, small electric baseboards could make them more comfortable on cold wet summer days (1)
- Replace when possible (3)
East (boys) Bathhouse

- The materials are not washable and they decay because of moisture (4)
- Better ventilation is needed (1)
- The painted floors peel within a week of repainting (2)
- The roof needs to be replaced (4)
- The building structure is rotting (2)
- The building is not winterized, so cabin users walk far to restrooms (1)
- The building should be destroyed and rebuilt (3)

West (girls) Bathhouse

- Light colors are good, but wood walls won't last long in moisture, difficult to clean (3)
- The painted floor peels quickly (2)
- It takes a lot of maintenance each spring to prepare it for the season (1)

Program Office/Health Lodge

- The floor joists are rotted and the floor is warped (3)
- A new foundation is needed (4)
- The septic system doesn't work (4)
- There is little storage (1)

Residence house

- The double doors to the basement need replacing (1)
- The basement is cluttered with camp storage; should be cleaned to prevent rodents (2)
- The location results in no privacy for residents (2)

Nelson Cabin

- This building is seldom used because it is too small for classes (2)
- Uses as permanent historical area or a place for the Energy Cycle (1)
- It is inefficient to heat, and poorly insulated (1)
- There is no solid foundation (1)

Parking Lots

- Too many people use the service drive because it is closer to the office (1)
- It is in middle of camp and exposes young visitors to vehicular traffic (2)
- Move service drive lot to maintenance drive area, with foot path to office (1)
Waterfront area

- Docks are too difficult to move, and don't adjust easily to fluctuating water levels (3)
- Canoes need a better storage system; the racks are located on too steep of an area (2)

Maintenance Building and Yard

- This area is too cluttered and needs to be cleaned up (2)
- Rebuilt wood storage and enclose (1)
- The shop needs a constant heat source (2)
- There is no running water for acid accidents and project cleanup (3)
- Not enough storage (2)
- Located too close to the girls' cabins and program area (3)
- Bulk fuel tank must be improved because it will not meet code for much longer (2)

Trails

- The boardwalk at Minister Lake should be rebuilt (1)
- Soil compaction and erosion are problems (2)
- Snow removal would prevent dangerous icy conditions (1)

Practicum Staff Surveys

There were two separate attempts to collect evaluations of facilities from practicum staff, as mentioned in the methodology chapter. The survey tools can be seen in Appendices C-3 and C-4. The data collected from these surveys were compiled and listed below. This data was also incorporated into the summary of land and facility analysis at the end of this section.

The most important factors in favorite teaching locations at CWES and the factors that made teaching more difficult are indicated below (in no order of importance):

**Positive Attributes of Teaching Locations**

- warmth and comfort
- table space and size of room (not too large or uncomfortably small)
- rustic, cozy appearance
- smell
- availability of teaching aids such as chalkboards
- proximity to bathrooms, trails, etc. since time between lessons is short
- privacy and no distractions
- adequate lighting and windows
Problems and Suggestions

- more bathrooms
- cabins take too long to heat up, and cold students are distracted
- Nelson cabin is too small for teaching 8-10 students around a table
- Nelson cabin takes too long to warm up
- cozy rustic cabins help set the environmental mood, and enhance learning
- cabins are too dark for teaching, and no table space
- it is difficult to haul teaching materials to cabins
- sunken dock on Minister Lake needs repair
- Becker Lodge wood stove is inefficient
- trails get dangerously icy or very muddy depending on weather
- a comfortable conference/resource room is needed
- landscape, landscape, landscape!
- walking across Sunset Road to get to Minister Lake is dangerous
- the maintenance area is unsightly
- not enough quality teaching locations

Focus Group

As explained in the methodology chapter, a focus group of environmental professionals convened for a one-day planning and brainstorming session at CWES, on March 3, 1995. Part of their task included touring the site and analyzing its facility-related strengths and weaknesses. During the workshop, the focus group addressed the following questions:

1. Given the direction indicated by the mission statement, what physical and facility-related barriers prevent CWES from effectively meeting these opportunities?
2. Which barriers (problems) listed above are the most critical to address immediately to ensure the continued operation of CWES?
3. What options exist to address the most critical facility-related barriers facing CWES?
4. What is the best plan for CWES which will address these high-priority needs and solve many of the other site-related problems while enhancing opportunities for CWES?
5. How should the components of the plan be prioritized? What is the timeline for implementing this plan?
Small and large group exercises were used to answer these questions. They used Worksheet #1 (Appendix G-10) to review the uses of each building and record the problems and opportunities they saw.

The group then voted on whether each problem was urgent to address for the continued operation of CWES, (U), important to address as part of a long-term plan, (I), or would be nice to address at some point (N). To help answer question #2 outlined above, (the most important and urgent problems) 10/4 voting was used. These results from this focus group are presented in the following pages.

**What strengths were evident from the focus group tour this morning?**

- natural diversity
- cultural history
- residential/overnight programs
- big audience
- diverse programs
- support of neighbors
- quality of staff
- staff commitment
- Sunset Lake frontage
- proximity to Stevens Point
- central location
- new log cabins
- professional experience for college students
- Walker Lodge helps teachers keep class together for activities
- Walker Lodge is a nice workshop location, and a great place for campfire programs

*Given the direction indicated by the mission statement, what physical and facility-related barriers prevent CWES from effectively meeting these opportunities?*

The focus group identified 62 problems, which were then grouped into categories pertaining to "green" operations, land base, organization and traffic flow, storage or clutter, safety and health, accessibility, and general facility needs. The overwhelming majority of problems involved poor organization or flow of activity between and within
buildings, general facility needs, and safety or health hazards. These categories and the problems in each can be seen on the next page. The numbers relate to the problem number from the original list of 62 items.

*I = Important to an overall effective design
*U = Urgent for the continued operation of CWES
*N = Nice to have at some point, but not critical

<table>
<thead>
<tr>
<th>Category</th>
<th>Problems Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land Base</td>
<td>(30, 31, 34, 35)</td>
</tr>
<tr>
<td>30. Erosion/impact on trails (I)</td>
<td></td>
</tr>
<tr>
<td>31. More dispersal of activities is needed...too much concentrated use (I)</td>
<td></td>
</tr>
<tr>
<td>34. Land base is too small (U)</td>
<td></td>
</tr>
<tr>
<td>35. Land is not owned (U)</td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td>(8, 18)</td>
</tr>
<tr>
<td>8. Handicapped accessibility needs to improve in trails and buildings (I/U)</td>
<td></td>
</tr>
<tr>
<td>18. Narrow hall in Sunset with obstacles (Brochures, fountain, bathrooms) (I)</td>
<td></td>
</tr>
<tr>
<td>58. Inadequate wiring in Sunset (U)</td>
<td></td>
</tr>
<tr>
<td>61. Lack of water to various buildings (Becker, Anderson, Maintenance) (I)</td>
<td></td>
</tr>
<tr>
<td>Organization/Flow/Consolidation</td>
<td>(1, 4, 5, 6, 7, 10, 13, 15, 17, 22, 27, 38, 39, 43, 46, 48, 51, 53, 57, 59, 60,)</td>
</tr>
<tr>
<td>1. Too many buildings (I)</td>
<td></td>
</tr>
<tr>
<td>4. Inadequate office space (I)</td>
<td></td>
</tr>
<tr>
<td>5. Inadequate kitchen movement/use (U)</td>
<td></td>
</tr>
<tr>
<td>6. Poor flow between office/kitchen/restrooms in Sunset lodge (I)</td>
<td></td>
</tr>
<tr>
<td>7. Relationships lacking between buildings, functions, and flow (I)</td>
<td></td>
</tr>
<tr>
<td>10. Too focused on kid-related facilities...not for adults (I)</td>
<td></td>
</tr>
<tr>
<td>13. Lack of directions to office or buildings when you first arrive (I)</td>
<td></td>
</tr>
<tr>
<td>15. Inadequate use of top ceiling are of new cabins (I/N)</td>
<td></td>
</tr>
<tr>
<td>17. No privacy in cabins for changing (no shield from front door) (N)</td>
<td></td>
</tr>
<tr>
<td>22. Sunset lodge is wholly inadequate as a multi-use facility (U)</td>
<td></td>
</tr>
<tr>
<td>27. Multi-use rooms do a lot, but nothing well (I)</td>
<td></td>
</tr>
<tr>
<td>38. Parking lot is in middle of program area and is too small (I)</td>
<td></td>
</tr>
<tr>
<td>39. Maintenance area is too close to programming (I)</td>
<td></td>
</tr>
<tr>
<td>43. Wilderness room is not comfortable (unsightly, haphazard organization (I)</td>
<td></td>
</tr>
<tr>
<td>46. Lack of self-guided interpretation of site (I)</td>
<td></td>
</tr>
</tbody>
</table>
48. Scattered educational materials/equipment storage (U)
51. Public phone is outside (N)
53. Nelson is inadequate for use...not used (N)
57. Materials get damaged from moving them between buildings (I)
59. Nelson Lodge too close to resident building (N)
60. Trading post too small...poor location (N)

Safety/Health

3. No bedrails in Walker/some cabins (U)
11. No emergency exit signs in some buildings, and doors swing in, not out (I/U)
12. In some buildings, only one exit (I/U)
18. Narrow hall in Sunset with obstacles (Brochures, fountain, bathrooms) (I)
20. Inadequate maintenance and cleaning...too much clutter (U)
24. Clutter and storage problems lead to fire hazards (U)
28. Storage of hazardous materials is inadequate (U)
29. Too crowded bunks in Walker/Anderson (I)
32. Gas tank will soon be against code (I)
33. Lumber storage is unsightly and potential hazard (I)
38. Parking lot is in middle of program area and is too small (I)
39. Maintenance area is too close to programming (I)
41. Need ventilation/lighting improvements in maintenance area (I/U)
52. Health lodge is inadequate (no tub, too small, door too narrow) (I)
54. No crosswalk markers or signs on Sunset Road (U)

Facility Needs

2. Inadequate bathrooms in winter (U)
3. No bedrails in Walker/some cabins (U)
9. Inadequate heating (kids seemed uncomfortable) (U)
19. Bathrooms are outdated (U)
21. Inadequate and inefficient interior lighting (I)
22. Sunset lodge is wholly inadequate as a multi-use facility (U)
25. Some floors aren't level (N)
26. Sunset ceiling looks unfinished (N)
27. Multi-use rooms do a lot, but nothing well (I)
36. Inadequate conference space (I/N)
37. Walker dorms are dark and forbidding (N)
42. Plastic over windows is unsightly and inefficient (I)
44. Program areas too sterile, no hands-on discovery learning opportunities (N)
45. Group showers inhibit adult use (I)
47. No heated garage for working on vehicles (I)
49. Push-down faucets in Walker stick due to iron and calcium (U)
50. Hard water (U)
52. Health lodge is inadequate (no tub, too small, door too narrow) (I)
55. Dial phones are outdated and insufficient (I)
56. Inadequate library/teaching resource center (N)
58. Inadequate wiring in Sunset (U)
61. Lack of water to various buildings (Becker, Anderson, Maintenance) (I)
62. Kitchen is outdated, poor design (U)

Storage or clutter

14. Lack of storage (or too much stuff) (I)
20. Inadequate maintenance and cleaning...too much clutter (U)
24. Clutter and storage problems lead to fire hazards (U)
33. Lumber storage is unsightly and potential hazard (I)
48. Scattered educational materials/equipment storage (U)
56. Inadequate library/teaching resource center (N)
57. Materials get damaged from moving them between buildings (I)

"Green" or environmentally responsible operations

16. High ceiling in cabins is energy inefficient (N)
23. Facility is not a "green" model, inefficient and wasteful (U)
30. Erosion/impact on trails (I)
32. Gas tank will soon be against code (I)
40. Hydraulic fluid leaks on ground ... not a model condition (U)
42. Plastic over windows is unsightly and inefficient (I)
49. Push-down faucets in Walker stick due to iron and calcium (U)

Which barriers (problems) listed above are the most critical to address immediately to ensure the continued operation of CWES?

The focus group then identified the "most important" and "most urgent" problems using 10/4 voting. In this type of voting, each person is allowed ten votes each, with no more than four votes being spent on any one item. With eight voters, each having ten votes, a total of 80 votes were distributed for each voting session (once for most important, once for most urgent). Ranking was based on the items receiving the highest number of votes. The most important and most urgent problems, as identified during this
process, are listed below, and the number of votes each item received can be seen in parenthesis beside the items.

**Most Urgent Problems**

- Sunset Lodge is wholly inadequate as a multi-function facility (14 votes)
- Bathrooms are outdated and inadequate (8 votes)
- Land base is too small (7 votes)
- No bedrails in Walker and some cabins (7 votes)
- Land base is not owned (6 votes)
- Many exits are inadequate (no signs, one exit only, doors swing in) (5 votes)
- Storage of hazardous materials is inadequate (4 votes)
- Inadequate bathrooms in winter (4 votes)
- Inadequate heating (4 votes)
- Inadequate wiring in Sunset (3 votes)
- Kitchen is outdated and inadequate (3 votes)
- Narrow hallway in Sunset with obstacles (1)
- Clutter and storage problems lead to fire hazards (2)
- No crosswalk signs on Sunset road (1)

**Most important problems**

- Multi-use rooms do a lot, but nothing well (20 votes)
- Poor relationship/flow (19 votes)
- Too many buildings (15 votes)
- Land base is too small and/or not owned (7 votes)
- Lack of storage (5 votes)
- Maintenance area too close to programming (2 votes)
- Sunset Lodge is wholly inadequate as a multi-use facility (2 votes)
- Poor handicapped accessibility (1 vote)

These problems are addressed and incorporated in the upcoming sections of this document.

**SUMMARY OF SITE ANALYSIS**

As explained in the methodology chapter, certain questions guided each step in this research. For this section, the questions were:

- What facilities and land are currently over-utilized and why?
- What facilities and land are currently underutilized and why?
• How will possible program changes effect facilities and land use?
• What needs will result from projected increases in user numbers or changes in programming?
• What are the limits to growth and change?
• Even if CWES does not grow, what needs to be done to maintain "model" status?

Based on the results in this section, these questions will be addressed in this summary section. First, however, all of the problems, as identified through the sources and methods described in this chapter, have been compiled into one list below.

**Identified Facility-Related Problems / Needs**

These problems were identified based on all of the previously identified sources, including the review of CWES planning documents, surveys of maintenance and practicum staff, interviews with the program director, teacher evaluation forms, and the focus group results. The problems and needs are identified in categories by building, or for Sunset Lodge, by rooms within the building.

**Sunset Lodge**

**Office**
- Office too crowded
- Office is hard to find for newcomers
- No place for quiet meetings
- Not enough computers/phones/desks for staff

**Wilderness Room**
- Not comfortable as library (cold, no carpet, bad lighting, etc.)
- Wilderness Room is used as classroom / teachers can't use as library
- Books in Wilderness Room are inaccessible

**Restrooms**
- Entrance to restrooms create crowd in entrance way, which is too narrow
- Bathrooms are too small to accommodate all students during short breaks
- Bathroom are not handicapped accessible
- Water temp. is adjusted by kitchen staff and often too hot in restrooms
- Urinal should be installed in boys' restroom

**Kitchen/Dining Area**
- Too small and narrow for serving food and returning plates
- Kitchen facilities are outdated, poor design
Kitchen needs better ventilation, doesn't meet code
Dishwasher often malfunctions
Delivery trucks to kitchen interfere with programming

Other
Brown and yellow color is too "camp-ish"
More landscaping is needed
Dim lighting in dining area and teaching areas
Doesn't take best advantage of view and central location
Electrical wiring is a "rats nest"
Chipboard ceiling is unattractive
Heating system is inadequate
Need hallway between office and dining hall
Overall poor flow

Nelson cabin
Too small to use as a classroom, not used often
Too close to the residence house
Takes too long to heat up
No foundation

Becker Lodge
Takes too long to heat up
Trading post interferes with classes
Storage areas are crowded: possibly remove wall between smaller rooms for space
No water source for lessons and wet lab

Land and Trails
There are too many buildings
The land shows signs of excessive human impact
Trails can get dangerously icy
Minister Lake boardwalk needs replacement
Trail across Sunset Lake Road needs crosswalk sign for safety
Too much impact and erosion from concentrated use
No room for expansion due to land constraints
Most of the land is not owned

Log Cabins
Make poor teaching locations due to:
no table space
inadequate lighting
too far to carry teaching materials
Dressers create cluttered look
No privacy from front door when changing
High ceilings waste space and heat...use this area for something
Frame Cabins
  Inequity between these and newer cabins lead to complaints from occupants
  Not winterized
  No heat source on damp, cold summer days

Maintenance Area
  Unsightly clutter and inadequate storage space
  Wood storage unsightly and unsafe
  Fuel tank storage will soon be against code
  No constant heat source for projects and chemical storage
  No heated area for vehicle maintenance
  No running water for clean-up or emergencies
  Poor ventilation and lighting
  Too close to cabins...dangerous and noisy

Residence House
  People think it must be the office because its close to parking lot
  Private items are unsightly from parking lot
  Too much clutter in basement
  Double basement doors need replacing

Bath-houses
  Women's bath-house has no place to hang clothes while in shower
  Group showers not popular and inhibit adult use
  Boys bath-house needs new roof
  Boys bath-house is not varmint-proof
  Materials get moldy and are hard to wash
  Little ventilation
  Painted floors peel quickly

Anderson Lodge
  Not rustic enough...big and barren
  Wood heat is inefficient
  No sink...food gets thrown on ground
  No storage for maintenance supplies
  Insulation under floor is damaged, and insulation is needed in ceiling

Walker Lodge
  Little storage
  Not enough hot water for 40 visitors
  Pit floor makes awkward conference space, but works great for campfire programs (Consider portable staging to make it level with rest of floor)
  Private showers are preferred over group showers
  Gravel runoff from service drive sometimes clogs drainpipe
  Frequent faucet problems
Poor ventilation
Need rails on top bunks

Parking Lots
Service Lot is in middle of program area...unsightly and dangerous

Program Office/Health Lodge
Floor joists are rotted and floor is warped
Septic system doesn't work
Little storage
No tub, doors too narrow for handicap accessibility

Waterfront Area
Docks are difficult to move
Canoe storage is inadequate

Miscellaneous
Need better library/resource center
Sunset Lodge is wholly inadequate as a multi-use facility
Overall lack of storage and too much stuff...fire hazards
Exits are often inadequate (no exit signs, only one exit, doors open inward)
Too many buildings
Relationships are lacking between buildings and functions, no overall flow
Facilities are not designed for adults, too child-focused
Multi-use rooms do a lot, but nothing well
CWES needs to be more "green" and less wasteful
Hard water clogs faucets and damages appliances
Scattered educational materials/equipment...damage occurs while moving it around
Program areas too sterile, no opportunities for discovery learning
Answers to Questions Guiding the Research

1) What facilities and land are currently underutilized or overutilized and why?

Facilities

It appears that underutilized buildings include Nelson Cabin (due to its small size and inadequate heating) and Anderson Lodge (it makes a poor teaching location because it is too large to heat efficiently and too sterile and large for small classes). Also, the west frame cabins and west bathhouse are underutilized, since they are only used three months annually (summer). Overutilized buildings include Sunset Lodge, which is expected to serve many purposes, including restrooms, administrative, kitchen and dining functions. Becker Lodge is also overutilized, serving as a primary teaching location as well as the main program storage area and Trading Post location.

Lands

Classes are seldom conducted in the sloughs area, because Practicum staff believe it takes too long to transport children to this area during a typical 75 minute lesson, and because there are no warming cabins or bathrooms there. Another underutilized area is the Severson Lake property, mostly due to distance and time constraints. It is used predominantly in summer. Overutilized land and trails include the Web of Life Trail, the Minister Lake Trail, and the land closest to existing classroom buildings. This occurs because staff like to begin and wrap up a lesson in a building in inclement weather, and time prevents the staff from venturing further. Additionally, staff like to keep students close to restroom facilities.

2) How will possible program changes effect facilities and land use?

In an effort to relate program changes to lands and facilities, the categories of problems presented earlier were compared to the predicted program opportunities for the
future. For instance, in a previous section, it was indicated that an increasing older population might provide a new market for CWES. Some of the challenges this presents might be a need for more "adult-oriented" facilities, with more lower-level beds rather than bunks, and better restroom and shower facilities, including private showers and restrooms closer to the cabins in winter (currently, cabin visitors use the restrooms in Sunset Lodge). Indeed, the focus group identified that the facilities are more "child-focused" and should accommodate adult needs more fully, and that "group showers inhibit adult use." An aging clientele would likely have a larger number of mobility impaired visitors. This would have a significant impact on CWES, since the focus group identified many barriers to accessibility in their review of the site.

If innovative new programs continue to expand the visitor numbers at the Station, the problems that were identified by the focus group in the land base category must be addressed. These problems describe a small, impacted site with too much concentrated use. If more land were acquired, the use could be dispersed. For instance, one land parcel could be a conference area while another parcel could be used for school day programs.

Programs focusing on sustainable, resource-efficient lifestyles might require a conversion of the site into a "model" of such lifestyles. This includes wind and solar power, extensive use of compact fluorescent lightbulbs and natural lighting, composting, community involvement, cooperative farming, and environmentally responsible menus. In fact, the focus group identified several problems in the category of "green" or environmentally responsible operations. By addressing these problems, the Station has the opportunity to be more efficient and responsible toward the environment, while benefiting from the new programs which could stem from this change.
3) What needs will result from projected increases in user numbers or changes in programming?

An increase in users will result in problems with flow and impact unless several changes are made. Already, the focus group identified four problems related to the "land base" category and twenty-one problems related to overall "flow and organization" of the site. It is safe to assume that if these problems are occurring with the current usage, additional visitors will exacerbate the situation.

One major concern is overuse of trails and land close to the buildings, and the underutilization of distant trails for school group programs. Due to time constraints, it is not practical to travel to a distant site for a program. However, this could change if a restroom and heated classroom were available on distant sites, so that a group could spend a larger portion of the day there. Additional land acquisition would make this possible, since the existing land parcels are not suitable for development.

Safety issues would continue to be important, since more visitors imply more chances for someone to get hurt. The focus group identified seventeen problems in the "safety/health" category which should be addressed soon, and certainly a larger market is sought.

In addition, the "facility needs" category lists twenty-three problems including problems such as a need for new bathrooms and a more efficient, safe, kitchen. Many of the facility needs are a result of heavy use over many years. Additional levels of use will only escalate current problems. Therefore, these must be addressed before the Station considers increasing its market share. At minimum, the most important and most urgent lists of problems, as presented in earlier pages, must be addressed.

4) What are the limits to growth and change?

Currently, as indicated by the focus group and CWES planning documents, a major limit to growth is the land base. Because only a small portion is owned by the
UWSP Foundation, state funding for capital improvements is difficult to obtain. Impact to existing land would be reduced if other land parcels could be more effectively used for programming. Ownership of these land parcels is important because classrooms and restrooms can then be built to support programming there. The acquisition of more land also guards against land-based limits to growth in the future.

Other limits to growth include the fluctuations in practicum staff availability, and the current facility problems mentioned elsewhere in this section (such as inadequate restroom facilities, group showers, and limited sleeping quarters, especially in winter). The most important and urgent of these problems, as determined by the focus group, can be reviewed in the previous pages of this chapter. At the very least, these are the problems that must be addressed before further growth can occur.

5) Even if CWES does not grow, what needs to be done to maintain "model" status?

There are three ways in which CWES can maintain "model" status. One is to offer quality programs. This can mean offering new types of programs, or evaluating and updating existing programs.

Another way is by setting an example in resource-efficiency and sustainable living, as indicated in the "green" category from the focus group, and an interview with the program director.

The third way to maintain "model" status to offer superb facilities. To do this, problems with flow, safety, and facility maintenance/update must be addressed. In addition, all of the other problems listed earlier in the building-by-building problem summary should be remedied. In this way, visitors will have a safe, pleasant experience at CWES.
Section Four - Option Identification and Selection

OBJECTIVE 4: To develop, consider, and select alternatives which will prioritize and integrate physical development into a spatial and temporal plan, including:

a) infrastructure, support services, and schedule of implementation.

b) recommendations for implementation (i.e. fund-raising, volunteerism, and the use of corporate and state conservation money).

INTRODUCTION

Because this section contains a large quantity of information, it is presented in three parts. The first part presents a variety of options as gathered from the methods described in Chapter Three. The second part selects the best options and provides support for their selection. It also includes maps of the proposed changes. The third part offers recommendations for implementation, including a timeline, staff and operations suggestions, and fund-raising ideas.

PART ONE: IDENTIFICATION OF PLANNING OPTIONS

This identifies planning alternatives leading to the selection of the best options for land and facility development. Several sources of information were used to develop these options including a) the problems and barriers identified in the previous section (section 3), b) insights gained from visits to other EE centers, c) a review of standards established by professional organizations for the development of camps and EE centers, and d) the insights and recommendations of the focus group. Information from each of these sources is presented in the following section.
A) Summary of Problems and Barriers (Obj. 3.3)

Objective 3.3 resulted in the identification of problems and barriers related to existing lands and facilities. From this, it was determined that the use functions of all facilities at CWES can be categorized into the following ten functions:

1. Classroom Areas and Large Group Auditorium
2. Restroom and Bath-house Facilities
3. Kitchen and Dining Services
4. Offices and Meeting Areas
5. Maintenance, Storage, and Work Spaces
6. Overnight Accommodations
7. Grounds, Trails, and Parking
8. Facility Needs for Potential New Programs
9. Residences
10. Land Base

The following section summarizes the problems and barriers related to each of these functions. The resulting general guidelines help in the creation of options.

Classroom Areas

There is a need for a large group area, capable of holding up to 100 people for openings, closings, and whole-group activities. This area could double as an auditorium for public presentations and special events, as well. This area should be designed for good acoustics, spacious seating, and a good view of a central area for speakers or audiovisual presentations.

Additionally, CWES divides classes into subgroups of no more than ten students. This could require up to seven separate classroom areas, each capable of holding 10 -15 people, including instructors and chaperones. These areas must be well-lit and heated, should be handicapped accessible, comfortable, aesthetically pleasing, private, and provide adequate table space for hands-on activities. All classrooms and auditorium must be close to restroom facilities.

Currently, many of the teaching locations do not meet these needs. Buildings often are cold for morning classes because they take too long to heat up each morning. Some spaces, such as the cabins, have inadequate lighting and table space. Others, such as
Nelson Cabin and the Wilderness Room, are too small and feel crowded. Still others, such as Becker, Sunset, and Anderson, are too large or contain too many distractions. Ultimately, the use of all areas for classrooms should be re-evaluated and re-designed.

The current director summarized the need for an education building in a Supplement on Needs and Estimated Costs (Appendix E-2). He wrote that, ideally, the education building would include a presentation/meeting room for large groups, several smaller classrooms/meeting rooms including one with wet-laboratory capabilities, a library and media/computer resource center, restrooms, and related storage and support facilities.

**Restroom and Bath-house Facilities**

There is a need for restrooms that are convenient to classroom and meeting areas, dining facilities, and residential areas. Since children need to reach restrooms quickly and frequently throughout the day, teaching areas must have nearby restroom facilities. These facilities need to be large and efficient in design to allow for an entire class to use them at peak times, such as immediately after lunch or before the bus ride home. Restroom facilities must also be near the dining hall, and be large enough to allow a group to use the sinks for washing quickly before eating. A separate restroom for kitchen and office staff would save time for them. For overnight accommodations, the bath-house should include showers with private stalls and adjustable water temperatures, and all restroom facilities should be well-lit, comfortable, and provide adequate handicap accessibility. Ideally, the restrooms would utilize alternative and efficient energy systems.

The bathrooms in Walker lodge are adequate, and the only suggestion is to remodel the showers into private stalls. There is a need, however, for new bath-house facilities for the log cabin complex and Anderson Lodge. In the past, a separate bathhouse was identified as the best option for this residential area. As stated previously, in 1991 the Station was allocated $100,000 for the development of a new restroom and shower facility to serve both this residential area and the classroom areas of Becker and Sunset Lodges. At that time, the preliminary plan identified the following list of requirements for a bath-house facility:

- located to serve the log cabin complex, Anderson Lodge, Becker and Sunset Lodge serve both males and females, youth and adult needs, up to 70 people
- men's room should have 3 toilets, 3 urinals, 4 sinks, 6 showerheads
- women's room should have 4 toilets, 4 sinks, 6 showerheads
- should be fully handicapped accessible and fully winterized
- provide vehicle access for maintenance and facilitate flow of traffic
- should conserve resources and money
should include laundry room and dishwashing room
should blend well with environment and be easy to maintain

In 1992, architectural plans for this facility were drafted by the state appointed firm HMG from Green Bay (Appendix E-9). Unfortunately, as stated previously, the funds for this facility were withdrawn due to state funding limits and the determination that CWES properties were not owned directly by the state. As private funding will likely be needed to build this restroom facility, there is a need to re-examine restroom facilities. To optimize building funds, perhaps these restrooms could be combined with other functions.

**Kitchen and Dining Services**

The Environmental Station has a unique niche as a residential EE and conference center in addition to its day uses. This residential use necessitates the need for on-site food services. A dining hall should be well-lit and spacious, and have nearby restrooms. For families, adults, and conference use, the dining area should be aesthetically pleasant and comfortable.

A dining area should also include an efficient system for serving food and returning dishes for clean-up. As previously mentioned, the dining hall of Sunset Lodge is narrow, impeding traffic flow. This is especially evident at meal time with large groups. The round tables, while encouraging group interaction, also reduce space in this area. Round tables would be fine in a larger area. The cramped space makes it difficult to reach the salad bar while others are in line for hot entrees. Dish return and clean-up is always a problem.

The kitchen poses a variety of problems. Many appliances need to be replaced or added, including a new stove and a stove hood, ventilation system, dish washer, walk-in coolers and freezers, and serving equipment. In 1989, a renovation plan for the kitchen was prepared by CWES, incorporating the suggestions of students participating in a food service design class at the University. The plan, while recognizing the need for a whole new building, worked within the constraints of current space. It suggested a three phase implementation process designed around the delivery, preparation, serving, and clean-up functions of the kitchen (Appendix E-10). The plan included a) immediate short-term changes (completed in 1990), such as separation of dry food storage from freezers, consolidation of cooking units in preparation for a hood ventilation system, replacement of the divider wall separating cooking and clean-up areas, and addition of shelves b) new equipment including a dishwasher, walk-in cooler, and freezers, c) remodel to include bypass hall between office and dining area. Again in the director's 1991-92 Land Use and
Facility Updates (Appendix E-5) this bypass hall was recommended, along with a new furnace room. Additionally, a new water treatment system was recommended. In 1991, a $25,000 grant from DSFM was provided to renovate the restroom area in Sunset and at that time plans were drafted for an annex connecting the office to the restrooms and to redesign the kitchen (Appendix E-11).

Funding was denied by the DSFM to fix the ventilation system, because they recommended that a complete study of the building be done. While efforts have been made to develop plans for updated food service within Sunset Lodge, there seems to be an increasing need to separate this function from Sunset. It is suggested that the entire kitchen and dining hall area be re-evaluated as part of a new facility plan, since perhaps a separate facility would be a better alternative.

Offices and Meeting Areas

The complexities of operating a large, multi-purpose EE center such as CWES requires an administrative staff and facilities where the staff can effectively accomplish their professional goals. The office area must serve as a reception area for visitors, and provide space for the director and support staff:

The administrative area should provide a pleasant work environment where staff feel comfortable and can work uninterrupted. The office is far too cramped for the staff, and the meeting space is directly beside a computer work space and the director's office door, leading to many inconveniences. There is no place for visitors to wait, and so they are often told to go to the large meeting/dining room of Sunset Lodge. However, if a group is using the space, this is awkward.

An office should also serve as a reception and orientation area for visitors, and should thus be easy for visitors to find. The current office space is far removed from the parking area, and visitors often wander to many buildings before finding the office.

In addition, there is a need for a meeting area for staff and visitor use. The Wilderness Room of Sunset Lodge could be a meeting location, but is usually used as a classroom during the week, and is also planned to be a resource library. The double-function of this room makes it mediocre for all purposes. Also, a meeting room should be located closer to the main office.

As a library or comfortable meeting room, Wilderness has much to be desired. It is often cold and very stark...the chairs are uncomfortable and the lighting is harsh. Easy access bookshelves, a smaller table, carpeting, and comfortable furniture and lighting
would increase the aesthetics and functioning of this room. However, then it cannot be used as a classroom. These dilemmas must be considered in the final plan.

**Maintenance, Storage, and Work Space**

Every EE center has a need for a maintenance area and for storage and work space. Ideally, such an area would be removed from visitors and other camp activities. It would provide a safe and heated facility where maintenance staff can work on projects and comfortably work on vehicles. Outdoor storage of equipment, woods, and fuel would be organized, safe, and protected from theft or vandalism.

The current maintenance building/yard is located too close to programming and cabins and interferes from a safety and aesthetic perspective with program goals. The building and yard is also too small for current needs. The need for changes has been previously identified, and presented in the Director's Supplement on Needs and Estimated Costs (Appendix E-2). The cost of relocating and constructing a maintenance support facility is estimated at $100,000. In the June 1993 the Land and Facility Subcommittee agreed that the maintenance area should be relocated to the southwest corner of the property, and the current maintenance building used as intern housing, a classroom, or storage (Appendix E-5).

**Overnight Accommodations**

The importance of overnight accommodations cannot be overestimated at CWES, since the residential component of the Station sets it apart from its competitors, provides a valuable experience for school groups, and increases program generated revenue through weekend facility rental and special workshops and conferences. The accommodations, therefore, must serve a variety of audiences, and there may be a need to update accommodations to serve different audiences more effectively.

The Walker Lodge is a showcase building which can accommodate up to 48 people comfortably, in bunk beds. The building is energy efficient and contains a central fireplace and meeting area. There are five log cabins in the new cabin complex. Each cabin sleeps eight people. These attractive cabins are winterized and heated with electric baseboards. There are also three older frame cabins on the west side of camp. These are not winterized or heated, and used primarily for summer camp. Finally, Anderson Lodge offers accommodations for thirty people in bunk beds, and contains a large meeting room.
with a kitchenette and woods stove. This building is used by Boy Scout troops during winter weekends, and occasionally for other groups, such as college students during the pre-European field techniques program.

In some ways, these accommodations seem to work well. For example, Walker Lodge is a favorite building for school groups, and the new cabins are comfortable and attractive for summer campers. However, some problems and needs have also been identified. Some things, such as the need for safety rails on all upper bunks, can be easily remedied. Other needs are more complicated. For example, the director has stated a need for one more cabin in the east log cabin complex (Appendices E-1, E-2, E-6) and the land and facilities subcommittee recommended upgrading the west cabin complex as a three season camp area, which may require the renovation and addition of more cabins (Appendix E-3). However, there is a possibility that the frame cabins have outlived their usefulness and should be replaced. There is also some indication that a more efficient approach would be to put all cabins together in a residential zone with one co-ed bathhouse.

Additionally, there is a need for a new facility that will serve adult audiences, business conferences, and families. Based on site visits and interviews with directors of similar facilities, it has been determined that the audiences have special needs and preferences. For instance, they prefer more privacy in their lodgings, and private shower stalls. Also, they desire a more comfort-oriented stay, and bunk beds might not be appropriate for these audiences. Beaver Creek Reserve plans to address the dual needs of overnight visitors by offering rustic accommodations for children and a new, more plush overnight facility for business conferences, families, and elderhostel visitors.

If CWES plans to expand its revenue through increasing its conference and retreat potential, less rustic accommodations may become necessary. This could be accomplished through renovations or through the construction of a separate building with private showers and comfortable, single beds.

**Grounds, Trails, and Parking**

The access roads, parking lots, and trails are often the first experience a visitor has with a site. These areas must therefore be attractive and well-planned, provide clear signage, and adequate, convenient parking. Trails serve to guide guests to natural resources and to connect primary use areas in a convenient flow pattern. The grounds themselves are what sets CWES apart from other conference areas such as Holiday Inn.
There are many groups who prefer a more natural atmosphere for their meetings, especially since the national trends, as stated previously, indicates a growing concern for the environment. School groups benefit from the diversity of environments available at CWES, and trails guide them through these environments while controlling human impact.

Research has confirmed that aesthetics matter. People like to see a well-landscaped facility, and learn better in aesthetically pleasing, comfortable surroundings. One way to enhance the facility is through landscaping. There are a variety of native vegetation which could be used for landscaping purposes. (Zimmerman; 1977). These include:

- Roundleaf Dogwood
- Red Berried Elder
- Daylillies
- Fly Honeysuckle
- Blueberry
- Phlox
- White Pines
- Grapes
- Dames Rocket
- Bittersweet
- Catbriars
- Partridge Berry
- Wintergreen
- Fireweed
- Ninebark

Places in obvious need of landscaping are in front of Sunset Lodge, around cabins, bathhouses, and Becker, and screening the residence house. This landscaping would reduce the visibility of the buildings and make the facility seem more "natural."

Other needs include a map of all underground utility lines, more attractive and informative signage, and a crosswalk for Sunset Lake Road (mentioned in Zimmerman's 1977 Plan). A consistent design scheme needs to be created for all buildings and signs. Perhaps a different color scheme that does not reflect the traditional "camp" or "government park" feeling would be helpful. Natural materials should be incorporated into the designs when possible.

Facility Needs for Potential New Programs

While the Station seems to accommodate a large number of users, there are other audiences that could be served in facilities are designed to include new market segments. For example, as already mentioned, elderhostel, family, and business conference programs necessitate more comfortable and plush overnight accommodations with private shower space. If the Station plans to increase community exposure and support by serving the general public, exhibit areas and a larger reception area would be needed. Most environmental centers use live animals in their programs with great success. An exhibit area which is low maintenance and thermostatically controlled would be ideal for keeping these animals.
If the Station plans to model sustainable living, programs focusing on alternative energy and resource conservation mandate the installation of a variety of new systems for creating, saving, and storing energy. A windmill off the lake for electricity or to pump water for an organic garden are possibilities to model off-grid techniques. Separate water meters in bathhouses could be installed as a teaching tool to highlight conservation.

If off-site adventure programming is in the future, a large storage area for equipment and an office for coordination are necessary. This would be a small investment considering the possible increase to program generated revenue.

**Residences**

When visitors are involved with residential programs, it is important to have on-site staff to oversee functions, be available for programs, and solve maintenance and other problems. Currently, there is one house which is used to accommodate a variety of staff at various times, including interns, summer program directors, and maintenance staff.

One of the major problems with the current residence house is that it is located too close to the parking area. Many people come to the house, assuming it must be the office due to its central location. This not only infringes on the privacy of the residents, but presents a poor image of the camp, since personal belongings may be hanging or setting on the porch, or music and conversation may be coming from within. Since the yard in front of the house is needed for program activities, conflicts in use and aesthetics exist.

These conflicts could be eliminated by removing the building or redirecting its orientation by removing Nelson and having the private yard facing that direction. The yard could be concealed with a fence and extensive landscaping. It is also necessary to identify who will be using the housing. Interns could use a dorm-type building with a common area, but a resident caretaker would probably have a family and need a private home. Perhaps an old cabin could be converted for an intern and other student staff, and the home reserved for a resident caretaker family.

**Land Base**

An adequate land base is essential to the operation of the Station, which depends highly on the quality and size of natural resource areas. The diversity of natural areas at CWES are important as study areas for school programs and for enjoyment by other visitors. As mentioned earlier and shown in Figure 4.11 on page 154, the Station utilizes a checkerboard array of properties it leases from the Foundation or uses with the verbal...
consent or easements from other property owners. To protect resources from overuse, and to insure long term operation of the Station, there is a definite need to strengthen lease agreements and/or acquire contiguous and nearby lands. In addition to extending leases there is a need to identify property for which it may be appropriate to secure rights of first refusal or to acquire through gifts, bequests, or purchase. A preliminary land acquisition plan was prepared by Cheri Town in 1992, and the outline can be seen in Appendix E-4.

One land area of prime importance is the Minister Lake area. The Steering Committee has identified the critical need for this property for over 15 years and has made efforts to secure its use. Since the 1970's it has been leased from the North New Hope Lutheran Church. In the early 1980's the state indicated interest in purchasing the 14.4 acres west of Sunset Lake road, but the asking price at that time was unreasonably high. In 1993 the Steering Committee again stated the need for this land and in November of 1993, an appraisal was done of the 65+ acres of land belonging to the Church. The estimated fair market value was stated as $97,500. An offer to purchase was made in January 1995 (Appendix D-16). The property is split into three distinct parcels. The 14.4 acre parcel North of County Trunk MM and West of Sunset Lake Road contains a pine plantation and is used extensively by CWES. The 30.5 acre parcel north of MM and East of Sunset Lake Road surrounds most of Minister Lake and are also used frequently in CWES programming. The 20 acre parcel east of Sunset Lake Road, North of Minister Lake, and South of Taylor Road is used less frequently by CWES. Although each parcel contains some wetlands and severe slopes, the appraiser wrote that there is potential for single residences. This land is important to CWES because of the variety of ecosystems it presents and the accessibility to the core of the facilities.

While this physical development plan does not make suggestions regarding specific land acquisitions, it is recommended that the 1992 plan be completed.

B) Site Visits and Case Studies

EE centers similar to CWES offered an array of ideas for consideration during the planning process. To determine which of these centers would offer the most relevant ideas for CWES, the competitive questionnaires described in previous sections of this thesis were examined. Centers were selected based on unique planning, facility, or
competitive features applicable to this study. Also, due to time and financial constraints, proximity was a factor. Six centers were chosen to study in more depth. Three to six hours were spent at each of the sites, touring the facilities, taking photographs, and meeting with the director. As described on page 76, a worksheet (Appendix C-5) was used to guide the site visit process. The centers serve at least one of the three main categories of CWES visitors mentioned earlier. The sites are categorized in Table 4.13 below, and locations are indicated in Figure 4.27.

<table>
<thead>
<tr>
<th>School/Interp.</th>
<th>Summer Camp</th>
<th>Weekend/Conference</th>
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</thead>
<tbody>
<tr>
<td>1. Fallen Timbers</td>
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<tr>
<td>2. Boston School Forest</td>
<td>X</td>
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<tr>
<td>3. Treehaven</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Upham Woods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Intl Crane Foundation</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. Lions Camp</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
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Table 4.13 Site Visits

Figure 4.27 Locations of Site Visits
Summary of Site Visits

The following pages describe each of the centers in summary form and present useful insights derived from each visit. A more detailed review of each site, including maps, is included in the F Appendices. Following these summaries is a compilation of useful information which was extracted from the visits. This information was then used to identify planning and design options for facilities at the Central Wisconsin Environmental Station.

Wisconsin Lions Camp

Location: Rosholt, Wisconsin
Ownership/Affiliation: Private, non-profit, Wisconsin Lions Clubs

Mission: To provide outdoor educational and recreational experiences for special population groups.

Audiences and Programs: Serves 4,000 visitors annually, primarily special populations such as deaf, blind, and mentally handicapped children and adults. Main season is summer.

Significant Features and Insights:
A highlight of the site is the private lake for boating, swimming, and aesthetics. The Lake presents some management problems, however, because it is shallow. A new nature center building offers hands-on exploratory learning. New cabins are planned which will contain individual restroom facilities, eliminating the need for a separate bath-house. The newly expanded dining hall is spacious and offers family style dining instead of the less personal cafeteria style. Overall, the Lions Camp is a model for handicap accessible designs, since mobility impaired audiences are a large part of their client base.

The director said that "comfort-oriented" facilities are in demand, even for youth. Group showers are outdated, and camps would be wise to eliminate them. The Lions Camp also has a maintenance facility and resident caretaker house in the main parking and programming area, which the Director says is dangerous, unsightly, and offers no privacy for the caretaker. These insights can be applied to CWES, where the residence house is in a similar location, and the current bathhouse facilities offer nothing but group showers.
Boston School Forest

Location: Plover, Wisconsin
Ownership/Affiliation: Stevens Point Public School District

Mission:
1. To preserve the environment as something to nurture, respect, and conserve
2. To teach the concepts of interrelationships and interdependence

Audiences and Programs: Serves 6,500 people annually, mostly k-6th graders from the Stevens Point school district. Other civic and youth groups can use the facilities on nights and weekends.

Significant Features and Insights:
Due to the lack of biological diversity in this pine plantation, a man-made pond was built which quickly became a popular program area and is heavily used. The increase in demand for facilities has led to plans for a new building containing several key features. For instance, the rustic log building will blend well with the surroundings and use alternative energy. Raised seating will enhance program use, and a storm shelter safeguards against emergencies.

Boston School Forest is a good example of a facility that has been well-used despite the lack of ecological diversity and overnight program options. The fundraising strategies and design ideas incorporated in the new building are important ideas for future buildings at CWES. Also, Boston School Forest found an architect firm to volunteer design work and artists renderings of the new building. CWES would do well to pursue such a donation as well.

International Crane Foundation

Location: Baraboo, Wisconsin
Ownership/Affiliation: Private, Non-Profit

Mission: To work worldwide to conserve cranes and the wetland and grass communities on which they depend. ICF is dedicated to providing experience, knowledge, and inspiration to involve people in resolving threats to these ecosystems.

Audiences and Programs: There are four major on-site audiences: school groups, which comprise about 7,000 students annually, drop-in visitors, motorcoach tours, and visiting foreign guests. The total number of visitors to the site is about 33,000 annually. Another audience are members, who are scattered worldwide and comprise between 5,000 and 6,000 people. There are four main off-site audiences, including civic groups, schools, environmental groups, and miscellaneous organizations.
Significant Features and Insights:
A reception area and gift shop in the parking area offers visitors an immediate orientation to the site. A new exhibit building located on a man-made pond offers a unique indoor/outdoor perspective. One nice feature is that the same architect has designed all of the new buildings on the site, and recommended landscaping approaches. Additionally, the same contractor built all of these buildings. The result is a consistent, appealing design throughout.

Tremendous effort and resources are put into the public buildings at ICF. The belief here is that people are more likely to donate money if they are already impressed with the quality of the facilities, because it shows efficiency and success. This indicates that CWES might consider some significant facility upgrades in an attempt to increase donations in the future.

Upham Woods

Location: Wisconsin Dells, Wisconsin
Ownership/Affiliation: University of Wisconsin and Cooperative Extension

Mission: To use the land as an outdoor laboratory and camp for youth, such as 4-H Clubs, and other people cooperating with the University of Wisconsin. (This mission is currently being re-examined).

Programs and Audiences: Approximately 9,000 annual visitors, including 4-H clubs and schools, churches, university groups, and other non-profit groups. School EE programs are offered during the school year, and general summer camp all summer.

Significant Features and Insights:
Upham Woods is located in an ideal area near a major tourist area and along the Wisconsin River. An island across the river serves as an ideal natural studies and camping location, largely undisturbed by human activity. Other features include a challenge course, a dormitory for conferences and adult use, and a nature center with a wet lab, exhibit area, and offices for program staff. The cabins were significant because they have two separate sleeping units with a common central area with a fireplace where the counselors sleep and monitor both sides of the cabin. The dining hall serves a dual purpose as a large auditorium. The office is located directly across from the parking lot, making it easy to find for visitors.

There are similarities between Upham Woods and CWES in that they share similar audiences, and both own non-adjacent property and are trying to secure rights to the property between. Also, the director stressed the importance of a long-range development plan, which was lacking at his facility. He said it leads to a more functional and aesthetic design. This demonstrates the importance of the CWES planning process involved with this thesis.
Fallen Timbers Environmental Center

Location: Seymour, Wisconsin
Ownership/Affiliation: Consortium of five schools

Mission:
1. the environmental education of the school children within the "Consortium of Schools"
2. the conservation and wise management of the natural resources available at the site.

Programs and Audiences:
Serves six public school districts and two colleges. More than 7,000 students and 10,000 area residents use the facilities annually. Day and residential programs are offered, but facilities can be rented for evenings and weekends. In summer, the director trains 8 teachers for a 6-week summer school at the facility.

Significant Features and Insights:
The wooden bunks with guard rails were attractive and safe, and the cabin layout was similar to that described at Upham Woods. A recent capital campaign was used to build a new main building which includes a reception area, and administration office, classrooms, a resource room, a kitchen area, and a restrooms having interior and external access so that the overnight guests can have access to the restrooms when the rest of the facility is locked. The facility is bright, airy, and comfortable, with high ceilings that are attractive but lead to excessive noise.

The Director emphasized that a quality program requires quality facilities. Teachers want a comfortable environment and children seem to learn better in a place that feels "like home." With that in mind, the importance of creating warm, comfortable teaching areas at CWES is emphasized.

Beaver Creek Reserve

Location: Fall Creek, Wisconsin
Ownership/Affiliation: Eau Claire County

Mission: To provide education and resources to help citizens develop and nurture their appreciation and understanding of our natural heritage and foster a lifetime commitment to the protection of our fragile planet Earth.

Programs and Audiences: Serves over 30,000 people annually. Audiences include school groups, family programs, off-site programs, youth groups, civic organizations, senior clubs, churches, the general public, and others. The public can rent skis to use on groomed trails, browse through exhibits, attend a family program, craft class, or lecture. School groups can come for the day or stay overnight. There are no kitchen services, but overnight guests can use the kitchen to prepare their own food.
Significant Features and Insights:

Beaver Creek is an interesting facility for several reasons. First, their renovated public visitor center has many special features, including the use of alternative energy, a comfortable auditorium, and attractive gift-shop. Also, their volunteer program is exemplary. There are plans in the future for constructing a special overnight facility for adult conference guests. The planetarium is a highlight of the center as well.

It is interesting to see how this center attempts to serve such a wide variety of market segments. However, the youth camp has undergone very little improvement whereas the public nature center has improved tremendously. It seems that the center has grown according to where donor support was available. Less emphasis is placed on the school program aspect of their mission. This may be a wise plan financially, since corporate donors and the private sector may bring in more revenue than school groups can. At CWES, some consideration might be given to balancing the school group market with these more lucrative markets.

Treehaven

Location: Tomahawk, Wisconsin
Ownership/Affiliation: University of Wisconsin, Stevens Point

Mission: To support the UWSP College of Natural Resources with Natural Resource Education, Management, and Recreation

Programs and Audiences: Serves 17,000 visitors annually, offering programs such as two 6-week summer programs for UWSP students, conference facilities for corporate and civic organizations, and a residential teaching location for other university system courses, natural resource conferences, conservation group meetings, and educationally oriented seminars and in services. Also serves Elder hostels and hosts special events.

Significant Features and Insights:

One of the strengths of Treehaven is that all facilities are consolidated into a complex where residential, dining, and classroom activities take place. This design conserves heat and reduces impact on the land. The panoramic natural environment can be seen through windows, so that visitors are reminded of the environmental setting. By confining buildings to one area, the rest of the site is natural and serves as a perfect natural resource teaching site. Other noteworthy features include the attention given to food service, and the restroom areas which include private shower stalls in the women's area.

The efficiency of the single building complex at Treehaven indicates that a consolidation of buildings at CWES would be an effective decision, both to conserve land and energy. Treehaven's model kitchen facilities and bathrooms serve as a good model as CWES redesigns these functions.
General Insights from the Site Visits

Development Plans

- Most centers do not have a formal physical development plan. Rather, when a need for a building becomes apparent, they determine where best it would fit on the land. Proactive, long-term building plans may exist in the heads of the decision-makers, but seldom are formalized on paper.

- Most centers see the benefits of a long-term, formal physical plan. Among these benefits are a more cohesive, aesthetic site and better efficiency and use of buildings.

- It is advantageous to hire the same architect and contractor for all buildings. This maintains a sense of unity at the site. If this is not possible, it helps to at least use the same types of materials in all buildings. At CWES, any new buildings should follow these guidelines when possible.

- Several sites had an architect firm, landscape architect, or student in these fields donate services. In some cases, these professional designers were invaluable. In other cases, the staff felt their own creativity could take them through the design stage. At CWES, a combination of both approaches have been used in the past and could be used in the future.

Comfort-Oriented Facilities

- EE centers and camps are realizing that audiences are increasingly concerned with comfort. This includes private showers, warm pleasant lodging and classrooms, and aesthetically attractive landscaping. One director said children seem to learn better in a place that "feels like home."

- Examples of a focus on comfort include the open, carpeted, bright design of the main building at Fallen Timbers, and the adult dormitory for adults at Upham Woods.

- At CWES, comfort could be enhanced by providing more efficient heat in the classroom areas, and a spacious, well-lit and well-designed bath-house facility for visitors staying in the cabin complex. In addition, if CWES wishes to increase revenue through offering more conference and retreat opportunities, the sleeping accommodations should be more private and include attached bathroom facilities.

Maintenance Functions

- Most centers had or wished they had located the maintenance and caretakers buildings far from the hub of activities, both for safety reasons and to limit interruptions. In
addition, the best arrangement seemed to be when the office was directly next to the parking area.

- An example of a center where maintenance is in a poor location is at the Lions Camp, where the caretakers house and shop are directly in front of the parking lot. An example of a much better facility can be seen at Upham Woods, where the shop is separated from the activity core in a two-story building with plenty of storage, a vehicle repair area, and a workshop.

- Although both the house and the maintenance building at CWES are in poor locations, the maintenance building is the main concern due to safety issues and disruption of program activities. At Upham Woods, the residence house is located beside the office, which allows for surveillance of the site, while the maintenance building is further removed. A similar arrangement, at least for the short-term, could be planned for CWES.

### Multi-Functional Planning

- Many centers recognize the need to optimize funding by designing several functions into one building. This can be successful and profitable if the functions are compatible and the flow is carefully designed.

- Alternative energy, a storm shelter, and appropriate seating arrangements are all important features of seen in other buildings which could be considered at CWES. Additionally, several sites had lodging where two cabins were connected in the middle with a common room for counselors. The advantage of this design is that one counselor could supervise more campers, and there is more privacy for counselors after the campers go to bed. The central area contained a fireplace, and porches on the outside served as socializing areas.

### Fundraising

- Money attracts money. Therefore, an important part of fundraising plan is to have a showcase building to invite potential donors to see. If it is impressive, they are likely to have more faith in the organization and willingly donate more money.

- An examples of successful fundraising can be seen at Fallen Timbers, where a development professional volunteered to initiate a capital campaign, asking only for a small percentage of the money if the campaign was successful. Not only did this approach raise money with no risk for the center, but the volunteer also taught the staff how to continue the capital drive on their own. Boston School Forest is currently in the middle of a capital campaign as well, and their progress may provide some indication of strategies which CWES can use as well. ICF has also demonstrated a consistent ability to raise support through donations, grants, and memberships, and program generated revenue.
In the past, the buildings and land purchases at CWES were made possible through large donations by prominent individuals, through community support, and through the Adopt-A-Log program. Since state funding is decreasing, these and other methods of securing funds become increasingly important. It might be appropriate to meet with the development coordinators at other centers for ideas for a capital drive at CWES.

Lands

Other sites are faced with some of the same land base challenges facing CWES. For example, Upham Woods has non-adjacent land to which they are attempting to buy access, and they also have used a visitor survey of facilities (similar to the practicum facility survey at CWES) to help determine physical needs of the camp.

Off-Site Programs

Several directors said there is an increasing demand for off-site and adventure programs, especially among older teens.

At CWES, increased off-site programs offer an opportunity to increase revenue without putting further demands on existing lands and facilities.

The insights from these site visits will be applied to the overall physical planning process at the Station, and may also be of interest to other centers involved with planning.
C) Search for Standards

Several organizations have developed guidelines intended to assist EE centers and camps in incorporating safety and functionality guidelines into their facilities. Some of the guidelines are broad and focused toward all day-use facilities, nature centers, residential centers, or camps, and other guidelines offer detailed direction for specific situations, such as accessibility or special accreditation. These guidelines have been presented in the order of broad to specific, and may be useful in varying degrees to CWES as design options are created and evaluated. For example, the Minnesota and Parker studies outline criteria for a full-service residential EE center, and at minimum CWES should maintain these criteria. The Iowa Association of Naturalists presents overall design considerations pertaining to walk-in facilities, which can be applied to some extent to other types of EE centers. Likewise, the Audubon Society points out some overall planning details which might otherwise be overlooked, such as the disadvantages associated with large windows. Camp guidelines from the State of Wisconsin and the American Camping Association are important for the summer season, when CWES operates as a residential camp. Lastly, reference is made to the American Disabilities Act (Architectural and Transportation Barriers Compliance Board) which provides great detail regarding handicap accessibility. Guidelines from the organizations just mentioned are described below, and a general discussion follows each set.
Criteria for a Full Service Residential EE Center

The Minnesota Environmental Education Administrators Group, supported by the state Department of Natural Resources (MN DNR; 1992), developed criteria for evaluating EE centers. The full criteria can be seen in Figure 2.1 on page 23. In abbreviated form, a full-service residential EE center must meet the following criteria:

1. NCA accredited
2. 80% of school year program devoted to K-post secondary
3. 80% of summer program devoted to EE
4. 80% of budget devoted to EE
5. Accommodations must include structures for eating, sleeping, and learning
6. Qualified staff will include administration, instructors, food service, and maintenance
7. A full service EE instructional program must be in place

Another definition of resident-based environmental education centers is those facilities that provide their clients with 2-5 day environmental programs that include overnight accommodations. The curriculum must include Natural, Social, and Valuing Context concepts. (Parker, 1989)

The Central Wisconsin Environmental Station meets all of the criteria in both definitions, with the exception of North Central Accreditation, and so occupies a special niche among EE centers. Care should be taken to ensure that any new changes at CWES maintains these standards.
Iowa Association of Naturalists Guidelines for Nature Centers

In 1990, the Iowa Association of Naturalists developed guidelines for nature centers. Not all of these guidelines pertain to CWES, because they are intended for centers serving slightly a different market, focusing on public, walk-in facilities. However, some of the guidelines are applicable and are listed below. The full list can be found in Appendix E-12. In the area of physical facilities, they suggest the following:

Overall Design Considerations
- facilities should be designed to fulfill the goals and objectives of the nature center
- structures are functional and efficient
  - supports the mission statement
  - reflects the interpretive message
  - models energy conservation
  - is flexible to allow for future expansion
- signage is adequate
- buildings are handicapped accessible
- there is a written maintenance schedule which is followed
- buildings are designed for ease of maintenance and visitor convenience/comfort
  - utility closets
  - mud or wet room
  - live animal work space
  - sufficient storage/work space
  - sufficient restrooms
- public safety is ensured (meets codes and regulations)
- easily accessible reception area and information posted in readily seen areas
- landscape with native species
- consider acoustics (echoes from high ceilings, carpeting to muffle sound, etc.)
- all buildings should be well-lit and ventilated
- buildings and trails are designed for and accessible to a variety of age groups and abilities
- running water is provided both inside and outside

Visitors Needs
- auditorium which is roomy and equipped for lectures and audio-visual presentations
- quiet library with adequate resources and ability to double for other purposes
- small, quiet meeting room which can also double for other purposes
- restrooms which are accessible when rest of building is closed, and adequate for peak traffic
- bookstore/gift shop readily accessible, allows for smooth traffic flow, sells appropriate items
- adequately sized parking lot has smooth traffic flow, good signage, close to facilities
- trails are regularly maintained, handicapped accessible, protect fragile areas, well-marked, diverse

Staff Needs
- staff have privacy in separate offices
- there is adequate space for work and storage
- outside storage is available
- work and storage areas are shielded from public view
Options which are developed for CWES will attempt to consider as many of these guidelines as possible.

**Audubon Society Suggestions**

The Audubon Society Planning Division uses these guidelines when designing a facility, some of which apply to CWES:

1. entrances, exits, and interior spaces in interpretive buildings should correlate with overall traffic flow, a one-way traffic flow should avoid confusion when more than one group uses the building at once
2. building should be designed to accommodate future expansion
3. should be constructed of native materials to blend with surroundings
4. ramps instead of stairs assist handicapped or elderly visitors
5. bookstore/giftshops can increase revenue and should not feel crowded
6. restrooms should be located where they will not interfere with traffic flow
7. exhibits should be at children's height
8. all utility lines should be underground
9. large windows increase intimacy with the outdoors but pose problems (darkening rooms for audio-visual presentations, cooling and heating inefficiency, limited wall display space)
10. three dimensional models help orient visitors to the site

In review of the above recommendations, several implications became evident related to the redesigning of CWES facilities. For instance, overall traffic flow was stressed as an important consideration, and is something which is not well-designed at CWES. All future plans should consider the purpose of each building and the overall flow. Although CWES has a rustic appearance and attempts to blend with the environment, the use of natural materials and landscaping can help the Station to portray a more environmental image. In pursuing a more handicap accessible model, ramps should take the place of stairs. The Audubon Society suggests that gift shops can increase
revenue, and therefore perhaps the trading post at CWES should be given a more prominent location. Restrooms in Sunset Lodge currently violate the guideline that they not interfere with traffic flow. Most all utility lines are underground at CWES, as is recommended. As buildings are designed, it is important to note the disadvantages and advantages of large windows.

Standards for Camp Operations

A) State of Wisconsin Code HSS 175

From the 1930's to 1975, the Samoset Boy Scout Council operated Camp Chickagami on the current CWES site, and followed standards set by the Boy Scouts of America to maintain a safe and productive camp. CWES has also operated a summer camp since 1975. Since then the Station has used standards published by the American Camping Association and other camp guidelines to maintain a safe camp while recognizing needs for new development. Each year the Station is inspected by the State of Wisconsin and Portage County as part of the licensing requirements under HSS 175 (Appendix E-13). These standards cover building, food service, sanitation, fire inspection, etc.

B) ACA Standards

The American Camping Association (ACA) is an organization which sets standards for camps and provides an accreditation process to help consumers evaluate the quality of a camp. While CWES has used ACA standards to guide new development and operations, in 1994 CWES began to explore the benefits of becoming fully ACA accredited. This accreditation could be important for a summer camp because it could increase user numbers and would result in publicity through the ACA Guide to Accredited Camps. Even if CWES does not choose to become accredited, the ACA sets high standards which CWES should continue to meet. There are standards in areas such as
health services, food service, programming, personnel, and land and facilities. While a full listing of these standards are included in the ACA Standards for Day and Residential Camps, the facility-related criteria are listed below:

- annual fire safety exam
- blueprints of gas, electrical, and water lines
- seasonal water testing
- annual electrical inspection
- safe sewage disposal
- routine maintenance and sanitation
- emergency exits, smoke detectors
- safety standards for power tool use
- system for regulating hot water
- handicapped accessible plans
- at least one private toilet
- no smoking in food areas or near children
- pit toilets are vented and protected
- one sink for every 30 people in a day camp, or 10 people in a resident camp
- at least 2 sinks if there are more than 5 toilets
- one toilet for 30 every females in a day camp, or for every 10 females in a resident camp
- one toilet for every 50 males in day camp, or 10 males in resident camp (unless a primitive camp)
- one shower for every 15 people
- cross ventilation for sleeping quarters, and at least 6' between sleepers' heads,
- at least 30" between sides of beds, and adequate space for wheelchairs
- guardrails for upper bunks

All of these requirements should be reviewed as the details of each building are designed with the architect. It would be best if CWES tried to follow as many of these standards as possible.

**ADA codes**

When alterations are made or new facilities are designed and constructed, they must be in accordance with the Americans with Disabilities Act Accessibility Guidelines issued by the Architectural and Transportation Barriers Compliance Board and incorporated in the final Department of Justice title III regulation. Examples would be wider doorways, grab bars in toilet stalls, ramps, and space between tables or desks for wheelchairs. A full list of these standards can be obtained at the office of the University Planner on campus.
D) Focus Group

As mentioned previously, a focus group of professionals assisted the Station in its planning efforts by identifying problems and barriers related to CWES lands and facilities, and brainstorming solutions to these problems. Some of these solutions were, in turn, used by the focus group to develop recommended plans for CWES. These plans are presented later in this section.

Time constraints limited the group brainstorming session to four of the prominent problems, as identified by the focus group. These four problems are listed below in no priority order:

1) Land base too small
2) Land not owned
3) Sunset Lodge inadequate as a multi-use facility
4) Multiple use buildings do a lot but nothing well

Some of the possible solutions for each of these problems, identified through brainstorming, can be seen below.

Identification of Alternative Solutions to Several Key Problems

Following are the four problems for which solutions were brainstormed early in the focus group process. For two of the problems (Sunset Lodge and Multi-use problems), participants were asked to vote on the best solutions. Each participant was given ten votes so they could divide them up as they wished, although no more than four votes could be allotted to one item. Therefore, there were seven people who voted at this point, each with ten votes to distribute. The distribution of the 70 votes can be seen in parenthesis next to the favored solutions in these two problem categories.
Problem: Land Base is Too Small

Alternative Solutions:

- concentrate buildings to free up land, making it easier to teach away from buildings
- acquire more land including parts of the Church property and Hart property
- pursue easements

Problem: Land Not Owned

Alternative Solutions:

- pursue land acquisition, especially of land where core of activity takes place
- purchase the Church-owned Minister Lake land

Problem: "Sunset Lodge is wholly inadequate as a multi-use facility"

Alternative Solutions:

- move at least one use out of it (20 votes)
- tear it down and start over (18 votes)
- make programming the primary function (14 votes)
- because kitchen is outdated anyway, build a new one somewhere else (14 votes)
- move office closer to parking lot (6)
- put a hallway between dining hall and office (5)
- add a second story (2)
- add more wings (1)
- expand office area into kitchen once the kitchen is moved elsewhere
- connect existing wings and expand bathrooms in this area
- make the dining hall its major function
- cater in all food and eliminate kitchen

Problem: Multi-use rooms do a lot but nothing well / no relationship or flow

Alternative Solutions:

- identify primary seasonal use of each building and resulting needs (28 votes)
- consolidate restrooms with another building (i.e. educational building) (19 votes)
- remove some buildings (15 votes)
- build a new education complex (3 votes)
- remove Nelson Cabin from core and make into historical building (3 votes)
- expand land use to further parcels (2 votes)
• separate maintenance building from programming
• make Wilderness into a real library with rugs, heat, furniture, etc.
• remodel bathrooms in Sunset for cabin usage
• move kitchen so delivery trucks don't disturb classes
• remove one-season cabins
• move teaching further away from buildings - use other sites more
• remodel one of cabins into a full-time classroom
• replace bathhouses with more modern/efficient facilities

**Development of Integrated Plans Addressing Problems and Alternative Solutions**

Using the above list of planning alternatives, the focus group then divided into two subgroups to create integrated plans which would:

1) address the most urgent and most important problems which they identified earlier
2) address as many of the other problems as possible from their original list of 62 items
3) provide flexibility for change and growth over time.

These plans and their components are presented in the following pages.

**Group "A" Plan**

The integrated plan designed by subgroup A can be seen on Figure 4.28 on page 250. In this plan, the administration area would be located near the entrance, so the Station would seem more welcoming and visitors could easily find the office. It also would contain the health area, so administrators could be reached quickly in an emergency, phones are close by if help is needed, and there is easy access to County Road MM.

By relocating all of the residential buildings to one area, one septic system can serve the whole complex. The maintenance building and residence house would be moved close to County Road MM and the entrance, so that someone could watch over the facility without being in the middle of the program area. Relocating these buildings and functions would leave a corridor of programming activities along the ridge overlooking the lake.
Sunset Lodge could be modified, but it is not urgent, compared to the need for a new dining/administration building and residential/bathhouse complex. With all other functions moved out of Sunset, not much would be needed to convert Sunset Lodge into an effective program building. The old kitchen could be converted to a wet-lab.

The main components of this plan are listed below. The letters in parenthesis refer to Figure 4.28 on page 250, showing the new locations of the components recommended here.

- convert Sunset Lodge (E) to education/meeting building (and move administration/food service functions to a new building)
- build new administration/food service to east side of new driveway (H, I)
- concentrate residential area around Walker, build new bathhouse as part of another building to serve the residential complex
  move new log cabins into a semicircle behind Walker
  add bathhouse to Walker
  remove east "boys" bath-house
  add another room with beds to each side of Walker if expansion is necessary
  remove west cabin complex
  remove west "girls" bathhouse
- move Nelson cabin to remote site as living history cabin (C)
- remove health lodge/program office
- move residence and maintenance building to West side of new driveway (A, B)
- close main entrance, use maintenance entrance as new main entrance
- add heat and water to Anderson and Becker (F, G)

As explained by the subgroup who designed this plan, the whole site would be re-organized into five zones of usage. For instance, the area around Walker would be the residential zone, the area around the new administration/dining facility would be the service zone, the area around the Sunset Lodge would be the programming zone, a separate zone would exist for maintenance and residence, and there would be natural zones of trails and outside teaching sites.

Subgroup A also prioritized their plan components into a timeline for implementation, which is presented on the following page:
Implementation Categories for Plan A

Essential Components
Bath-house addition to Walker with separate rear entrance
Construction of office/kitchen/dining/health building with parking lot

Important Components
Move log cabins to Walker Lodge Area
Remove old cabins and bath-houses (east and west)
Relocate new maintenance facility near main entrance
Remodel Sunset Lodge as a program facility
Close the east driveway and parking lot

"Nice to Have" Components
Move Nelson Cabin to West End Trail
Add water and constant heat source to Anderson and Becker
Move residence to area near entrance
Add additional bed space to Walker
Central Wisconsin Environmental Station

Figure 4.28 Focus Group Plan A
The integrated plan designed by subgroup B can be seen on Figure 4.29 on page 253. This plan, as described by group B, contains similarities to the plan provided by group A. Again, a key component is to separate out some of the functions currently taking place in Sunset Lodge.

All administrative, kitchen, and dining functions would be moved to a new building, located near the entrance on County Road MM. The advantages of this new administrative/dining hall are described in the previous plan. This plan also consolidates most of the program and educational functions into the Sunset/Becker area. Putting constant heat and a water source into Becker would enhance the programming possibilities in that building as well.

By eliminating all of the girls cabins and bathhouse, it frees up another area for programming. Two options for additional summer camp lodging then, are 1) remodel Anderson and include a constant heat source and running water for lodging, or 2) make better use of Walker, which doesn't get used much in summer.

Although the new cabins are not in an ideal location, they should stay because they would be inconvenient and expensive to move. Restroom and showers for the new log cabin complex could be built in or attached to Sunset Lodge, and tie into the existing septic system from the old kitchen and restrooms. At some point, a choice must be made to either remodel Sunset or tear it down and start over. Perhaps an inspector and architect could help decide which is most cost effective.

Access and flow are also important elements of this plan. A one-way drive going past the administrative building and Walker would simplify traffic patterns. It would connect to the old visitor parking circle, and have a pull-out parking area near the office. A gate would block the public from driving into program areas or up to Sunset Lodge, while restricted access would allow maintenance trucks access when necessary. The
maintenance area would be moved to the corner of Sunset Road and Cty MM, providing easy access to the main road while removing it from the program and natural areas. The existing road to the old maintenance area could be tied into the existing trail system or eliminated.

The main components of this plan are listed below. The letters in parenthesis refer to Figure 4.29 on page 253, showing the recommended new locations of the components listed here.

- remodel Sunset Lodge or replace it with new program building (G)
- build new administration/dining hall building west of Walker Lodge (A)
- utilize log cabins for boys and girls summer camp and other groups year-round
- remodel Anderson Lodge so that it could be used for summer camps, school groups, etc. (include water) (I)
- remove existing girls' frame cabins and have them use the remodeled Anderson Lodge
- build new bathhouse in new program building (G)
- remove both old bathhouses
- move Nelson cabin to western end of property (D)
- build new and larger maintenance building, place on southeastern corner of property
- circle drive for buses, drop off, emergency vehicles, etc.
- possibly keep trading post in Becker Lodge (H) or relocate to administration bldg. (A)

**Implementation Categories for Plan B**

**Essential Components**
Construct new office/dining/kitchen/Trading Post/health building
Put in new driveway and remove existing parking lot
Renovate Sunset, adding bath-house and remodeled program areas, or remove and rebuild

**Important Components**
Remove both bath-houses
Remove girls frame cabins
Remove existing program/health lodge
Move Nelson Cabin to West End Trail
Move maintenance to southeast of circle parking lot and add a new driveway
Add gate to main station area north of new building

**"Nice to Have" Components**
Add water and heat to Becker and Anderson
Eliminate road to existing maintenance building or attach to trail system
Central Wisconsin Environmental Station

Figure 4.29 Focus Group Plan B
SUMMARY OF OPTIONS

Throughout the development of options, several reoccurring ideas were mentioned. One is that Sunset Lodge attempts to serve too many functions. Another is that better planning could eliminate unnecessary buildings and free up more land for programming. One point that was stressed is that warm, comfortable teaching locations are important for the success of the school programs. The next segment, "option selection and support," will choose a plan based on the selection or synthesis of some of the options and ideas already presented.

Part Two: Preferred Options and Justification

The following pages will propose a recommended plan for land and facilities at CWES. These recommendations are based on a synthesis of the information previously obtained throughout the thesis, including sources such as the focus group, the CWES director, visits to other sites, and standards created by similar organizations.

The proposed plan is described in a sequential planning format. First, the entire area will be divided into use zones related to the functions of programming, residential, administration, maintenance, and natural areas. These use zones will be described in more detail shortly, and will be accompanied by a zone map. Secondly, a plan will be presented in narrative format, accompanied by a spatial map, including all recommended changes and elements to be retained within each zone. Thirdly, the plans for each zone will be summarized in table format with columns for A) recommendations B) considerations C) strategies, and D) phases of implementation. Lastly, general considerations and strategies for implementation will be presented.
Use Zones

Following the concept first introduced by the focus group, the area is organized by use zones. Each zone would serve a certain function, such as administrative, programming, natural, or residential. Zoning is a way to minimize user conflicts and enhance overall site flow. Decisions on zone locations were determined based both on locations of existing buildings, trails, and resources, and on plans for future alterations. The zoning map (Figure 4.30) on page 257 indicates the suggested locations of these zones.

The natural zones are very important to the overall success of CWES. These are the areas where hands-on environmental learning occur. As an outdoor classroom, CWES offers a variety of ecosystems where students can experience and study the natural world. There is an effort to separate these zones from other functions, both to protect natural resources and enhance the quality of visitors' experiences. Trails are the only evidence of human activity which should be seen in these areas.

The programming/educational zone should provide warm, comfortable classrooms to enhance the indoor component of lessons, especially important during inclement weather. It should provide a place for educational materials and equipment storage, well-lit table space, restroom facilities, a permanent location for the indoor energy cycle lesson, and a place for large group activities. This zone would include Nelson Cabin as a proposed living history exhibit, Sunset Lodge and Becker Lodge as the primary educational buildings, the Program Office, and Walker Lodge, which, in addition to its use as a dormitory, offers a central room used for campfire programs and conferences. The zone would take advantage of the inspirational view from atop the ridge overlooking Sunset Lake, and would be surrounded on both sides by natural areas, allowing for easy transitions between indoor and outdoor lesson components.

The residential zone must consist of two elements: individual cabins and larger group or conference-style accommodations. The functions of the residential zone would
be to house summer campers, overnight school groups, and conference/weekend guests. Additionally, the Boy Scouts will continue to use the facilities for overnight programs on winter weekends. The residential zone would include the east log cabin complex, Anderson Lodge, and Walker Lodge. In addition, a new mini-conference center could be planned as part of the new centrally located bathhouse. Eventually, it is possible that a new adult conference center facility could be added to the east corner of this zone.

The administrative/dining zone should serve a variety of functions. It should house the administrative offices of the director, office manager, program coordinator, graduate staff, and cook staff, and contain the gift shop, health office, and library. In addition, it should contain the kitchen and dining hall. This zone should be located close to the road for delivery trucks and public access. A new building would help to facilitate the functions of this zone.

The caretaking/maintenance zone should be strategically located away from visitors and natural areas. The dangerous equipment, unsightly tools and storage, and noise factors require that this zone be separated from the others. The functions of the zone would be to provide a place for staff to work on repairs and construction projects, and to provide a base where a caretaker could monitor visitor access to the site. By relocating the shop and resident house, these functions could easily occur. In addition, the zone would stretch along County Road MM, providing easy access for maintenance trucks, refuse pick-up, fuel deliveries, etc.

A discussion of changes and enhancements for each zone will now be presented.
Central Wisconsin Environmental Station

1. Administration / Dining
2. Office Parking Lot
3. Walker Lodge
4. Nadsee Cabin
5. Resident House
6. Shelter
7. Bath House & Double Cabin
8. Waterfront Building
9. Sunset Education Building

Figure 4.30 CWES Use Zones
DISCUSSION OF PREFERRED OPTIONS

Based on the use zones just described, and on insights gained throughout the thesis research, an effort was made to integrate all functions into a recommended plan for facility development. Each of the elements of the plan will be presented by zone, and a map (Figure 4.31) and summary table of the plan will follow this narrative section.

Administration Zone

A new location for the office, preferably near County Road MM and the current staff entrance, is recommended for many reasons. An office should serve as a welcoming and orientation area for new visitors. The existing office is difficult for visitors to find. The recommended location would be more convenient to the public. The current office is too crowded, and the parking lot is removed from the office, making it difficult to transfer paperwork and materials from the office to staff vehicles. As a result, staff occasionally park near the office, in the middle of the program area. The new location could provide more office space, and more convenient parking. The new building could also provide a better place for the health office, located closer to staff, phones, and roads. This new building could house the library and gift shop as well, providing additional services to the community and better access from the main road. This access would allow visitors to talk with staff, use resources, and buy items without walking through the entire camp to do so.

Dining

A new dining hall within the administrative building would increase efficiency and effectiveness. Currently, the dining hall is too narrow for efficient food service and clean-up. The kitchen itself requires many improvements, although it still functions relatively well. Delivery trucks drive through the programming area to access the kitchen. These problems could be eliminated by constructing a new kitchen and dining hall as part of the
administration building, closer to the main road. If designed properly, this dining hall could double as an auditorium for public programs and conferences.

Program/Education Zone

In an effort to provide warm, comfortable, well-lit indoor teaching locations, several changes are recommended in this zone. Once the food service, library, and administrative functions are relocated from Sunset Lodge, there will be more room for programming. The kitchen can be made into a wet-lab and several other classrooms could be fit into the office, basement, and old storage areas. Consolidating classrooms leads to more efficient heating, and better use patterns. Teaching equipment and materials would no longer be transported from building to building. The cabins would no longer have to be used for classrooms. Becker Lodge and the health lodge could also be used for programming. The restrooms in Sunset Lodge are planned for renovation for better accessibility. Nelson Cabin could be moved and made into a living history site, as recommended by Marcie Oltman.

Residential/Conference Zone

The residential area of CWES is constantly improving, beginning with the construction of the showcase Walker Lodge and the beautiful log cabins. To consolidate the residential zone, the old west frame cabins should be removed and a new double cabin unit and attached co-ed bathhouse built in the saddle of the east log cabin complex. This new cabin/bathhouse building could serve as a mini co-ed conference center for 20-30 people, while providing shower and toilet facilities in a central location serving Sunset Lodge, Anderson Lodge, and the log cabin complex. The building could use the existing east bathhouse drainfield, and the old east bathhouse (which needs major work) could be removed. Anderson Lodge could also be renovated for increased summer use. Such renovations would provide plenty of lodging, making the old frame cabins obsolete.
Maintenance/Custodial Zone

A new location is recommended for the resident house and maintenance shop. Current problems with the maintenance building include the danger it poses to students who use the nearby area for programming and summer camp housing. The area is unsightly and noisy as well. A new location along County Road MM would eliminate use conflicts and remove the shop from what will then be converted into a natural area for hikes and outdoor learning. The new shop should address the need for constant heat and running water.

The location of the current resident house also conflicts with the program and natural zones around it. Personal items left on the porch are unsightly and inappropriate in a program area, and visitors often mistake the house for the office. Relocating the house to the entrance near County Road MM would eliminate these problems while still allowing the resident caretaker to monitor access to the site.

Natural Zones

As mentioned earlier, the natural zones at CWES are essential to its mission. Land and resources are conserved by eliminating or consolidating buildings. For instance, by clustering the cabins into a residential zone with a new co-ed bathhouse, there is no need for the old west frame cabins or bathhouse. These can be eliminated, and the shop will be relocated, leaving a natural area with no buildings. Similarly, the eventual construction of a new educational building will eliminate the need for the program/health lodge and Becker Lodge, which can be removed to increase natural areas. Such strategies will reduce the overcrowded condition of the camp, provide an opportunity for regrowth of native vegetation and wildlife habitat, offer increased outdoor teaching areas, and improve overall aesthetics.

Additional land acquisition is also important to maintain and enhance natural zones. Purchasing land would reduce impact to the existing land core, and would show donors
and trustees that the University has a strong commitment to the Station. It is also important to purchase more land to guard against land-based limits to growth.

One of the reasons why distant leased land is not used more frequently for educational programs is that there are no toilets for youngsters or a place to come out of the cold. If additional land is purchased, an outpost building with restrooms and a wood-heated classroom could increase the use of remote areas year-round. The CWES van could deliver students to remote sites for the day, so they could enjoy the site even within time constraints.
Central Wisconsin Environmental Station

1. Administration / Dining
2. Office Parking Lot
3. Walker Lodge
4. Nelson Cabin
5. Resident House
6. Shelter
7. Bath House & Double Cabin
8. Waterfront Building
9. Sunset Education Building
10. Fir Cabin
11. Cedar Cabin
12. Spruce Cabin
13. Hemlock Cabin
14. White Pine Cabin
15. Anderson Lodge
16. Becker Lodge
17. Conference Building
18. Maintenance Building

Figure 4.31 Recommended Plan
Summary Table and Phases of Implementation

The information presented in table format on the following pages is a summary of the plan just presented in narrative. The summary includes recommendations for each zone, considerations involved with the choice, specific strategies for approaching the solution, and a phase of implementation.

The concept of implementation, as seen in column four of the summary table, can be viewed as immediate (short-term), intermediate, and long-term. Short-term goals are those that should be completed within two years. These include addressing all "urgent" problems, such as safety and code violations or threats as identified by the focus group. Examples would be better storage for hazardous materials, rails on top bunks, and exits that are adequate for safety. These items receive highest priority in the planning process.

Intermediate goals are those which should be completed within five years. Realistically, budget cuts limit the funds available to CWES for renovation and new construction. Given the decline in state funding and the current lack of a holistic capital development campaign for CWES, only a few big changes can be accomplished in the near future. It makes sense to focus on a few of the most important changes, which could significantly improve CWES while demonstrating to donors that CWES is entering a new era as a model EE center. One such intermediate goal would be the construction of a new administration and dining building.

In the long-term, it is possible that a significant amount of money can be raised to improve CWES, especially if major effort is put into an integrated approach to community involvement and support. Since "money attracts money," improvements imply increased donations in the future. Therefore, the plan contains some "ideal" long-term improvements, to be completed within ten years. These improvements, such as the construction of a new educational building where Sunset Lodge now sits, are important to the overall integrity of the design and to the increased success of CWES, but can not be accomplished until other elements are set in place.
## Final Planning Recommendations for the Central Wisconsin Environmental Station

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Considerations</th>
<th>Strategy</th>
<th>Implementation Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration Zone</strong></td>
<td>Distractions to office staff, too crowded for both.</td>
<td>Build office complex near main parking area.</td>
<td>Intermediate (II)</td>
</tr>
<tr>
<td>Separate administration from programming.</td>
<td>Office should be easier for visitors to find. As supporting functions, food service and office can be located near each other. Office is currently too crowded. Parking lot too far from office.</td>
<td>Plan for more office space or put program offices in the education building.</td>
<td></td>
</tr>
<tr>
<td>• Build new office complex</td>
<td>Health office, library, and gift shop are periphery to the site. They require monitoring and access to County Road MM for emergency vehicles and drop in visitors. Need better library (comfortable, quiet).</td>
<td>Move health office, library, and gift shop to administration building for staffing and access reasons. Trading Post is currently in an area which conflicts with programming.</td>
<td>Intermediate (II)</td>
</tr>
<tr>
<td>• Support functions can join administration.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Food Service Zone** | Sunset too narrow, clean-up is awkward. Kitchen should be closer to main road for deliveries. Necessary renovations makes a new building an economic alternative. | Construct new building near service drive and Walker Lodge. Dining Hall can double as an auditorium, and be part of the new administrative complex. | Intermediate (II) |
| Separate kitchen/dining from programming | | | |
### Final Planning Recommendations for the Central Wisconsin Environmental Station

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Considerations</th>
<th>Strategy</th>
<th>Implementation Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching/Instruction Zone</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consolidate all teaching classrooms into one zone</td>
<td>Materials should be centralized and available to all / moving damages the equipment.</td>
<td>Install safer, more efficient furnace. Convert basement, offices to classrooms.</td>
<td>Short-term (I) 1-3 years</td>
</tr>
<tr>
<td>• Remove all other functions from Sunset Lodge and convert into primary education building.</td>
<td>This can be an education building with several classrooms and constant, efficient heat. Restrooms are not handicap accessible, and more are needed for large classes.</td>
<td>Convert basement, offices to classrooms. Use deck as outdoor teaching area. Upgrade restroom facilities in Sunset. Convert old kitchen to Wet Lab. Use the Program/Health Lodge and Becker Lodge as classrooms.</td>
<td>Intermediate (II) 3-5 years</td>
</tr>
<tr>
<td>• Continue using other buildings as classrooms when needed.</td>
<td>Other buildings in this zone are still useful. More teaching space may still be needed.</td>
<td>Use the Program/Health Lodge and Becker Lodge as classrooms.</td>
<td>Short-term (I) 1-3 years</td>
</tr>
<tr>
<td>• Discontinue teaching in cabins</td>
<td>Poor lighting, no table space.</td>
<td>New areas in Sunset will eliminate need to use these as classrooms. Make two-story. Use skylights. Use alternative and efficient energy designs. Use standards for aesthetics and functionality/flow.</td>
<td>Long-term (III) 5-10 years</td>
</tr>
<tr>
<td>• Reconstruct Sunset into a model educational building</td>
<td>The site is ideal for a showcase facility. Would eliminate the need for Becker and Program/Health Lodge. Could provide new program opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Residential Zone</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combine all residences into one zone</td>
<td>Frees other area for programming/natural areas. More effective monitoring of guests. More efficient use of resources (only one bathhouse needed).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maintain existing log cabins for campers and other guests.</td>
<td>Comfortable and new. Expensive to move elsewhere. Serve sleeping but not teaching needs.</td>
<td>Add top bunk guard rails. New bathhouse building will serve this area.</td>
<td>Short-term (I) 1-3 years</td>
</tr>
<tr>
<td>Make Nelson a Living History Site</td>
<td>Cabin too small for standard class structure. Currently underutilized. Would offer a new program option.</td>
<td>Move to West End Trail (Oltman)</td>
<td>Long-term (III) 5-10 years</td>
</tr>
</tbody>
</table>
## Final Planning Recommendations for the Central Wisconsin Environmental Station

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Considerations</th>
<th>Strategy</th>
<th>Implementation Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>• eliminate the need for old frame (west) cabins</td>
<td>Frame cabins are old and need upgrading. Frees up west side for program and natural zones. Currently too close to maintenance. Uses separate bathhouse.</td>
<td>Use salvageable materials for other projects.</td>
<td>Short-term (I) 1-3 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Renovate Anderson for summer use.</td>
<td>Intermediate (II) 3-5 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relocate to West corner near Cty Rd MM. Include running water and constant heat source.</td>
<td>Long-Term (III) 5-10 years</td>
</tr>
<tr>
<td>• construct new co-ed bathhouse as part of new double cabin building</td>
<td>One bathhouse can serve all campers. Can efficiently share sewer and utility lines. Old east bathhouse needs replacement. Better bathhouse promotes adult groups. Bathhouse must be centrally located to serve Anderson and Cabins. Minimize damage to natural areas.</td>
<td>Add a double log cabin near where old bathhouse was, with an attached co-ed, handicap accessible bathhouse with private shower stalls. Can use existing drainfield from old bathhouse.</td>
<td>Short-Term (I)</td>
</tr>
<tr>
<td>• Maintain Walker Lodge for current use.</td>
<td>Serves needs and meets standards. Serves as highlight of residential zone.</td>
<td>Add guardrails to upper bunks for safety.</td>
<td>Short-term (I)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If Church property is purchased, locate near corner of Sunset Lake Road and MM. Close to food service but removed from youth programming zone.</td>
<td>Long-Term (III)</td>
</tr>
<tr>
<td>Increase Adult Conference Center Use</td>
<td>Could increase revenue and community exposure and support.</td>
<td>Use electric heat temporarily so chemicals can be stored in shop.</td>
<td>Short-term (I)</td>
</tr>
<tr>
<td>Maintenance / Caretaker Zone</td>
<td></td>
<td>Relocate to Cty Road MM near entrance drive to monitor use.</td>
<td>Long-term (III)</td>
</tr>
<tr>
<td>Address need for safe storage of chemicals and flammable</td>
<td>Currently in resident house basement because there is no constant heat in shop.</td>
<td>Relocate to West corner near Cty Rd MM. Include running water and constant heat source.</td>
<td>Long-Term (III)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relocate to Cty Road MM near entrance drive to monitor use.</td>
<td>Long-term (III)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Currently disrupts programming.</td>
<td>Long-term (III)</td>
</tr>
<tr>
<td>• Move maintenance building</td>
<td>Too close to program areas...loud, unsightly, and dangerous.</td>
<td>Relocate to West corner near Cty Rd MM. Include running water and constant heat source.</td>
<td>Long-Term (III)</td>
</tr>
<tr>
<td>• Move residence house</td>
<td>In middle of program area...unsightly and no privacy.</td>
<td>Relocate to Cty Road MM near entrance drive to monitor use.</td>
<td>Long-term (III)</td>
</tr>
</tbody>
</table>
Final Planning Recommendations for the Central Wisconsin Environmental Station

<table>
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<tr>
<th>Recommendation</th>
<th>Considerations</th>
<th>Strategy</th>
<th>Implementation Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eliminate unnecessary buildings</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• remove west bathhouse and frame cabins</td>
<td>No longer needed once frame cabins are removed and new accommodations and bathhouse built on East side.</td>
<td>Rezone this as a natural area.</td>
<td>Intermediate (II)</td>
</tr>
<tr>
<td>• remove old west bathhouse</td>
<td>New cabin/bathhouse building replaces this.</td>
<td>Landscape for aesthetics.</td>
<td>Short-Term (I)</td>
</tr>
<tr>
<td>• remove program office/health lodge</td>
<td>It has rotten floor joists and needs a new foundation. It won't be used once its functions are relocated. It takes up valuable space.</td>
<td>New health office in administration building. Program office in education building (old Sunset Lodge).</td>
<td>Long-term (III)</td>
</tr>
<tr>
<td>• remove Becker Lodge</td>
<td>Takes up valuable space for natural resources.</td>
<td>Use new education building to serve its old functions. Use materials from Becker to build new maintenance shop.</td>
<td>Long-term (III)</td>
</tr>
<tr>
<td><strong>Purchase additional land</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop complete land acquisition plan.</td>
<td>Began by Cheri Town, not completed.</td>
<td>Guided by Land and Facilities Subcommittee</td>
<td>Intermediate (II)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Implementation Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rezone this as a natural area.</td>
<td>Intermediate (II)</td>
</tr>
<tr>
<td>Landscape for aesthetics.</td>
<td>Short-Term (I)</td>
</tr>
<tr>
<td>New health office in administration building. Program office in education building (old Sunset Lodge).</td>
<td>Long-term (III)</td>
</tr>
<tr>
<td>Use new education building to serve its old functions. Use materials from Becker to build new maintenance shop.</td>
<td>Long-term (III)</td>
</tr>
<tr>
<td>Secure funds to purchase Hart and / or Minister Lake Properties.</td>
<td>Short-Term (I)</td>
</tr>
<tr>
<td>If not available, pursue easements or extended leases.</td>
<td>Intermediate (II)</td>
</tr>
<tr>
<td>Guided by Land and Facilities Subcommittee</td>
<td>Intermediate (II)</td>
</tr>
</tbody>
</table>
PART THREE: IMPLEMENTATION STRATEGIES

The following section on implementation begins with a specific schedule or timeline to guide the strategies that were recommended in this thesis for the physical development of CWES. The timeline includes both physical changes and supporting capital development strategies. The section then moves into a discussion on related information necessary for implementation, such as fundraising strategies and volunteerism.

Strategic Timeline for Implementation

**Short-Term (Within the next 2 years)**

<table>
<thead>
<tr>
<th>Action</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| 1. Address all urgent problems (soon as possible) | A. Hazardous material storage  
B. Safety Rails on top bunks  
C. Upgrade emergency exits  
D. Eliminate clutter  
E. Install new furnace in Sunset Lodge  
F. Upgrade Sunset Restrooms |
| 2. Organize fundraising committee (summer 1995) | A. Set goals  
B. Develop plan  
C. Find help for capital drive  
D. develop marketing tools to sell the plan (artists renderings of new buildings, etc.) |
| 3. Secure funds for bath-house and cabin building (summer 1995) | A. Write grants  
B. Appeal to Boy Scouts  
C. Seek in-kind services and materials |
B. Divide into several cabin-type rooms for summer camp use and increased conference use. |
5. Construct new bathhouse/cabin building to serve shower and toilet needs and for summer camp and conference lodging (spring 1996)

A. Bathhouse capable of serving up to 70 children/adults, both sexes.
B. Fully handicapped accessible.
C. Private shower stalls, 6 for each sex, 4 sinks each, 4 toilets in women's room, 3 toilets and 3 urinals in men's room
D. Fully winterized/resource efficient
E. Include laundry/dishwashing rooms
F. Tie into old bathhouse drainfield
G. Divided cabin to serve 10-15 people on each side (20-30 total, co-ed)

6. Remove old East bathhouse (summer 1996)

A. Once new bathhouse is built, this outdated building becomes obsolete and is beyond repair.

7. Launch Capital Drive for new kitchen/dining hall/office building (summer 1997)

A. Find someone to donate time and get a percentage of resulting funds
B. Create artists renderings of new building
C. Approach community businesses in person
D. Work with community to develop partnerships, in-kind donations, contact reporters

Mid-Range (Within the next 3-5 years)

Action

1. Remove frame cabins and west bathhouse (spring 1998)

A. Use Anderson and new cabin/bathhouse building

2. Construct new kitchen/dining/office building (summer 1998)

A. Adequate work space/storage
B. Modern, efficient appliances
C. Easily accessible for deliveries
D. Spacious for movement/food lines
E. Blends with environment
F. Energy efficient/easy maintenance
G. Facilitates effective traffic flow
H. Contains small restroom facilities
I. Located near entrance on Cty Rd MM
J. Also has health office, gift shop, library
3. Put in new parking area (summer 1998)

4. Remodel Sunset Lodge for programming only (fall 1998)

5. Involve the Community for major capital drive (winter 1998)

6. Landscape premises (as needed, continuously)

7. Complete Land Acquisition Plan (spring 1999)

8. Secure Additional Land or land rights (summer 1999)

Long-Term (Within next 5-10 years)

Action

1. Move Nelson Cabin (winter 2000)

2. Remove Program/Health Lodge (winter 2000)

3. Move Maintenance Building (spring 2001)

4. Move Residence House (fall 2001)

Requirements

A. Located where new administration building will be
B. Restore old parking area to grass or prairie

A. Convert Kitchen into wet lab
B. Food storage area used for storage
C. Classrooms where offices were

A. Collaborate with other organizations, such as Jordan Park, Wildlife Rehab Clinic, for public events and fund-raisers
B. Launch active membership program

A. Use native vegetation predominantly
B. Use landscape architect students' help
C. Use Master Gardeners' help
D. De-emphasize buildings by highlighting vegetation, create atmosphere of seclusion

A. Continue Cheri Town's project
B. Include purchase, easements, leases, etc.

A. Especially contiguous lands in main corridor between the sloughs and Severson

A. Follow Oltman's thesis suggestions
A. New buildings replace its functions

A. Include running water and constant heat source both in shop and in vehicle maintenance area
B. Locate on Southwest corner near MM

A. Put close to Cty MM and Entrance
B. Landscape where house was
The implementation of any development plan requires knowledge of the guidelines established by the parent institution, an understanding of the options that exist for attaining land rights, and thorough consideration of funding strategies and in-kind donations. The following pages present this information.

**Development Guidelines of Parent Organizations**

Because the Central Wisconsin Environmental Station is operated through the University system, all actions must be approved by both the UWSP Foundation and other decision makers. The planning and implementation process, depending on the magnitude, involves discussion and decisions among the CWES Director, Steering Committee, Dean
of the College of Natural Resources, and, if necessary, the Foundation Director and the Chancellor. In the case of lease agreements, easements, or land purchase, legal aid is also enlisted, usually using legal counsel available through the Foundation. Given the Station's unique situation of not being owned by the University but held in lease by the Foundation, there is some latitude in the development options available to the Station.

To assist with development decisions, a land acquisition subcommittee was established as part of the Steering Committee to work specifically with the details of land rights and options.

Terms and Definitions

There are many ways to acquire property or the rights to use the property, including direct purchase, donation or exchange, leases, easements, and trusts. Each of these are described below.

Purchase/Donation

When the land can be obtained through direct purchase, the first step is to obtain an assessment of the land's value. Such an assessment was recently conducted by an outside appraiser for the Church property around Minister Lake. In some cases, the owner will wish to donate land for a worthwhile cause. Donations to the Boy Scouts helped to establish the original land trust at CWES. Another possibility is to exchange one land parcel for another. This can occur if the exchange is mutually beneficial for both parties.

Lease

Rights to land can also be obtained through a lease, easement, or trust. Much of the land at CWES is leased. A lease is "an agreement for the rental of property, usually for a fixed period of time, such as one year. The Lessee is person to whom property is rented
under a lease, and the Lessor is the one who rents property to another; landlord" (WI Real Estate Licensing Board; 1976).

**Easement**

An owner can decide to provide an easement, which is a "right to make a limited use of real property owned by another, such as a right of way to go across the property" (WI Real Estate Licensing Board; 1976). More specifically, a conservation easement can be "used to maintain or protect a valuable natural or historical attribute of the land. It is often granted in perpetuity, and may result in reductions in taxes for the landowner. Conservation easements include scenic easements, hunting rights, the right not to have land drained or game cover cut, the right to prevent building on a trout stream or lake, etc. It is a legally enforceable agreement by which a landowner gives up some rights in the property, preventing present and future owners from undertaking certain activities on the land. It can prevent commercial use or development, alteration of topography, alteration or degradation of watercourses, and other activity detrimental to habitat preservation (UWEX; 1993).

**Trust**

Another alternative is a land trust, which is "a relationship under which one person or group (called the trustees) holds legal title to property for the benefit of another person or group (called the beneficiary). The purpose of private land trusts are to limit inappropriate development of agricultural land or other open space areas, to protect natural features or preserve historic sites, or to encourage sustainable development. In a community land trust, trust officials buy the land and lease it to the persons or organizations who occupy it (UWEX; 1992).
Funding Alternatives

Fundraising is an ongoing, comprehensive component of operations in a non-profit organization. The success of a campaign depends in part on the attitudes and competencies of staff, the public image of the organization, the commitment of other influential people and organizations, the marketing strategies used, and the competition for funds.

The Public Image

Before launching into a funding campaign, it helps to evaluate the organization's public image. A non-profit organization has a better chance of attracting support from its donors, clients, and the community if it has a good image. One way to improve and maintain a good image is by supporting other community projects. (Hay; 1990) The following table lists things to consider when evaluating the organization's image:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Excellent services/products</td>
<td>Strength/</td>
</tr>
<tr>
<td>2. Positive attitude of its managers, employees, members</td>
<td>Don't</td>
</tr>
<tr>
<td>3. Television and radio coverage</td>
<td>Needs</td>
</tr>
<tr>
<td>4. Press relations</td>
<td>Need</td>
</tr>
<tr>
<td>5. Image surveys</td>
<td>Know</td>
</tr>
<tr>
<td>6. Well-groomed employees, members, administrators</td>
<td>Work</td>
</tr>
<tr>
<td>7. Holding offices in professional organizations</td>
<td></td>
</tr>
<tr>
<td>8. Support for community projects</td>
<td></td>
</tr>
<tr>
<td>9. Stress beauty in its surroundings</td>
<td></td>
</tr>
<tr>
<td>10. Other</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.14 (Hay; 1990 p. 214)

Another way to bolster public image while increasing revenue is to provide an expanded public gift shop. While providing a service to the community (supplying
educational and environmental items), logos on tee-shirts and other items increase publicity for the Station.

The Central Wisconsin Environmental Station benefits from a strong public image which spans several generations, beginning with the scouts who have visited Camp Chickagami over the years and continuing with over 400,000 CWES visitors over the past twenty years. The combination of Camp Chickagami and CWES has successfully developed and maintained a large support network within the community, including many people who once visited or will visit the site as students from 24 different school districts, campers from around the state, and adults who have attended weekend programs, and university courses here. This strong public image will be useful when a capital drive is launched.

**In-Kind Donations and Volunteerism**

Often in-kind donations are the secret behind the success of a fundraising campaign. In-kind donations include non-monetary assistance such as professional services, architectural designs, materials and labor, or volunteerism. In-kind donations lend credibility to an organization, proving that the community believes in the cause. They also contribute directly to the accomplishment of organizational objectives. For instance, a design company donated time and labor to create architectural plans and artists renderings for the new education building planned at Boston School Forest. These plans can then be used when applying for grants or to show businesses in the community. Similarly, a company has offered to donate the materials and labor involved with installing the basement of the new building.

CWES has been successful in obtaining in-kind materials and services in the past. For example, many of the materials for the restrooms, office, and Wilderness Room in Sunset Lodge were donated. The log cabins were made possible through labor donations from the Wisconsin Conservation Corp, and materials for Anderson Lodge were donated
through the Boy Scout alumni and Boy Scout supporters, including Hiram Anderson. CWES could continue its success in this area by requesting in-kind services from within the University. For instance, the UWSP Arts Department and Communications Department might be able to assist with illustrations and design for marketing materials, public relations brochures, and signage. Landscape Design students within the CNR could assist with landscape recommendations and trail design. Local technical schools could be contacted for construction work. At Boston School Forest, high school shop classes have built many of the structures on site. A variety of connections could be sought within the community, especially if business service organizations such as the Kiwanis and Rotary Clubs were approached. The key is to work toward partnerships with these businesses and groups, to offer them services in exchange for their help. Executive breakfasts at CWES and special programs could be offered to bolster the atmosphere of partnership.

"Politically visible partnerships with either public or private entities are becoming increasingly popular. Properly structured partnerships can be extremely valuable from both an operating and capital improvement perspective. Some of the more creative programs include tours, product sales, assessments, endowments, support groups, concessions, newsletters with advertising and enterprise funds" (Romero; 1992).

At Beaver Creek Reserve, over 100 volunteers assist in everything from running the gift shop to maintenance and landscape design. The local Master Gardeners Club is actively involved with the design of landscaping and wildflower gardens there. CWES could use some of these same ideas, if the extra effort is taken to assure that these contributors feel appreciated and well-directed. In the past, volunteers and service organizations have contributed their services in teaching, art projects, clean-up, etc. Volunteerism is not always effective, however. While the use of volunteers might overcome staff limitations, stretch resources, and allow for increased patronage, they can cause frustration and complications if not carefully managed. It is easier to attract volunteers than to retain them through an effective volunteer program (Morris; 1990,
Pfeiff; 1987). As Hay (1990) writes, there is a growing expectation among volunteers that volunteer-based programs will be effectively managed. When people volunteer, they do not want to waste their time and talent." A volunteer coordinator might be necessary to manage the challenges of volunteer involvement.

Friends of CWES

Long before the Central Wisconsin Environmental Station came to be, the land then known as Camp Chickagami was being visited by hundreds of children. These children have since grown up, and many harbor nostalgic feelings about the old camp. In fact, many Camp alumni return to visit the site each year. These people may be interested in creating a membership organization as was done in the 1970's to ensure that future generations of children can continue to benefit from the outdoor experiences CWES now provides.

Several years ago, an Adopt-A-Log program was initiated to raise funds to build the new log cabins. This successful campaign could be continued if enough community publicity and ongoing membership incentives were created.

Another example of community support is the Leo Nickasch Memorial Fund. This was established in memory of a conservationist who was very supportive of CWES during the 1980's. Funds from this memorial may eventually be used for land acquisition purposes.

Government and University Support

Since the Station is operated by the University, support from the government and the University system is integral. The UWSP Foundation has been an essential link in all funding efforts for CWES. For example, the funds for Walker Lodge and some of the log cabin construction came from private and corporate grants identified with the help of the UWSP Foundation. In addition to working closely with the Foundation, CWES can
approach the University Graduate Office for assistance in locating potential sources of government funding.

There are opportunities to work with State organizations such as the Wisconsin Land Trust Consortium and DNR Stewardship offices. Additionally, Schmeekle Reserve was made possible from the Land and Water Conservation Funds, and there may be a similar opportunity to request funds from this source for CWES. Another affiliate could be the Ice Age Park and Trail Foundation. Based on a recommendation by CWES, this organization is interested in a linkage between the existing trail and Sunset Lake. There is a possibility that CWES could become one of the interpretive visitor centers for the Ice Age Trail and Park system.

**Corporate and Individual Donors**

Many corporate and private donors are interested in both education and the environment. The mission of CWES makes it an ideal candidate for many of these grants. However, usually the donors want to see that a significant contribution has already been made from local sources, and that the plans are quite specific for how the funds will be used. Blueprints and artists renderings are helpful when applying for such grants.

It is usually most beneficial to approach these sources later in a fundraising campaign. These donors generally like to see that the organization will have widespread and reverberating impact on society. Grant writing is quite detailed and time consuming. Often an organization will assign a staff person to work specifically in this area. The Graduate Office at UWSP will not write grants but will assist with questions and resource location for staff faculty and students.
The Need for a Unified Approach

As indicated in this section, there are a variety of methods for securing funding and support for nonprofit organizations. However, these methods take time and a consistent, attentive approach. It may be best to arrange for a fundraising committee of key decision makers to outline a specific plan of action regarding funding and community support. The plan should address public image and community involvement, methods for securing in-kind donations, desired levels of volunteer involvement and incentives for participation, and government, corporate, and private grant seeking techniques.

Ideally, one person would serve as development director and organize the various components of an on-going support campaign. This assures that there is consistency in the approach, and organization within the various segments of support. One idea is to follow the example of Fallen Timbers Environmental Center, where a businessman volunteered his services to launch a capital campaign, with the agreement that, if and when the money was raised, he would receive a percentage. This arrangement does not cost CWES anything, and could be quite successful. Before any plans are made, however, an experienced professional must volunteer, and conduct a feasibility study of the community to determine the potential for success.

SUMMARY

Throughout the research for this thesis, the final goal has been to create a recommended plan which would best meet the physical needs of the Central Wisconsin Environmental Station as it approaches the next century. The accomplishment of this goal resulted in the planning recommendations and timeline for implementation just presented. The following section explains how these suggestions could be organized into a final physical development plan format.
Section Five - Recommended Outline for Plan

OBJECTIVE 5: To prepare an outline of a physical development plan which will guide the Station's land acquisition and construction over a twenty year period. This outline would:

a) incorporate recommended planning options, prioritized in Objective Four
b) assist CWES decision-makers in creating a final plan

INTRODUCTION

As explained in the literature review chapter (Chapter II), many site plans and physical master plans were examined to identify the preferred outline and format for the CWES plan. The key elements listed below were found in most plans: (Harrison, et al., 1990; National Audubon Society, 1971; Zimmerman, 1977; Milwaukee County Park System, 1978; Upham Woods, 1985; Wisconsin Lions Camp, 1989.)

Common Elements of Physical Development and Site Plans

<table>
<thead>
<tr>
<th>Preface</th>
<th>Site Analysis/Appraisal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>Factors Relevant to Planning</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>Recommendations and Support</td>
</tr>
<tr>
<td>Description of Planning Process</td>
<td>Development Stages/Priorities</td>
</tr>
<tr>
<td>Introduction, Background, and History</td>
<td>Suggestions for Implementation</td>
</tr>
<tr>
<td>Description of Audiences/Programs</td>
<td>Appendices</td>
</tr>
</tbody>
</table>

Based on these common elements, an outline for the physical development plan was prepared. This outline, which follows, is essentially a summary of background information and planning recommendations included in the thesis itself. The purpose of this document is to provide a concise guide which can be used by key decision makers in creating a final plan directing future physical development at CWES.
Outline for a Physical Development Plan for CWES

Preliminary Information

Preface (p. 9, p.15)

Acknowledgments

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OBJECTIVE 6: To prepare guidelines for planning to be used by other environmental education centers

INTRODUCTION

Although the focus was on CWES, the planning process used throughout this thesis may be applicable to similar organizations as they undertake planning efforts. To assist such organizations, a summary of recommendations and guidelines is part of the conclusion to this research.

It is recommended that EE centers involved with a physical planning process review this thesis and outline. The steps described throughout the thesis serve as a model for planning and provide helpful information as a case study. The value of this thesis could be enhanced by outlining the steps taken and insights gained into a planning workbook to be used by other centers.

In summary form, the steps taken during this thesis research to complete the planning elements included:

- a review of the history and background of the site
- a review of the mission, current audiences, and current programs
- market research and analysis to predict opportunities and to proactively plan for future changes in the market mix
- an inventory of the existing land and facilities
- an analysis of the site for strengths, weaknesses, and future needs
- the development of alternatives to address problems and needs while maintaining existing strengths
- the selection of alternatives and development of recommendations for implementation
Each of these steps involved a variety of methods, including surveys, staff interviews, review of user statistics, visitor evaluations, demographic research, and other methods which can be reviewed within the thesis. Following are key insights and recommendations for other centers.

**Organize the Planning Effort**
1. Review a variety of plans to discover a format which fits the needs of your center.

2. View your organization as a business...use business approaches such as strategic planning, SWOT analysis and market research. Be open-minded to change.

3. Since land and facilities are tools for programming, first decide what your audience and programs will look like in the future.

4. Allow room for flexibility and change in the plans, yet don't make them too vague

5. Organize the planning efforts...have objectives and methods to direct the process and don't get overwhelmed with detail.

**Use Human Resources**
1. Involve a variety of people...maintenance and custodial staff can offer important perspectives others might overlook, program staff who actually use the facility, visitors who have unbiased reactions, etc.

2. Enlist community support and donations of services-in-kind when possible. Involving the community in decisions and help increases goodwill and support in hard times.

3. Use the experience of others...interview other directors who have a program similar to the one you want or have. Involve key decision makers and specialists such as landscape architects.

**Implement the Planning Process**
1. Focus on one kind of plan at a time...strategic, maintenance, operations, financial, etc.

2. Many minds are great for brainstorming, but one person should organize and write.

3. Set timelines, or plans can drag on forever or be set aside

4. Examine other standards (ACA, Audubon, etc.)

5. Identify, create, and use support materials that may assist in planning efforts including past records of development, audience needs, photos, and maps.
CHAPTER FIVE - SUMMARY, RECOMMENDATIONS, CONCLUSIONS

Summary

As discussed in the Introduction Chapter (One), the Central Wisconsin Environmental Station (CWES) has been a model of success in the field of environmental education for many years. In order to maintain this status, proactive planning is essential. The Literature Review Chapter (Two) explained how nature and environmental education centers are becoming increasingly "business-like," meaning that they are focusing on areas such as market research, SWOT analysis, strategic planning, and networking. These centers realize the importance of such methods in helping them to effectively meet goals and ensure continued funding. As CWES seeks to maintain its status as a model EE center, it too must consider land and facility constraints and opportunities for expansion or change. As indicated in the problem statement, the goal of this thesis was to prepare elements of a physical development plan that would guide CWES in its efforts to capture such opportunities.

Accomplishment of the goal was guided by several objectives, including:

- a review of the site history, mission, audiences, programs, land base and facilities
- analysis of the site to identify strengths, weaknesses, and needs
- development and selection of alternatives to address these needs
- creation of recommendations for implementation and a plan outline
- summary of recommendations for other centers.

An examination of internal and external data provided insights regarding the strengths, weaknesses, opportunities, and threats at CWES. This data was then presented to a focus
group and key decision makers at CWES, and options for development were created. The result is an extensive analysis of the CWES facility and its potential for the future.

The research process used in the accomplishment of these objectives is outlined in the thesis. The document is divided into several chapters. Chapter One explains the background of CWES and the purpose of the study. Chapter Two presents a literature review which explains environmental education from a historical viewpoint and describes many processes for planning and market research. Chapter Three outlines the research methods employed for this study. Chapter Four describes the findings and results of each objective. Chapter Five includes a summary of the thesis, offers recommendations to similar organizations, and concludes with recommendations for future research and planning at CWES. An outline of a physical development plan is included in part five of Chapter Four. This could assist CWES decision-makers in preparing a final plan. The appendices present a variety of supporting documentation.

The research in this document can be presented to architects and planners as well as potential donors or land owners, to indicate a strong sense of direction and to enhance their knowledge of the site. Also, the plan will be useful to decision-makers as they continue to map the future of CWES.

**Recommendations for Action at the Central Wisconsin Environmental Station**

As previously discussed, this thesis presents valuable planning elements for the Central Wisconsin Environmental Station. One of the most important recommendations, then, is that the plan be reviewed and used at the Station. The plan can only be a valuable tool if indeed it is used and evaluated on a regular basis.

In addition, there are other planning goals which should be pursued by CWES. As mentioned earlier, there are many types of plans which are useful in guiding an
organization. At CWES, the physical plan is one of the most urgent needs. However, efforts should be made to launch a new strategic plan, and a supporting funding and marketing plan, personnel plan, program plan, and maintenance plan. The need for each of these plans are explained in more detail below:

- **Strategic Plan** - *Create a strategic plan based on the mission and future opportunities for the organization.*

Strategic planning defines organizational goals and objectives. As mentioned previously in this thesis document, the College of Natural Resources is analyzing the function and direction of its field stations, including CWES. As the twenty-first century approaches, society's interests and needs are changing in ways which have significant implications for programming at CWES. As state funds dwindle, a new approach for survival might become necessary. During a strategic planning process, key decision makers should convene to discuss and decide on the future of CWES. These decisions would then be summarized in a strategic plan, and used as the backbone for all other planning efforts at CWES. The following are supporting plans which help to implement the direction indicated within the strategic plan:

- **Fundraising** - *Create a fundraising and marketing plan to help implement the recommendations within the physical development and strategic plans and to increase opportunities at CWES.*

As mentioned briefly in Chapter Four, there are a variety of methods for securing funding and support for non-profit organizations. However, these methods take time and a consistent, attentive approach. A specific plan of action could address public image and community involvement, methods for securing in-kind donations, desired levels of volunteer involvement and incentives, and government, corporate, and private grant seeking techniques. To assure success in this important effort, a new position should be
created to direct and coordinate fundraising and marketing efforts. This position could be established on a commission basis, rather than salaried.

- **Personnel Plan** - *Develop a personnel plan to maintain staff effectiveness/success.*
In every organization there is a need for efficient communication, effective staff training and evaluations, and clear personnel policies. A personnel plan would outline procedures for growth and change on an interpersonal level, including processes for making suggestions and responding to suggestions in a timely manner, maintaining staff morale with incentives and clear communication, and allowing for innovative approaches to meetings, work responsibilities, and autonomy. There is also a need to research the attitudes, values, and motivations of practicum staff who present lessons to the school groups visiting CWES. Special efforts must be made to ensure the commitment, enthusiasm, and quality of these staff. A personnel plan would initiate discussion, involvement, and renewed enthusiasm among all staff, and is a positive approach to the twenty-first century.

- **Program Plan** - *Continue to evaluate and update the program plan to seize opportunities.*
As explained in previous sections of this thesis document, demographics and psychographics within society continually change. Some trends and ideas were presented earlier for addressing these changes. However, these suggestions need to be expanded to create a new vision for programming over the next 20 years. This might be done simultaneously with the strategic planning process, since it addresses directions for the future. Although teachers still commend the curriculum CWES had offered for many years, it may be time to re-evaluate or update the curriculum for the future. It is important to remember that CWES is a model facility, which means it is expected that all programs and facilities will remain innovative and new. CWES must remain current with
information and teaching styles. The curriculum must be a proactive one, addressing the changing needs of society where possible.

- **Maintenance Plan** - *Develop a maintenance plan to organize and evaluate maintenance efforts*

  A well-organized, skilled maintenance and custodial staff is invaluable to a facility such as CWES. With year-round intensive usage, and a variety of buildings and utilities, it is important to work efficiently. In addition to keeping the buildings and grounds attractive and functioning, the maintenance staff has been integral in new construction at the Station. Many of the changes which will occur in the future at CWES could be achieved by the maintenance staff, providing that proper planning, communication, staffing, and incentives are available. A maintenance plan which includes schedules for routine chores and inspections, as well as policies for making decisions and receiving recognition, securing materials, budgeting, etc. would be useful as the land and facilities of CWES continue to evolve.

- **Land Acquisition Plan** - *Complete a land acquisition plan guiding land-related decisions and presenting alternatives.*

  As mentioned elsewhere in this thesis, a detailed land and land rights acquisition plan is necessary for the Station, following the format outlined and initiated by Cheri Town and the CWES Director. As previously discussed, the purchase of additional land or land rights would:

  1. expand capacity and reduce over-use of existing natural resources
  2. provide students with a diversity of habitats close to the Station
  3. create buffer zones, protecting the Station from incompatible outside activities
  4. protect and preserve local natural resources

  For these reasons, and also to demonstrate continued commitment to long-range plans for the Station, a land acquisition plan should be a high priority endeavor.
Recommendations for the Field of EE and for Other Centers

Given global recognition of the importance of environmental education (EE) and the role of EE centers, there are several areas where additional research is needed:

1) There is a need to assess and identify the contributions that EE centers can make toward the achievement of EE goals. This is important because, as funding for environmental education becomes more scarce, EE centers will need to document the unique contributions they offer.

2) There is a need to find the best ways to utilize the talents, skills, and energies of center staff during the planning process to ensure an effective plan which meets the needs of all staff.

3) Since public image is critical to program support and fundraising, research should be conducted by centers to determine their public image within local communities. Efforts should be taken to find ways to maintain or improve this public image.

4) There is a need for additional planning guidelines and materials to assist EE centers, both at the strategic and supporting levels, including workbooks and workshops on planning. Current efforts of professional organizations (such as the American Camping Association, Association of Nature Center Administrators, and National Association of Interpreters) can be expanded to assist centers in their planning efforts.

As mentioned in the literature review, nature centers and environmental education facilities are becoming increasingly "business-like." This indicates that there is an increased need for these organizations to understand planning efforts. Centers are encouraged to consider not only strategic planning but also physical development plans. In this regard, the process used by CWES in preparing its physical plan may be valuable to other centers. A review of this thesis would provide insight into planning methods, market research and analysis, site analysis techniques, and the preparation of options for development, including the use of a focus group of consultants. Following are key insights and recommendations for other centers.
Organize the Planning Effort
1. Review a variety of plans to discover a format which fits the needs of your center.

2. View your organization as a business...use business approaches such as strategic planning, SWOT analysis and market research. Be open-minded to change.

3. Since land and facilities are tools for programming, first decide what your audience and programs will look like in the future.

4. Allow room for flexibility and change in the plans, yet don't make them too vague

5. Organize the planning efforts...have objectives and methods to direct the process and don't get overwhelmed with detail.

Use Human Resources
1. Involve a variety of people...maintenance and custodial staff can offer important perspectives others might overlook, program staff who actually use the facility, visitors who have unbiased reactions, etc.

2. Enlist community support and donations of services-in-kind when possible. Involving the community in decisions and help increases goodwill and support in hard times.

3. Use the experience of others...interview other directors who have a program similar to the one you want or have. Involve key decision makers and specialists such as landscape architects.

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1. Focus on one kind of plan at a time...strategic, maintenance, operations, financial, etc.

2. Many minds are great for brainstorming, but one person should organize and write.

3. Set timelines, or plans can drag on forever or be set aside

4. Examine other standards (ACA, Audubon, etc.)

5. Identify, create, and use support materials that may assist in planning efforts including past records of development, audience needs, photos, and maps.
Conclusion

In conclusion, environmental education plays a significant role in balancing the quality of human life with the quality of the environment. Environmental centers offer one important way to present environmental education, and the value of residential and day use centers has been indicated in the introductory chapter and literature review. As environmental centers face increased challenges such as competition, limited funding, and aging facilities, they need to be as efficient, effective, and innovative as possible. One important way to approach these challenges and accomplish these goals is by becoming more "business-like," which includes the need for formal planning.

While there are many types of useful plans, the primary goal of this thesis was to develop elements of a physical development plan to address the land and facility-related challenges facing CWES. The thesis identified these challenges and sought to address them while seeking to seize new opportunities and maintain current strengths. Methods used to accomplish this included market research and analysis, site inventories, staff and teacher surveys, and a focus group of environmental consultants. The result was a recommended plan and implementation guidelines, and suggestions to assist other EE centers with similar planning needs.

This project is of immense value to CWES as it will help direct future decisions and to proactively plan for societal changes and program opportunities. Since EE centers play a significant role in furthering the goals of EE, such planning efforts are key not only to the future of CWES but to the whole field of environmental education. The planning steps taken in this thesis can serve as a case study to assist other centers, and may contribute to the valuable business trend occurring in EE centers everywhere.
Literature Cited


Parker, Tehri. Program Director at CWES. Interview, May 4, 1994.


Passineau, Joseph. Prospectus for Development for CWES, 1994. Also, many other CWES documents (see "E" Appendices) and personal interviews.


Wisconsin Administrative Code PI3.05(4)


**Appendix A: Historic Facility-Related Documents**

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A-1 1974 Report on Conditions of Buildings at Camp Chickagami
Sunset Lake, Portage County, Wisconsin
June 3, 1974

(1) Becker Lodge
1. Roof is in good condition.
2. Paint is peeling on the outside.
3. One of the fascia boards needs to be replaced.
4. 2 window panes broken.
5. Steps to O.A. (Order of the Arrow) storage needs replacing.
6. 12' aluminum boat by the building -- fair condition.
7. Ceiling needs repair inside the building.
8. 3 rooms in the building -- need cleaning badly.
9. Needs spark screen over the fireplace and ends welded on the andirons so logs will not roll out on the floor.

(2) Sunset Lodge-(Dining Hall and Kitchen)
1. Roof is very good.
2. Paint is peeling on the outside.
3. Some screens need replacing.
4. New Barbecue pit has been built -- Very good condition.
5. Garbage can rack needs rebuilding.
7. 5 broken and cracked window panes, 12" x 15 3/4".
8. Main entrance doors need replacing -- caused during winter use when ice and snow build up below the doors causing them to drag on the ice thus wrecking them. This could be corrected by building a roof over the main entrance thus covering this area and protecting the doors.
9. Main entrance screen doors need replacing and repairs.
10. Needs spark screen over the fireplace and andiron repairs, the same as Becker Lodge.
11. Dining Hall is O.K. except for cleaning.
12. Kitchen -
   1) Dishwasher needs to be replaced.
   2) Pots, pans and dishes are missing.
   3) Screen doors by the kitchen need new screen wire
   4) Kitchen should be remodeled and updated for sanitary reasons.
   5) Walk-in cooler appears O.K.

*Indicates where photos were taken for reference.
6) Cook quarters are O.K but rough -- needs furnishing.
7) Food storage room O.K.
8) No idea on condition of septic system.

(3) Camp Supply Building
1. There is a small lean to the building - Roof boards are rotted and roof is bad.
2. Electrical center in the other supply building should be checked out by an electrician. This does not look the best.
3. Building needs housecleaning.

(4) Garbage Burning Pit
1. Needs new spark screen on top.

(5) Ojibway Cabin
1. Outside roof board is rotting -- roof is fair.
2. Hardwood floor was dry.
3. Has electric power.
4. Cabin is about 12' x 16' (estimated size).

(6) Seminole Cabin
1. Size is 12' x 16'.
2. Roof is fair.
3. Vent or storm covers need 3 props and 1 strap hinge (4"").
4. Hardwood floor is dry.
5. Has electric power.

(7) Delaware Cabin
1. Size is 12' x 16'.
2. Roof is good.
3. Needs 2 storm cover props and 1 strap hinge (4"").
4. Hardwood floor is dry.
5. Has electric power.
6. Door needs new 1/8" masonite cover on it.

(8) Iroquois Cabin
1. Size is 12' x 16'.
2. Roof leaks on right side, 48" into the building and 30" out from wall. There is a scratch on the ceiling where water comes in.
5. Has hardwood floor.
6. Has electric power.
* (9) Sand House (shower and toilet building-on west)
  1. Log cabin siding around shower area is rotting away. (Along the top of this area.)
  2. Oil fired hot water heater.
  3. No idea on septic system condition.
  4. Water pump is intact. We talked with the caretaker's wife and were informed that there was some problem with this pump -- well or pipes are rusted out -- and that this sand house could not be used. We could not get into the building.

* (10) Chippewa Cabin
  1. Size is 12' x 16'.
  2. Roof is O.K.
  3. 3 window panes broken -- 8" x 10".
  4. Door needs new 1/8" masonite.
  5. Hardwood floor is dry.
  6. Has electrical power.

* (11) Cherokee Cabin
  1. Size is 12' x 16'.
  2. Roof is O.K.
  3. 2 vent props and 2 hinges missing.
  4. Door needs new 1/8" masonite.
  5. Hardwood floor is dry.
  6. Has electrical power.

* (12) Menominee Cabin
  1. Size is 12' x 16'.
  2. Roof is O.K.
  3. Needs 2 vent props and 2 hinges.

** (13) Fox Cabin
  1. Size is 10' x 10'.
  2. Roof is O.K.
  3. Frontier site.
  4. 1 vent prop and 1 hinge missing.

* (14) Trading Post (canteen)
  1. Roof needs repairs.
  3. We could not get into the building as our key did not fit.
(15) House Trailer
   1. Fair condition.
   2. Roof leaks.
   3. Floor is rotting out on the back end.

(16) Mark Nelson Storage Building
   1. Not in the best of condition.

(17) 2 Hole Outdoor Privy
   1. O.K.

(18) Quanset Building - not erected.
    There is a concrete base poured for this but a crane is needed to lift the sections up in erecting it; also, electric power is needed to drill holes in the metal when erection does take place. This building was donated to the Boy Scouts by someone locally.

(19) Sandhouse (shower and toilet building - on east)
    1. Is in good condition on the outside.
    2. Bottle gas is used for water heating.
    3. We could not get into the building.
    4. No idea on condition of septic system.

(20) Water Pump
    1. Pump is intact.
    2. Caretaker's wife indicated the well worked O.K.

(21) Winnebago Cabin
    1. Size 12' x 16'.
    2. Roof is O.K.
    3. Wood floor is dry.
    4. Electric power.
    5. Needs new masonite on door.

(22) Mohican Cabin
    1. Roof is O.K.
    2. Size is 12' x 16'.
    4. Needs 1 vent prop and 1 strap hinge.
    5. Wood floor is dry.
    6. Electric power.

(23) Cheyenne Cabin
    1. Size is 10' x 14'.
    2. Roof is good.
3. Staff cabin.
4. Hardwood floor is dry.
5. Electric power.

* (24) Mark Nelson Log House (nature house)
1. Needs a lot of repair as many of the logs are rotting away.
2. Should consider restoring it since it is the original home in the area.

* (25) Souix Cabin
1. Roof is O.K.
2. Needs 1 vent prop and 1 strap hinge.

** (26) Health Lodge (nurses quarters and first aid building)
1. Good repair outside.
2. 1 pane of glass is out.
3. Needs mouse poison since mice have gotten into the mattresses and chewed them up. There are many mattresses stored in the building.

* (27) Steps and Trail to Water Front and Water Front Itself
1. One wood tie step is needed where stake is on picture.
2. Hand rail along the steps is in need of repair.
3. Trail is in need of repair in various places.
4. Dock needs repairing and repainting.
5. Canoe rack needs repairing.
6. Estimated time for repainting and repairing the steps, docks, railings, etc. in the water front area is about 2 days using 4 men.

* (28) Outdoor Tenting Sites.
1. There are about 8 of these sites scattered around the property.

* (29) Trail to O.A. Bowl
1. Railing along side of the trail is in need of repairs in several areas.

(30) Grounds and Buildings in General
1. We were told by the caretaker's wife that there are 3 canoes stored in the Mark Nelson House.
2. Poison ivy control is needed. 2-55 gallon drums of weed killer are needed for this season. One 55 gal. drum is needed as soon as possible since there is a tremendous amount of poison ivy on the property. This should be done selectively by persons with backpack
sprayers so as not to kill the broad leaf plants on the premises.

2. All the roofs should have the pine needles cleared from them since there are many.

3. Should the University take over the camp, all the cheap padlocks should be changed to a pin-type lock.

4. If the camp were to open without the west sandhouse in operation, there would have to be outhouses built.

5. We could locate no fire extinguishers there. We asked the caretaker's wife about this, and she did not know where they were.

The following is a list of the bigger problems, as we see them, this camp is to be used.

1. Poison ivy control.
2. Kitchen - new equipment and sanitation.
3. No laundry equipment in the camp -- we feel there should be such equipment, especially for the kitchen area.
4. Clean off pine needles from the roofs.
5. Check electricity and controls.
6. Start up the water pumps and get sand houses in operation.
7. Get the waterfront and docks repaired.
8. Move beds and mattress from Sunset Lodge to the various cabins.
9. Clean up all buildings.
10. Some mattresses need replacing.
11. Lack of supplies - we could not find fire extinguishers or much of any kind of shovels, saws, etc.
12. Entrance road needs gravel and grading.
13. If this Camp is to be used for disabled children, there will be a lot of fencing and handrails needed. Ex: along dropoff to the lake and by each cabin's steps. Terrain is smooth enough for them to walk safely.

Submitted by - Marvin Sorenson, Crafts Foreman & Claude Aufdermauer

1. Outside of 19 buildings stained
2. Inside of 14 buildings stained
3. Rewiring of 12 buildings
4. New roofs put on two shower houses
5. Floors of showers painted
6. Floor of Sunset Lodge painted
7. Water system on west side of camp winterized
8. Hand rail constructed leading to waterfront
9. Plumbing and pipes revitalized
10. Repair of rotted wood on 12 cabins
11. Dock painted and repaired
12. Cedar post and wood chip entrance to camp completed
13. Construction of amphitheatre (seats 54)
14. Construction of fencing (575', cedar posts and slab wood)
15. Repair of 5 leaking roofs
16. Cubby hole shelves constructed in 12 cabins
17. Clothes racks constructed for 12 cabins
18. Completion of Resident Director's house (includes: two bedrooms, kitchen, living room, bathroom, full basement)
19. Repair of dishwasher
20. Rewiring of kitchen
21. Woodchipping of camp trails
22. Development of 3/4 mile nature trail
23. Construction of gates at entry of camp and parking area
24. Reroofing of Mark Nelson Building
25. Landscaping of Director's home
26. Construction of railing to firebowl
27. Winterization of infirmary and office and rewiring
28. Winterization and rewiring of Becker Lodge
29. Tiling of Sunset Lodge floor
30. Construction of individual stalls in bathrooms
31. Construction of fences and camp entry path
32. Waterfront re-equipped
33. Camp location signs constructed
34. Construction of outpost shelter
35. Septic systems pumped out
36. Installation of mercury vapor lights in building area
37. Repair of all window props and doors on cabins
38. Transportation of 200 railroad ties from Nekoosa, donated by the Soo Line Railroad
39. Repair of baseboard and walls in East bathroom washroom
40. Installation of gate at top of stairs to waterfront
41. Cutting and trimming of trees and branches along trails
42. Construction of new archery range
43. Replacement of front step of Health Lodge
A-3: Camp Projects (Summer and Fall 1977)

1. Complete Sunset Lodge
   a) walls & ceilings
   b) furnace installation
   c) bathroom addition
   d) remodel dry food storage area
   e) complete rear of building - insulating, ceiling, lights, electrical outlets, install windows, etc.
   f) stain exterior and finish interior wood
   g) put rain troughs over doors to Sunset Lodge
   h) miscellaneous

2. Remodel Mark Nelson Bldg.
   a) ceiling - blandex
   b) walls - rough cut White pine
   c) patch up chimney
   d) install wood burner
   e) install storm doors and windows
   f) complete electrical wiring
   g) install shelves and office partitions

3. Winterize East Water Pump
   a) build shelter & insulate
   b) heat shelter
   c) install water pipe 5 feet underground between pump and Sunset Lodge

4. Clear and level recreation area (volleyball court) on West side of camp.

5. Check and repair business office plumbing (it froze last winter)

6. Spread woodchips on trails in camp.

7. Develop new nature trail in Sunset Sloughs area

8. Bathhouses
   a) replace screen where needed
   b) touch up areas with stain
   c) paint floors in mens bathroom

9. Finish staining boathouse and railing down to waterfront.

10. Construct new maintenance building - on concrete slab

11. Cut down oak tree and red pine near Directors house.
Appendix B: Documents related to audience and programs

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MISSION STATEMENT

Central Wisconsin Environmental Station

The goal of the Central Wisconsin Environmental Station is to provide a foundation for appreciation and understanding of our environment and to develop the skills and attitudes needed to deal with present and future environmental problems.

The Environmental Station is an integral part of the course of study and services offered by the UW-SP College of Natural Resources. UW-SP graduates and undergraduates are given the opportunity to develop leadership skills and work with school age children through teaching and through the development of curriculum materials and other program support materials. UW-SP faculty work directly with these students and with the development, implementation and evaluation of Environmental Station programs. The Central Wisconsin Environmental Station programs are one portion of a total program of environmental education/interpretation study, training and services conducted by the faculty of Resource Management Discipline and of the School of Education. The Environmental Station programs are designed to meet the needs of UW-SP students and other audiences. They complement the programs and services of Schmeeckle Reserve and Treehaven.

AUDIENCES

The Environmental Station is a model regional environmental education center serving:

1. Undergraduate and graduate students from UW-SP who are majoring or minoring in Environmental Education/Interpretation, Natural Resource Management, Youth Programming and Camp Management, Education, Wildlife, Forestry, Soils, Water, and Outdoor Education.

2. K-12 students and teachers from public and private school systems.

3. Practicing teachers and other educators through inservice, workshops and coursework in environmental education.

4. Boy Scouts of Samoset Council who utilize the Station as a troop camping facility.

5. Practicing environmental educators and interpretation professionals through meetings, conferences and training workshops.

6. School age children and youth through special programs primarily in the summer.

7. Adults who participate in programs conducted by the Station and UW-SP faculty and staff including programs from outside the CNR but which have an environmental component.

8. Practicing youth programming leaders.

9. Civic, service, educational, religious, social and family groups.

10. Students from other universities who seek internships.

(Continued)
THE STATION GOALS

1. Provide opportunities for practical experience and training for undergraduates and graduates desiring to become nature center directors; interpretive naturalists; camp directors; youth programming specialists; environmental education specialists; local county, state or natural resource specialists; teachers; and others.

2. Provide the opportunity for environmental education experiences for elementary, middle and secondary education students at UW-SP in coordination with their course objectives.

3. Assist with the ongoing development of an environmental education curriculum library on campus for use by UW-SP students and area teachers.

4. Provide resident and non-resident environmental education programs for grades K-12 students and teachers from public and private school systems.

5. Develop, implement, evaluate and revise environmental education programs for K-12 which take into account the learner's physical, emotional, social and cognitive development levels and which serve to fulfill the mission of the Environmental Station.

6. On a continual basis, develop, implement, evaluate, and revise K-12 educational materials.
   a) The lessons and activities will emphasize the development of environmental sensitivity, the acquisition of ecological concepts, and the use of the processes of valuing and problem solving.
   b) The lessons and activities will demonstrate agreement with the Wisconsin Department of Public Instruction Guide to Curriculum Development in Environmental Education.
   d) The lesson plans developed for use at the Station will include pre-trip and post-trip activities for use by participating schools.

7. Disseminate lesson plans to environmental educators including teachers, administrators, interpreters and environmental and nature center professionals.

8. Provide assistance to schools and school systems in the infusion of environmental education into their curricula in the following ways:
   a) Conduct preparatory workshops for participating schools:
   b) Disseminate currently available environmental education enrichment programs through workshops and/or courses;
   c) Offer credit bearing courses for inservice teachers and administrators which address one or several of the goals of environmental literacy;

(Continued)
d) Conduct courses which will assist school districts in the development and implementation of their environmental education infusion plans as required by the DPI.

9. Provide ongoing training to teachers whose classes visit the Station.

10. Continue to serve the Boy Scouts of Samoset Council by:
   a) Providing use of the Station as a weekend troop camping site.
   b) Providing limited program assistance.
   c) Acknowledging that the Scouts have primary use of the Station property and designated Scout buildings on weekends from October through April and therefore the Station will conduct non-conflicting programs.

11. Coordinate professional development training, workshops and conferences for the state's environmental and nature center professionals.

12. Conduct specialized programs for non-school audiences especially during summer.

13. Serve as resources for UW-SP courses, cooperative programming and professionally related functions.

14. Provide workshops and programs for the citizens of central Wisconsin which emphasize the Station's mission of developing citizens who have the capability of taking informed, responsible environmental action.

15. Provide a meeting site for community groups and organizations.
WAEE is awarded $15,000 grant

STEVENS POINT — The Wisconsin Association for Environmental Education (WAEE), a volunteer organization headquartered at the University of Wisconsin-Stevens Point's Central Wisconsin Environmental Station, has received a $15,000 grant to conduct an assessment of the status of environmental education in the state.

WAEE, described by its members as a "grass roots group," was awarded the funding by the Wisconsin Environmental Education Board, which was directed by legislative charge to identify needs and establish priorities for environmental education in the state. Written by Jay Gregg and Meta Reigel, UW-Stevens Point graduate students, Judy Klippel, director of Havenwoods Environmental Center of Milwaukee, and Pat Marinac, vice chair of WAEE and an Appleton high school teacher, the successful proposal has formed a partnership between the two organizations and has allocated funds in order to conduct the statewide assessment. Reigel serves as the organization's coordinator and Gregg has been appointed project assistant. Both are natural resources students who will receive master's degrees from UW-Stevens Point in May. The project is directed by Marinac and monitored by a steering committee.
Book teaches kids respect for the Earth

Amherst Junction — Now that the season of material gift-giving is behind us, take a moment to consider a gift that is usually ignored.

The greatest gift of all, said Rachel Carson, the late environmentalist, is a child's sense of wonder.

In an essay published almost 35 years ago, she talked about her desire to “give each child in the world a gift of wonder so indestructible that it would last throughout life.”

Carson believed that if children learned to hang onto the way they see the world — a world in which everything is “fresh and new and beautiful” — their lives would stay full of excitement and adventure forever.

Carson’s idea rang true with Joe Passineau, who grew up in the Wisconsin Rapids area.

Passineau was a young man in college when he read her essay. But he still remembered the love he had in his childhood for all those bugs, leaves and other magical things that he discovered in his back yard.

Passineau carried Carson’s concept around in his mind for more than a decade until he and three of his friends eventually decided to turn her idea into a “how-to” book.

The result is a 175-page volume titled “Teaching Kids to Love the Earth.” The book, which is published by Pfeifer-Hamilton of Duluth, Minn., suggests imaginative ways to get children and adults deeply in touch with the wonders of nature.

“A lot of the activities are things that we do right here every day,” said Passineau, 46, who now is director of the Central Wisconsin Environmental Station, a 600-acre education center supported by the University of Wisconsin — Stevens Point.

Since going on the market a little more than a year ago, Passineau’s book has sold 30,000 copies in English and several thousand more copies in Portuguese. That edition was grabbed up by visitors to last summer’s Earth Summit in Rio de Janeiro.

Another appealing aspect of “Teaching Kids to Love the Earth” is that it uses games and adventures to bring children and adults into the same world, where they can really interact. Many of these activities were developed with visits to the country in mind.

Here are some examples right from the book:

- Find out exactly what time the full moon will rise. Take your family or a small group of friends to a scenic overlook to watch it.
- Follow a sound in the night (an owl, frog, crickets) until you locate its source.
- Collect pine cones. Isolate the seeds, dry them and plant them. Transplant the seedlings into larger containers before you plant them outdoors.
- Photograph one place through each season, and from year to year.
- “The book was written so a parent could pick it up and be inspired in 15 minutes while the kids are napping,” said Passineau, who has short, reddish hair, a long gray beard and twinkling blue eyes.
- The book has been organized into what Passineau calls a “sense of wonder circle.”

The first section deals with awakening a sense of curiosity, the second is about planning explorations, the third talks about making discoveries.

The circle is completed in the final two sections when people learn to share their discoveries so that other people will also “care passionately for the Earth.”

At his home in the country near Amherst Junction, Passineau shares the small and large wonders of life with wife Lyn and their son Forest, 8, and daughter, Dawn, 4.

“Nearly every day at our house, the kids are shouting, ‘Mom, Dad — come look at what I found.’ And then we all go out to the field and the kids are saying, ‘Look at this, look at this, look at this!’”

Passineau's book is available at Harry W. Schwartz Bookshops for $14.95.
Central Wisconsin Environmental Station

Project Earth 1993, a nature adventure program for youth 6-12 years old, begins the week of June 14 in neighborhood parks in the county.

The eight-week outdoor program features activities and investigations, each weekly session finds the children exploring a different aspect of nature.

On Monday, sessions meet in the morning at the south shelter in Schneckline Reserve and in the afternoon at Jordan Park; Tuesday, in the morning at Springville Park, Plover, and in the afternoon at Iverson Park shelter; Wednesday, morning and afternoon sessions at Bukolt Park; and Thursday, the morning sessions at the Jensen Center, Amherst, and afternoon at Sunset Park, Amherst.

Children may attend any of the sessions and join at any time. There is no charge for the sessions.

Call the station at 824-2225 for more information.

Other summer programs presented by the environment station are:

- Nature Adventure Camp, which lasts a week long and combines nature study with camp activities. Sessions offered for ages 9-11 and ages 11-13. Cost is $190.
- Timbertop Nature Adventure Camp is a 13-day adventure structured for children with learning disabilities.
- Sylvania Wilderness Canoe Adventure Camp is a five-day exploration of the Ottawa National Forest in the Upper Peninsula of Michigan. Sessions offered for ages 14-16 and 15-17.
- Natural Resources Careers Workshop are designed to help high school students examine career possibilities.
- Sense of Wonder Family Weekend creates new memories for families as they explore and learn more about each other and the world around them.
- Environmental Education Teaching Methods Workshop is a hands-on workshop for teachers with an introduction to environmental education methods.
Art and natural resources to be studied at CWES

Art and natural resources will be the subjects of study this fall at Stevens Point's Central Wisconsin Environmental Station (CWES) near Amherst Junction.

"Art" 399, "Art 796, 'Landscape Painting,' a one-credit course led by Diane Canfield Bywaters of UW-SP, will be taught from 6:30 to 9 p.m. on Fridays, Sept. 23, from 7 a.m. to 5 p.m., Saturday, Sept. 24, and from 8 a.m. to 10 p.m. on Sunday, Sept. 25. Bywaters will demonstrate painting techniques, give individual instruction and group critiques, and provide evening art programs.

Natural Resources 307/510, Environmental Education Teaching Methods, a one-credit, split-level course, will be taught by Randy Champeau of UW-SP. Classes will meet at CWES from 6:30 to 9 p.m. on Fridays, Oct. 7, from 7:30 a.m. to 8:30 p.m. on Saturday, Oct. 8, and from 7 a.m. to 1 p.m. on Sunday, Oct. 9.

Participants will learn strategies for teaching K-12 students about the environment, including exploration of issues and solving problems. Effective educational teaching methods will be stressed.

Natural Resources 405/605, Careers in Natural Resources, Workshop for Science Teachers and Guidance Counselors, a one-credit, split-level course taught by Sue Kissinger and Joe Passineau of the UW-SP faculty, will be offered on Wednesday, Oct. 12, from 5:30 to 8:30 p.m., Thursday, Oct. 13, from 8 a.m. to 8 p.m., and Friday, Oct. 14, from 8 a.m. to 1 p.m. This course is an opportunity to learn how the College of Natural Resources has placed over 85% of its graduates. Participants will also observe natural resource professionals at work, take part in hands-on experiences, and explore career opportunities to share with students.

Tuition is $82.75 per undergraduate credit and $140 per graduate credit. Additional fees for room and board will range from $24 to $80.

Registration and further information are available through the Office of Continuing Education and Extension, 103 Old Main, UW-SP, (715) 346-3717.

Scholarship is available for resources program

High school students in central Wisconsin interested in learning more about careers in natural resource management can apply for a scholarship to attend a week-long Natural Resources Careers Workshop at the Central Wisconsin Environmental Station near Stevens Point. A full tuition scholarship will be awarded by the Central Wisconsin Chapter of Trout Unlimited, Oshkosh.

Natural Resources Careers Workshop workshops have been run for over a decade and are again cosponsored by the University of Wisconsin-Stevens Point and the Wisconsin Department of Natural Resources. The three one-week workshops for individuals 16 years and older, focus on career possibilities and give participants a "wide range of field experiences in the areas of natural resources and environmental protection. Natural resource professionals will help participants explore opportunities in forestry, fish and wildlife management, water and air quality, land use, park services, and law enforcement and environmental protection.

Workshops are scheduled for June 5-10, June 26-July 1, and July 31-August 5.

Any central Wisconsin high school student interested in the scholarship should contact Todd Knefel at the Central Wisconsin Environmental Station, 7290 County MM, Amherst Jct., WI 54407. Tel. 715/824-2428. Application deadline is May 8.
Station plans family weekends

"Spring Magic" is the title of the first of three Sense of Wonder Family Weekends open to the public at the Central Wisconsin Environmental Station. "Magic" will be held March 5-7.

Participants will join other families in seasonal environmental awareness, recreational and family-related activities led by parent leaders and naturalists. All family types are invited.

The program begins at 7:30 p.m. Friday and concludes with the noon meal Sunday. The cost is $75 (adults), $50 (ages 5-12), and $25 (ages 1-4). The fee includes meals, lodging and program.

Other Sense of Wonder Family Weekends include "Splash into Summer," to be held June 11-13, and "Autumn Harvest," to be held Oct. 1-3. Each will celebrate the beauty of nature and the joys of family unity by focusing on the natural wonders of the season.

Central Wisconsin Environmental Station, located 18 miles east of Stevens Point, is an environmental education center of the University of Wisconsin-Stevens Point's College of Natural Resources.

For more information, contact the station at 7290 Highway MM, Amherst Junction, WI 54407, 824-2428.
Central Wisconsin Environmental Station

Steering Committee Purpose and Functions

The Central Wisconsin Environmental Station Steering Committee serves as an advisory body on major policy decisions and acts as a support group for the environmental Station.

Steering Committee Functions

- Review Station programs and offer suggestions for future directions.
- Review Station facilities and offer suggestions for future directions.
- Review and approve the annual operating budget.
- Assist with fund raising for capital improvements and acquisitions approved by the Steering Committee.
- Offer advice and assistance with public relations efforts on behalf of the Station.

Chairperson Selection and Responsibilities

The chairperson is elected by the Committee to serve a two year term. The chairperson establishes agendas in consultation with the Station Director, sets meeting dates and times and presides over the meetings of the Steering Committee. The Chairperson also appoints any Ad hoc working committees that may be established.

Frequency of Meetings

The Steering Committee meets at least three times annually with at least one meeting held at the Environmental Station. Additional meetings may be called by the chairperson when it is necessary to focus on a special topic.

Committee Membership

The Steering Committee is composed of 12 members. The Dean of the College of Natural Resources, Executive Director of the UW-SP Foundation, Inc., and the Station Director have permanent appointments to the Committee. The Station Assistant Director serves as an ex-officio member and as the recording secretary. Other appointments are for a three-year term, except for students who will be appointed by the CNR Student Activities Board for a one-year term. Committee members may be reappointed when their terms expire. Recommendations or appointment to the Steering Committee are made by the current Committee to the UW-SP Chancellor. Appointments are made by the Chancellor. The Committee consists of the following representation:
A. University Representatives
   1. Dean, College of Natural Resources
   2. Director, CWES
   3. College of Natural Resources Faculty Member
   4. College of Professional Studies, Faculty Member
   5. College of Natural Resources Student

B. UW-SP Foundation Representatives
   1. Executive Director, UW-SP Foundation, Inc.
   2. At large member, UW-SP Foundation, Inc.

C. Others
   Five (5) positions to be comprised of: Central Wisconsin Business Representative(s), a CWES Neighbor and/or North New Hope Lutheran Church Member and Public School Administrator(s) or Teacher(s).

D. Ex-Officio
   Station Assistant Director
SUBCOMMITTEE DESCRIPTIONS AND MEMBERSHIP (1994)

A. PROGRAM SUBCOMMITTEE

Membership: T. Parker (Chair), R. Champeau, S. Ellingboe, R. Wood, J. Passineau

Functions: 1) Review land and facility utilization
2) Evaluate programs
3) Suggest program improvements and identify areas of program needs

B. LAND USE AND FACILITIES SUBCOMMITTEE

Membership: J. Passineau (Chair), R. Worth, A. Haney, J. Stoltenberg, J.

Functions: 1) Review land and facility utilization
2) Identify land and facility needs
3) Prioritize land and facility needs
4) Assist with planning for land acquisitions, lease arrangements and capital improvements

C. FINANCE SUBCOMMITTEE

Membership: M. Wrolstad (Chair), J. Radford, J. Passineau, E. Weetz (resource person)

Functions: 1) Review annual budget and forward to the Steering Committee
2) Review and approve fee structure for user groups.
3) Advise CWES Director on broad fiscal policies
4) Develop and implement fund raising efforts for program, land and facility needs

D. AD HOC FUND RAISING SUBCOMMITTEE (Created 1990: presently inactive pending discussion on availability of System Funds)

Membership: A. Haney, J. Radford, B. Worth, J. Passineau

Functions: 1) Develop fund raising plan for completion of East Side Residential Complex, including bathhouse and water system
2) Publicize fund raising efforts
3) Identify and contact potential donors
4) Obtain necessary funds or in-kind contributions for construction and related developments
CWES Steering Committee

1994 Membership (by positions outlined in the Bylaws)

<table>
<thead>
<tr>
<th>By Law Positions</th>
<th>Individual Filling Position</th>
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<tr>
<td><strong>A. University</strong></td>
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<tr>
<td>1. Dean CNR</td>
<td>Alan Haney</td>
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<tr>
<td>2. Director, CWES</td>
<td>Joe Passineau</td>
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<tr>
<td>3. CNR Faculty Member</td>
<td>Randy Champeau</td>
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<tr>
<td>4. College of Professional Studies</td>
<td>Roger Wood</td>
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<td>5. CNR Student</td>
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<td><strong>B. UW-SP Foundation</strong></td>
<td></td>
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<tr>
<td>1. Executive Director</td>
<td>Jim Radford</td>
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<tr>
<td>2. At large member, Foundation</td>
<td>Bob Worth</td>
</tr>
<tr>
<td><strong>C. Others (5)</strong></td>
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<tr>
<td>1. CW Business Representative</td>
<td>Paul Adamski</td>
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<tr>
<td>2. CWES Neighbors</td>
<td>Ray Anderson</td>
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<tr>
<td>3. New Hope Lutheran Church Member</td>
<td>Jim Stoltenberg</td>
</tr>
<tr>
<td>4. Public School Administrator</td>
<td>Mar Wrolstad</td>
</tr>
<tr>
<td>5. Teachers</td>
<td>Sally Ellingboe</td>
</tr>
<tr>
<td><strong>D. Ex Officio</strong></td>
<td></td>
</tr>
<tr>
<td>1. Program Director</td>
<td>Tehri Parker</td>
</tr>
</tbody>
</table>
Central Wisconsin Environmental Station
Steering Committee Membership 1994

Coordinator, Envi. Educ.
Stevens Point Area Schools
1900 Polk Street
Stevens Point, WI 54481
(715) 345-5445 (O)
(715) 345-5464 School Forest
(715) 824-2808 (H)

2. Paul Adamski
3117 Della Street
Stevens Point, WI 54481
(715) 344-8901 (H)

Professor (retired)
Science Education
1977 Graham Lane
Mosinee, WI 54455
(715) 457-2036 (H)

Dean (retired)
College of Education
UW-Platteville
7243 County MM
Amherst Jct., WI 54407
824-2097 (H)

President (retired)
The Worth Company
214 Sherman Avenue
Stevens Point, WI 54481
(715) 344-6081 (O)
(715) 344-8732 (H) or (715) 457-2768

VP & Treasurer (retired)
Lawrence University
N5199 N. Foley Drive
Scandinavia, WI 54977
(715) 467-2226 (H)

Wis. EE Center
403 Learning Res. Center
UW-Stevens Point
Stevens Point, WI 54481
(715) 346-4174 (O)

Professor (Retired)
College of Nat. Resources
PO Box 429
Clam Lake, WI 54517
(715) 794-2707

859 Excelsior Blvd.
Excelsior, MN 55331
(612) 446-1838 (H)
(612) 474-6097 (H)
(715) 824-2626 (cabin)

10. Alan Haney (P)
Dean
College of Natural Resources
UW-Stevens Point
Stevens Point, WI 54481
(715) 346-4617 (O)

11. Joseph Passineau, Director (P)
Central WI Env. Station
7290 County MM
Amherst Jct., WI 54407
(715) 824-2428 (O)

12. Tehri Parker, Prog. Director
Central WI Env. Station
7290 County MM
Amherst Jct., WI 54407
(715) 824-2428 (O)

13. James Radford (P)
Director, UW-SP Foundation
(715) 346-3812 (O)

* Numbers in () are years of present term.
P = Permanent Member
B-4: 1992/93 Program Accomplishments

92 - 93 PROGRAM ACCOMPLISHMENTS

(July 1, 1992 - June 30, 1993)

A. Total attendance: 15,223 user days

B. Schools

- 6,231 school students K-12 participated in programs (user days).
- 349 teachers accompanied them (user days).

C. 92-93 Program days (School groups and non-school groups)

- 79% of all calendar days (288 of 365 days) were filled with programs.
- 85% of total weekdays (M-F, 222 of 261 days) filled with programs.
- 63% of total weekend days filled with programs. (66 of 104 Saturdays and Sundays.)
- 46% of all calendar nights (169 of 365) were filled with programs.

D. 1992 Summer highlights

- 5 weeks of Nature Adventure Camp were held (174 campers)
- 3 weeks of Careers Workshop were held (109 participants)
- 2 weeks of Timbertop Nature Adventure Camp - the seventh year for our special environmental camp for the learning disabled (29 participants)
- one trip for junior high students entitled "Sylvania Wilderness Canoe Adventure for Teens." (4 participants)
- CNR's Germany Poland pre-trip camp was again held here in late May (42 participants)
- Project Earth (Program in the Parks) was conducted for the 13th year. Project Earth is supported by the Cooperative Educational Service Agency #5 (CESA). Due to reduction in grant funds in 1992, a nominal participant fee was charged in an effort to cover expenses. 1993 will again be a free program.
- Natural Resources Careers Workshop for Minority Students was again conducted in cooperation with the Educational Opportunities Program. (38 participants).

- 1992 Special Summer Programs

- Timbertop Canoe Expedition to Sylvania Wilderness Area for students with learning disabilities (6 participants)

E. 1993 Summer Projections (as of June 30, 1993)

- 5 weeks of Nature Adventure Camp (200 campers)
- 3 weeks of Careers Workshop (150 participants)
- 2 weeks of Timbertop Nature Adventure Camp - the sixth year for our special environmental camp for the learning disabled (36 participants)
- Three Sylvania Wilderness Teen Canoe Treks offered to serve alumni of our Nature Adventure Camps (6 day trip).
- One Timbertop Canoe Expedition to Sylvania Wilderness Area for students with learning disabilities (7 participants)
- Wellness Canoe Trip for families participating in the Wellness Institute (15 participants).
- Wellness Canoe Trip for teenagers of adults attending the Wellness Institute (10 participants).

F. Adult Workshops

   (a) Nature Sketching and Journaling Weekend Workshop featuring Vermont Artist/Author was held during the 1992 summer (15 participants)
   (b) Landscape Painting Weekend workshop featuring nationally known UW-SP art instructor Diane Bywaters. (September, 15 participants). This workshop will again be offered in 1993.
   (c) Two Photography Workshops. "Basic Outdoor Photography" and "Close-up Nature Photography lead by Doug Moore of UW-Stevens Point will be offered in 1993.
2. Workshops for teachers and environmental educators were conducted:
   Environmental Education Teaching Methods (NR 310/510). (3 workshops, 85 participants)
3. Adjunct faculty in Environmental Education Program
   The Station cooperated in the development of this initiative by assisting in the preparation of curricula and by sponsoring weekend workshops for 20 professional environmental educators who are teaching inservice teacher courses throughout the State.
4. Natural Resource Careers Workshop for High School Teachers and Guidance Counselors. (October; 18 participants).
5. Wisconsin Association for Environmental Education Board Meetings.

G. Boy Scout, Girl Scout, and Other Youth Groups

Boy Scouts
- Facilities were used by 15 Boy Scout Troops.
- The Station provided educational activities to several troops who requested them.
Other Youth Groups
- 4-H - three weekend sessions.
- Big Brothers/Big Sisters. Planning meetings.
- Portage County Human Services Kids Day at Camp (50 participants)
- Several Church Youth groups for retreats.

H. Conferences, Workshops and Special Group Programs

The Station provided programs, meeting and retreat services for many civic and environmental groups throughout the year. In total, 44 groups visited the Station for these programs. This accounted for 63% of all weekend days at the Station being utilized for program/meeting use. See separate page for full list of all visiting groups. Expanded "Sense of Wonder" Family Weekend programs offered to three weekends per year focusing on seasonal and family unity themes.

I. Other Program Events

- Inservice Teacher Training Sessions were conducted by Joe Passineau and Jay Gregg
- Staff provided programs on CWES to area schools and CWES staff participated in professional association workshops (WAEE, NAAEE, NRPA, etc.)
- CWES services the headquarters of WAEE and employs the WAEE Administrative Assistant. J. Passineau is completing his 4th year on the WAEE Board of Directors.
- Off-site programs and orientations to CWES were presented to 5 groups of university students participating in classes in environmental education and environmental studies (NR 300 and NR 370).
- CWES continues to serve as the executive headquarters for the Wisconsin Association of Nature and Environmental Center Professionals. Coordinated spring and fall meetings of this Association.
- Staff provided programs for ECO Fair 1993 on UW-SP Campus and Environmental Awareness day at Center Point Mail).

J. UW-SP Course Work and Training

During the past year, the following students participated in educational training experiences offered by the Station.

- 48 practicum students (Fall 24 - Spring 24)
- 1 intern
- 10 summer camp counselor/naturalists
- 8 Project Earth Naturalists
- 3 graduate assistants
- Opportunity for over 50 students in NR 370 Introduction to Environmental Study) and NR 300 (Foundations of Environmental Education) to observe and participate in Station school programs.
L. Advertising and Promotions

- Scholarship Fundraising. In 1992 over $32,222 in contributions was generated to support summer camp participants. In 1993, over $30,837 in scholarships is expected.

- Continued to market "Avoiding Infusion Confusion" guides for teachers, to assist them with infusing environmental education into their curricula.

- Produced separate brochures for each program offering and newsletters to promote programs. (see folder for samples).
A. Evaluation and Improvement of Existing Program

1. In concert with strategic planning process and graduate student projects, complete a review of the Station's programs including needs assessment and evaluation of curriculum.

2. Based on graduate student research findings develop and begin implementation of a plan to increase on and off site teacher participation in environmental education activities.

3. In concert with graduate student project begin a review, evaluation, and revision of energy curriculum at the Station.

B. Program Expansion

1. In conjunction with graduate student research begin integrating the "Energy Cycle" into CWES curriculum, and evaluating its use.

2. In cooperation with WDSD, CWES will serve as a state wide coordinator for the "Energy Cycle" program, including development and review of curriculum, coordination of Environmental Center use of the cycle, and evaluation of project success.

3. Begin refinement of the lesson plan and safety manual for the use of the Challenge Course. Continue use with summer camp programs and begin use with school groups.

4. Explore and implement new summer program for the first week of camp season. Program may function in cooperation with: Wisconsin Center for Environmental Education, Expanded Masters Program, or CNR International Resource Management Program.
### NATURE ADVENTURE CAMPS AND NATURAL RESOURCES WORKSHOPS

As of June 30, 1992

<table>
<thead>
<tr>
<th>SPONSOR</th>
<th>NRW</th>
<th>NAC</th>
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**COMBINED NRW, NAC, & TTNAC TOTALS**

$31,072

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**TOTALS**                                    | $17,855 | $15,025 | $5,644 |

**COMBINED NRW, NAC, & TTNAC TOTALS**         | **$38,524** |
B-8: 1992/93 User Census Report for CWES
(July 1, 1992 - June 30, 1993)

Central Wisconsin Environmental Station

July 1, 1992 - June 30, 1993

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(W = Weekend Group)
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### B-10: Summer 1994 User Statistics

**September 2, 1994**

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<td>7</td>
<td>275</td>
<td>1,925</td>
</tr>
<tr>
<td>Sylvania Canoe Trek II</td>
<td>July 10-15</td>
<td>5</td>
<td>275</td>
<td>1,375</td>
</tr>
<tr>
<td>Sylvania Canoe Trek III</td>
<td>August 7-12</td>
<td>8</td>
<td>275</td>
<td>2,200</td>
</tr>
<tr>
<td>TTNAC Wilderness Trip</td>
<td>August 1-6</td>
<td>8</td>
<td>275</td>
<td>2,200</td>
</tr>
<tr>
<td>Parks Program Training</td>
<td>June 6-10</td>
<td>10</td>
<td>180</td>
<td>1,800</td>
</tr>
<tr>
<td>Nature Photography Workshop</td>
<td>June 10-12</td>
<td>8</td>
<td>115</td>
<td>920</td>
</tr>
<tr>
<td>Wilderness Skills Workshop</td>
<td>July 8-10</td>
<td>14</td>
<td>200</td>
<td>2,800</td>
</tr>
<tr>
<td>Nature Photography Workshop</td>
<td>August 12-14</td>
<td>8</td>
<td>115</td>
<td>920</td>
</tr>
</tbody>
</table>

**TOTAL**  $94,650

<table>
<thead>
<tr>
<th></th>
<th>1992</th>
<th>1993</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected</td>
<td>$95,000</td>
<td>$102,000</td>
<td>$97,900</td>
</tr>
<tr>
<td>Actual</td>
<td>$81,370</td>
<td>$90,630</td>
<td>$94,650</td>
</tr>
</tbody>
</table>
Interview With Program Director, Tehri Parker, May 4, 1994

Q: Do the program goals written by the program subcommittee accurately reflect your personal vision for future programming at CWES?

A: The existing program subcommittee goals were written last year, when I was still pretty new. Since then, I've gotten a better idea of future directions that might work well here at CWES.

Q: What direction do you see CWES taking in the future?

First, CWES is considered a "model" facility. This means other centers learn by modeling us. Therefore, we need to remain innovative to stay on the cutting edge of programming. The needs of society keep changing. One important change for the future would be to offer programs and models of appropriate lifestyles. The programs, mission, and facilities should model this lifestyle. The new recycling center and attempts to use it in programs is a good example of the direction we should be taking. Another goal should be to throw away as little as possible. A well-run garden could even help produce food to offer during summer camps.

Q: Do you feel that current CWES facilities are well matched to program needs? Why or why not?

A: Ideally, CWES would be energy independent, even generating enough energy to sell some back to the power company. "Everywhere you look right now there's a building, or
other signs of human impact." We should be able to teach the science lessons we now teach, but the facilities should reflect a bigger theme...the theme of "Living Lightly on the Earth." themes.

Q: Do you see a need for visitor expansion at CWES? Why or why not?

A: We need to consider the carrying capacity here. I think facilities should be an example of quality, not quantity. The land base does get used more effectively in summer, because when staff are here full-time, they tend to become more adventurous. Plus it's warmer, so staff and campers don't mind going further away from the buildings.

Q: If you could redesign CWES facilities to fit your vision, how would things change?

A: One nice feature would be a heated area for live program animals. Also, although staff size has increased to accommodate increased visitors, office space hasn't. There's now an intern, two graduate students, the director, program director, Todd, Ella, and maintenance crew. There's also Meta for WAEE, but other than receiving her mail here, there's no room for her at all. A cramped work environment is bad for morale and emotional well-being. In the past, the house was used as an office. In some ways, this makes sense, since it's closer to the parking lot and easier for visitors to find. Also, it would be nice to have a meeting place...just a cozy room for staff and practicum students to meet and plan, or for visitors to come meet with us. The existing office would be a good place for live animals, since it's heated. Some of the trails could use a little help. In one spot, Mike Gross has used our trail as an example of a poorly designed trail in a book he wrote. We're actually walking on tree roots there. Some of the facilities are very outdated, too. Not only functionally but aesthetically. The brown and yellow paint looks so institutional, like the government. It doesn't blend into the surroundings as well as it could. Rather than
"natural area" this just cries out "Camp!" You might want to talk to Diane Biwater, who teaches landscape painting here, to see how well the facilities support her programs too.

Q: Are there any specific buildings you have ideas about?

A: I know a new bath-house is necessary but I'm concerned about how many buildings we're cramming onto a small area. If we could build some of it underground, maybe with the showers and toilets down there and a teaching classroom above it, it could take up less space. I'm just worried that we'll end up with a huge building in that small forested area. Also, Nelson cabin is much too small to teach in, at least the way we use it now. The only way to use it as a teaching site would be to take out the tables and bookshelves, move the stove into a corner, put up a board and bench seats, and have a one-room classroom type of set-up. Marcie Oltman wrote a thesis on relocating it and turning it into a living history exhibit. That would fit perfectly with the "lifestyles" theme I envision; we could talk about how we live now and compare it to then. I think the trading post should move out of Becker, too. Sometimes we need to sell things while a class is going on in there.
Please rate each aspect of your program below. Put the appropriate number in the blank before each question. Please feel free to comment on any of these questions on the next page, written comments are extremely valuable in helping us improve our program.

1 = excellent  2 = very good  3 = good  4 = adequate  5 = poor  NA - not applicable

____ How useful was the Teacher's Guide to you in planning your visit?
____ How was the selection of units for your grade level?
____ How well do the units fit in with your regular school curriculum?
____ How adequate was the student orientation slide/tape program or VHS?
____ How well did you prepare your students for their visit?
____ How useful were the pre-activities in the units?
____ How would you rate the overall teaching skills of our staff?
____ How would you rate the leadership shown by the program director?
____ How do you rate your interest in the program?
____ How do you feel about your involvement in the program?
____ How do you rate your students interest in the program?
____ How well were objectives of the activities you selected met?
____ How would you rate the evening activities?
____ How adequate were our physical facilities (classrooms, cabin/dorm, dining room)?
____ How adequate was our program equipment?
____ What was the quality of the food and food service?
____ How well-equipped was our staff and facilities to meet the safety needs of your students?
____ How well was your program and the schedule organized?
____ How would you rate the program theme.
____ How would you rate the closing activity?
____ How would you rate your reception by the staff?
____ How useful are the post activities in the units?
____ How would you feel about bringing your class back next year?
Teacher eval. of program—2

Please give an overall rating of your visit:

exceptional  very good  good  adequate  poor

Your comments and suggestions are appreciated. Please be as specific as possible:

Upon receipt of this evaluation, we will send you a copy of the staff's evaluation of your program.
Please list the units your students participated in below. Ask them to respond as a group to two aspects of each activity (one aspect at a time): "Was the activity fun?" and "Did you discover anything new?" Count the number of student votes in each category and fill in the appropriate number below.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Really Fun</th>
<th>Sometimes interesting</th>
<th>Not fun</th>
<th>Discovered lots of new things</th>
<th>Discovered some new things</th>
<th>Did not discover anything new</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Other comments:
## Appendix C: Original Research Tools

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>Competition Cover Letter and Survey</td>
<td>345</td>
</tr>
<tr>
<td>C-2</td>
<td>Follow-up Survey Letter</td>
<td>349</td>
</tr>
<tr>
<td>C-3</td>
<td>Practicum Staff Survey and Cover Letter</td>
<td>350</td>
</tr>
<tr>
<td>C-4</td>
<td>Past Maintenance Director Cover Letter, Survey, and Results</td>
<td>353</td>
</tr>
<tr>
<td>C-5</td>
<td>Site Visit Worksheet</td>
<td>358</td>
</tr>
<tr>
<td>C-6</td>
<td>Lists of Competitive Organizations</td>
<td>359</td>
</tr>
<tr>
<td>C-7</td>
<td>Maintenance and Custodial Staff Questionnaire</td>
<td>360</td>
</tr>
</tbody>
</table>
June 22, 1994

Dear Environmental Center or Camp Director:

The Central Wisconsin Environmental Station is participating in a study which may be of interest to you and your organization. Connie Dorn, a graduate student here, is working on a thesis research project designed to help environmental education centers in their efforts to create long-range development plans. As part of this project, she will be helping to update the long-range development plan for the Central Wisconsin Environmental Station. This research, however, has broader implications, as it will present a process for planning which can be adapted for other sites.

As part of this research, a general survey of similar organizations in the region is necessary. We hope you will be interested in participating in this survey, as the results can prove useful to all of us who share the common goal of environmental education.

Please spend a few minutes reviewing the survey. If you have materials which can help answer some of the questions, please send it along. You may either mail us the survey or, if we have not received a response by mail by July 8th, we will assume you would prefer a phone interview. These phone interviews will take place during the week of July 11th.

Thank you in advance for taking the time to help us in this study.

Sincerely,

Dr. Joseph Passineau
Director

Connie Dorn
Graduate Student
Please attach brochures, maps, or other materials. By referring to these materials, you may be able to shorten your response time to this survey.

Name of Facility ___________________________ Date __________

1. What is the mission statement of your organization?

________________________________________________________________________________________

2. Which of the following does your organization currently offer?

☐ Environmental Education Programs
☐ Day Use programs
☐ Residential/Overnight Lodging
☐ Conference Center Meeting and Lodging
☐ Food Services
  ☐ Self-Use kitchen
  ☐ Full-service meals

3. What is the estimated total number of visitors to your facility each year? __________

4. What percentage of these users are involved in an overnight experience? ______ %
   Can you accommodate additional overnight use? ☐ YES ☐ NO

5. Please mark which of the following groups you serve. Also please estimate the percentage of total users in each category. (We realize some may overlap). Lastly, indicate if you are at capacity for each group.

<table>
<thead>
<tr>
<th>Group</th>
<th>%</th>
<th>At Capacity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Groups</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Summer Camps</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Weekend Programs</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Adult/Family Workshops</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>General Public</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Special Populations</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Off-site Programs</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>☐ YES ☐ NO</td>
</tr>
</tbody>
</table>

6. If you are at capacity, what limiting factors prevent you from serving more clients?
   ☐ Desire/Mission ☐ Facilities ☐ Land Base ☐ Funding ☐ Other __________

7. What is the total acreage of your facility? __________

8. Please check the facilities included at your site:

☐ Office ☐ Dining Area
☐ Indoor Classrooms ☐ Bookstore/Gift Shop
☐ Nature Trails ☐ Captive Live Animals
☐ Interpretive/Educational Exhibits ☐ Recycling Center
☐ Resource Library ☐ Greenhouse
☐ Kitchen ☐ Others (please list)
☐ Overnight Lodging ___________________________
  ☐ Dormitory
  ☐ Cabins
  ☐ Other __________

(Over, Please)
9. Please describe any special features of these facilities. (i.e. Wildlife Observation Areas, Alternative Energy, etc.)

10. Please check the types of programs that you offer:

- Environmental Education
- Natural History
- Nature Appreciation
- Fine Arts (Writing, Dance, etc.)
- Environmental Ethics
- Waterfront Activities (Swimming, Boating)
- Lifestyle Programs
- Equestrian Activities
- Elderhostel
- Archery
- Cultural History
- Outdoor Skills (please specify)
- Science Programs
- Other (please specify)

- Trail Excursions

11. How many full time and part time staff does your organization employ in the following areas? (If one person spends 20 hours in marketing and 20 hours in general office, write .5 for each.) Also, for each work area, indicate the average combined hours per week for all employees.

<table>
<thead>
<tr>
<th>Work Area</th>
<th>Full Time</th>
<th>Part Time/Seasonal</th>
<th>Total Hrs./Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programming/Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Does your organization use volunteers? YES NO

If so, how many people? Total Yearly Volunteer Hours

In what capacity?

13. Please describe the ownership of your organization:

- Public
  - State
  - County
  - City
  - School District
- Private
  - Non-Profit
  - Commercial/Business

Please describe special arrangements/partnerships

14. Who are the key decision makers involved with the organization?

- Board of Directors
- Public Officials
- Steering Committee
- Center Administrative Staff
- Others (Please explain)

15. What is your annual budget?

- less than $10,000
- $10,000 - $50,000
- $50,000 - $100,000
- $100,000 - $250,000
- over $250,000

(Next page, please)
16. How is your center funded?

<table>
<thead>
<tr>
<th>Source</th>
<th>% of Total Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Generated Revenue</td>
<td></td>
</tr>
<tr>
<td>Government Funds</td>
<td></td>
</tr>
<tr>
<td>Grants</td>
<td></td>
</tr>
<tr>
<td>Gifts/Donations</td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
</tr>
</tbody>
</table>

17. Does your organization currently have written planning tools, including:

- Physical Development Plan          
  - NO  YES (when was it updated?)
- Strategic Plan                     
  - NO  YES (when was it updated?)
- Operations Plan                    
  - NO  YES (when was it updated?)

In the space below, please name the planning documents used by your organization.
(ie. Personnel Management Plan, Long-Range Development Plan...)

18. Who participated in the development of these plans?

- Administrative Staff
- Citizen Groups
- Programming Staff
- Board of Directors
- Professional Consultants
- Others (please explain)

19. Would you like to see environmental centers in the region cooperate more fully?

  □ YES  □ NO

If YES, then how?

- compare programs to avoid competition
- discover programming overlap or opportunities
- begin periodic roundtable discussions
- share program planning efforts
- develop and offer programs together
- other

20. Would you be interested in meeting with administrative and program staff of other centers to discuss mutual interests and cooperative programming?

  _____YES  _____NO  _____MAYBE

21. Would you be interested in discussing the possibility of being a case-study in an upcoming thesis document?

  _____YES  _____NO  _____MAYBE

Please send us any brochures or other written materials about your facility.

Name of Person Completing the Survey    Position    Phone Number

This survey may be returned by mail before July 8th to: The Central Wisconsin Environmental Station, C/O Connie Dorn, 7290 County MM, Amherst Junction, WI 54407.

Thank you!
August 18, 1994

Dear Environmental Center Director:

You might remember a survey which I sent earlier in the summer. I have not received a reply from you, which is understandable considering the time constraints during your busy season. For your convenience, I have enclosed another copy of the survey. As the summer season comes to a close, would you be interested in taking a few minutes to complete it?

As you might remember from the previous mailing, the Central Wisconsin Environmental Station is participating in a study which may be of interest to you and your organization. I am assisting with a research project designed to help camps and environmental education centers in their efforts to create long-range development plans. As part of this project, I will be helping to update the long-range development plan for the Central Wisconsin Environmental Station. This research, however, has broader implications, as it will present a process for planning which can be adapted for other sites.

As part of this research, a general survey of similar organizations in the region is necessary. I hope you will be interested in participating in this survey, as the results can prove useful to all of us who share the common goal of environmental education.

Please spend a few minutes reviewing the survey. If you have materials which can help answer some of the questions, please send it along. You may either mail the survey or, if I have not received a response by mail by September 9th, I will assume you would prefer a phone interview. These phone interviews will take place during the week of September 12th.

Thank you in advance for taking the time to help with this study.

Sincerely,

Connie Dorn
Dear Practicum Staff:

As the semester comes to an end, we wish again to thank you for your assistance during the semester. As you know, the environmental station depends greatly on the talents, energy, and insights of practicum staff, as you provide the programming support which helps the Central Wisconsin Environmental Station meet the environmental needs of society. Because of your weekly experience here, your input is valuable to us. Your answers provide a first-hand, insider's view of our facilities. Please think carefully about these answers, for they will help identify facility needs and help direct the future of the Station! In addition, you will be helping Connie Dorn on her thesis research. Thank You.

Sincerely,

Joe Passineau
Director
Practicum Staff Survey

1. On a scale of 1-5, were the facilities at CWES adequate to support your teaching? Consider such elements as heating, lighting, space, trails, parking, restrooms, etc.

1 2 3 4 5
Excellent Poor

Please explain. ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Buildings

2A. On a scale of 1-5, please rate the following buildings in terms of your preference for teaching in them. 1=Excellent teaching location, 5= very poor teaching location.

<table>
<thead>
<tr>
<th>Walker</th>
<th>Nelson</th>
<th>Anderson</th>
<th>Sunset</th>
<th>Cedar</th>
<th>Fir</th>
<th>Becker</th>
<th>Wilderness</th>
</tr>
</thead>
</table>

2B. What factors were important in your favorite indoor teaching locations listed above? Please be specific.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2C. What factors were undesirable in the indoor teaching sites rated above? Please explain and specify building of concern.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(over, please)
3. Lands

3A. Which land areas did you use the most? Explain why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3B. What land area did you use the least? Explain why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3C. What, if anything, would have enhanced these areas and made them more useful as teaching sites?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. While teaching, were there land-use conflicts or problems? (Consider distractions, dangers, other groups, trail conditions, etc.) Please explain.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Please offer any other suggestions regarding the physical aspects of CWES.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you very much for your time and input!
March 1992

CWES Facility Improvement Plan

You have just received several worksheets which are attached to this cover letter. The purpose of these worksheets is to provide information for use in the creation of a 5-year long range facility improvement plan.

The purpose of the facility plan is to address the concerns and needs of our staff as they relate to the physical plant.

The worksheets are area specific, please address the problems that are related to the building and areas that are identified at the top of your worksheet. A priority rating needs to be assigned to each problem that you identify.

If you have concerns in areas other than those identified on your worksheets please request additional sheets. If you need more worksheets please ask, they will be provided. Your input is needed in order to make this a success.

Thank you for your time and suggestions.

Dave Eschenbauch
Building Review Worksheet

This worksheet will provide information necessary for the development of a 5 year long-range facility improvement plan.

Problem 1:

Current Use:

Solutions:

Priority Rating  (Check one below)
Immediate (0-3 months) [ ]  Intermediate (3-12 months) [ ]  Long Range (1-5 years) [ ]

Problem 2:

Current Use:

Solutions:

Priority Rating  (Check one below)
Immediate (0-3 months) [ ]  Intermediate (3-12 months) [ ]  Long Range (1-5 years) [ ]

Problem 3:

Current Use:

Solutions:

Priority Rating  (Check one below)
Immediate (0-3 months) [ ]  Intermediate (3-12 months) [ ]  Long Range (1-5 years) [ ]

Please use back of page if you need more room
<table>
<thead>
<tr>
<th>BUILDING</th>
<th>BLDG CODE</th>
<th>CONCERN</th>
<th>PRIORITY</th>
<th>number of times</th>
<th>SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bath House East</td>
<td>01</td>
<td>Sinks, water temp control, only one temp</td>
<td>2</td>
<td></td>
<td>adjustable water temp at sink</td>
</tr>
<tr>
<td></td>
<td>01</td>
<td>Showers, lack of hot water</td>
<td>2</td>
<td></td>
<td>Increase water heater capacity</td>
</tr>
<tr>
<td></td>
<td>01</td>
<td>Building, not suited for all camp needs</td>
<td>2</td>
<td></td>
<td>Build new winterized modern bath house</td>
</tr>
<tr>
<td></td>
<td>01</td>
<td>Shower floor slippery</td>
<td>2</td>
<td></td>
<td>Tile or resurface floor</td>
</tr>
<tr>
<td></td>
<td>01</td>
<td>Washroom, improve aesthetics</td>
<td>2</td>
<td></td>
<td>Remove urinals</td>
</tr>
<tr>
<td></td>
<td>01</td>
<td>Need windows to control air flow and keep rain out</td>
<td>3</td>
<td></td>
<td>Replace screens with windows that open</td>
</tr>
<tr>
<td></td>
<td>01</td>
<td>Need place to wash clothes and large scrub sink for other things</td>
<td>2</td>
<td></td>
<td>Add on laundry room, washer, dryer, large sink</td>
</tr>
<tr>
<td>Bath House West</td>
<td>02</td>
<td>Outdoor light attracts to many bugs at night to screened in area</td>
<td>1</td>
<td></td>
<td>Add outdoor motion sensing light</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>No place to hang cloths when showering</td>
<td>1</td>
<td></td>
<td>Place cloths hooks in changing room</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>Shower room and changing room floors are slippery</td>
<td>2</td>
<td></td>
<td>Tile or resurface floors</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Shower water temp not adjustable</td>
<td>2</td>
<td></td>
<td>Make water temp controllable at faucans</td>
</tr>
<tr>
<td>Becker Lodge</td>
<td>03</td>
<td>Not enough storage for lesson materials and misc.</td>
<td>1</td>
<td>8</td>
<td>Build more storage space</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Need a larger writing area</td>
<td>3</td>
<td></td>
<td>Add large white board</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Better lock on trading post cabinet</td>
<td>1</td>
<td></td>
<td>Put better lock on cabinet</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Poster box not deep enough</td>
<td>3</td>
<td>2</td>
<td>Replace with deeper poster box</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Back windows hard to open</td>
<td>2</td>
<td></td>
<td>Repair back windows</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Storage shelves hard to use</td>
<td>2</td>
<td>2</td>
<td>Build sliding drawers to replace shelves</td>
</tr>
<tr>
<td></td>
<td>03</td>
<td>Archery equipment disorganized</td>
<td>3</td>
<td></td>
<td>Move to Nelson, and hang up</td>
</tr>
<tr>
<td>Log cabins, east side</td>
<td>04</td>
<td>Fix cabin door problem</td>
<td>4</td>
<td></td>
<td>Repair door</td>
</tr>
<tr>
<td></td>
<td>04</td>
<td>Used for classrooms not large enough, more sealing, work area</td>
<td>3</td>
<td></td>
<td>Build new class room, use cabins for sleeping</td>
</tr>
<tr>
<td></td>
<td>04</td>
<td>More seating needed</td>
<td>1</td>
<td></td>
<td>Buy carpet squares</td>
</tr>
<tr>
<td></td>
<td>04</td>
<td>Poor lighting</td>
<td>2</td>
<td></td>
<td>Put in new lights</td>
</tr>
<tr>
<td></td>
<td>05</td>
<td>Fix Cabin, basement unorganized</td>
<td>2</td>
<td></td>
<td>Build more organized storage in basement</td>
</tr>
<tr>
<td>Frame cabins, west</td>
<td>05</td>
<td>Poor condition compared to log cabins</td>
<td>3</td>
<td>3</td>
<td>Burn down and build log ones</td>
</tr>
<tr>
<td></td>
<td>05</td>
<td>Poor lighting Maple Cabin</td>
<td>2</td>
<td></td>
<td>Replace with better lighting</td>
</tr>
<tr>
<td></td>
<td>05</td>
<td>Floors are poor shape, no screens</td>
<td>2</td>
<td></td>
<td>Replace with screen/storm door combination</td>
</tr>
<tr>
<td></td>
<td>05</td>
<td>No heat, cold at night and on cooler days</td>
<td>2</td>
<td></td>
<td>Put in heaters</td>
</tr>
<tr>
<td>Equipment needs</td>
<td>06</td>
<td>Lights on canoe trailers don't work</td>
<td>1</td>
<td></td>
<td>Replace with new lights and wire harness</td>
</tr>
<tr>
<td></td>
<td>06</td>
<td>Holes in canoes and seats broken</td>
<td>2</td>
<td></td>
<td>Repair or replace canoes</td>
</tr>
<tr>
<td></td>
<td>06</td>
<td>Not enough chain to lock up boats</td>
<td>2</td>
<td></td>
<td>Buy more chain</td>
</tr>
<tr>
<td>BUILDING</td>
<td>BLDG CODE</td>
<td>CONCERN</td>
<td>PRIORITY</td>
<td>NUMBER OF TIMES</td>
<td>SOLUTION</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>----------------------------------</td>
<td>----------</td>
<td>----------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>013</td>
<td>need a program space</td>
<td>1</td>
<td></td>
<td>turn wilderness into program office</td>
</tr>
<tr>
<td>Walker Lodge</td>
<td>014</td>
<td>bunk beds don't keep kids from falling out of them</td>
<td>1, 2</td>
<td>2</td>
<td>build new ones with rails and drawers</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>furniture is in terrible shape</td>
<td>3</td>
<td>3</td>
<td>replace or get rid of existing furniture</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>no storage for program materials</td>
<td>2</td>
<td>3</td>
<td>increase storage capacity of building</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>shoes in walkway front of building</td>
<td>3</td>
<td>2</td>
<td>build shoe rack</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>bathrooms need better cleaning they smell</td>
<td>1</td>
<td></td>
<td>clean more often and better</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>window blinds become unattached</td>
<td>1</td>
<td></td>
<td>have only knowledgeable people operate them</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>fire place sucks out heat</td>
<td>1</td>
<td></td>
<td>glass doors over opening</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>light switches need labels</td>
<td>1</td>
<td></td>
<td>table them</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>lack of emergency lighting</td>
<td>1</td>
<td></td>
<td>battery powered emergency lights</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>sleeping rooms are too hot</td>
<td>1</td>
<td></td>
<td>repair heating system, turn heat down at night</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>water faucets stay on too long</td>
<td>2</td>
<td></td>
<td>replace with better faucets</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>prairie planting not understood</td>
<td>1</td>
<td></td>
<td>signs explaining prairie planting</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>people have hard time finding way to building</td>
<td>1</td>
<td></td>
<td>improve signs to building</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>not enough lights on trails to sunset from walker</td>
<td>3</td>
<td></td>
<td>more lights</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>not enough mattresses for staff to sleep on</td>
<td>1</td>
<td></td>
<td>buy more mattresses and find storage for them</td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>no room for taking off shoes</td>
<td>3</td>
<td>3</td>
<td>add entry to building with shoe storage</td>
</tr>
<tr>
<td>Water Front/Beach</td>
<td>015</td>
<td>dock not large enough</td>
<td>3</td>
<td></td>
<td>increase size and make observation hole in center</td>
</tr>
<tr>
<td></td>
<td>015</td>
<td>no lifeguard seating</td>
<td>2</td>
<td></td>
<td>build or buy guard chair</td>
</tr>
<tr>
<td></td>
<td>015</td>
<td>raft is not stable enough</td>
<td>2</td>
<td>4</td>
<td>add more floats</td>
</tr>
<tr>
<td></td>
<td>015</td>
<td>buddy board not in good shape</td>
<td>2</td>
<td></td>
<td>make new buddy board</td>
</tr>
<tr>
<td></td>
<td>015</td>
<td>fishing equipment not stored well</td>
<td>2</td>
<td></td>
<td>build storage cabinet for fishing stuff</td>
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<tr>
<td></td>
<td>015</td>
<td>pontoon dock not level</td>
<td>2</td>
<td></td>
<td>level it</td>
</tr>
<tr>
<td></td>
<td>015</td>
<td>not enough room to hang all PFGs</td>
<td>2</td>
<td></td>
<td>make more hangers for PFGs</td>
</tr>
<tr>
<td></td>
<td>015</td>
<td>sail boat has crack in it</td>
<td>3</td>
<td></td>
<td>repair it</td>
</tr>
<tr>
<td></td>
<td>015</td>
<td>rule board is in bad shape</td>
<td>3</td>
<td>2</td>
<td>build new rules board</td>
</tr>
</tbody>
</table>
|            | 015       | liability danger                 | 3        |                 | more signs, NO SWIMMING, NO LIFEGUARD ON DUTY, 19
| Grounds Trails | 07 Minster Lake board seems weak and isn't wide enough | 2 2 Build new boardwalk |
| 07 Pier at Minster Lake is in poor shape | 2 2 Build new one closer to water, wider and stronger |
| 07 Trail used for right hike has no wide spot for group circle | 2 Build area for group circle to enable group talks |
| 07 Web of trail needs development | 3 Define stations, develop trail map and activities guide |
| 07 Dangerous crossing at Sunset Lake Road to beaver pond | 1 Place signs to warn students and road signs for autos |
| 07 Picnic tables need repair | 1 Repair picnic tables |
| 07 Bird feeders need help behind Sunset | 2 Repair bird feeders |

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>BLDG CODE</th>
<th>CONCERN</th>
<th>PRIORITY</th>
<th>NUMBER OF TIMES</th>
<th>SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>07 Bird feeders need help behind Sunset</td>
<td>2</td>
<td>2</td>
<td>Repair bird feeders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 Trails not handi capped accessible</td>
<td>3</td>
<td>3</td>
<td>Pave parts of trails and grade to allow for access</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 Not enough parking space for staff</td>
<td>3</td>
<td>3</td>
<td>Make staff parking area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 Trail to fire bowl is eroding</td>
<td>2</td>
<td>2</td>
<td>Create erosion control on this trail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>House (residence) 06 Basement double doors are in poor shape</td>
<td>3</td>
<td>3</td>
<td>Replace with new doors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06 Need more privacy space outside</td>
<td>3</td>
<td>3</td>
<td>Build new deck on back of house and plant green screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08 Add sliding door to second floor of house leading to patio/deck</td>
<td>3</td>
<td>3</td>
<td>Do it</td>
<td></td>
<td></td>
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<tr>
<td>Maintenance Area 09 Lack of storage space area is a mess</td>
<td>3</td>
<td>3</td>
<td>Build larger maintenance shed</td>
<td></td>
<td></td>
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<tr>
<td>09 No running water or bathroom area</td>
<td>3</td>
<td>3</td>
<td>Add water and bathrooms area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09 Fuel storage improvements needed</td>
<td>1</td>
<td>1</td>
<td>Build concrete fuel containment walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09 Noise levels interface with program</td>
<td>3</td>
<td>3</td>
<td>Move maintenance area away from camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson Library 010 No less then board in building</td>
<td>2</td>
<td>2</td>
<td>Purchase and place less in board in building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>010 Wood stove to hot plate has poor draft</td>
<td>2</td>
<td>2</td>
<td>Buy new wood stove or use electric heat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>010 To small</td>
<td>4</td>
<td>4</td>
<td>Build more class room buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Office 011 No storage space</td>
<td>3</td>
<td>3</td>
<td>Move health lodge and expand into that space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>011 No work space</td>
<td>3</td>
<td>3</td>
<td>Create work space some how add on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Lounge 012 No place for staff to gather or take breaks</td>
<td>3</td>
<td>4</td>
<td>Make a space area building/room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunset Lodge 013 Lighting is dim at front of lodge</td>
<td>3</td>
<td>3</td>
<td>Add track lighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Coats scarves and mittens on floor</td>
<td>3</td>
<td>3</td>
<td>Add a coat rack to sunset dining hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 White/black board is shot</td>
<td>5</td>
<td>5</td>
<td>Purchase new white/black board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Add a white/black board to Wilderness room</td>
<td>3</td>
<td>3</td>
<td>Do it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Poor access to books in Wilderness</td>
<td>2</td>
<td>2</td>
<td>Remove sliding doors on bookcase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Need table storage in Sunset</td>
<td>1</td>
<td>1</td>
<td>Buy/make table storage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Need better AV cart</td>
<td>2</td>
<td>2</td>
<td>Buy one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Sofa and other soft seating takes up a lot of room</td>
<td>2</td>
<td>2</td>
<td>Don't use it remove it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Remove recyclables to another area, clean closet</td>
<td>1</td>
<td>1</td>
<td>Remove kitchen equipment to bottom of lake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Lack of space in Wilderness</td>
<td>1</td>
<td>1</td>
<td>Make one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Aquarium can use a display explaining animals that are in it</td>
<td>2</td>
<td>2</td>
<td>Do something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Bad water taste</td>
<td>4</td>
<td>4</td>
<td>Repair it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Door needs work locks hard</td>
<td>2</td>
<td>2</td>
<td>Repair it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Towels wasted in bathrooms</td>
<td>1</td>
<td>1</td>
<td>Install a roolode reusable linen dispenser</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Need a program space</td>
<td>1</td>
<td>1</td>
<td>Turn Wilderness into program office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Back deck not safe</td>
<td>3</td>
<td>3</td>
<td>Rebuild it make it bigger will be used more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Phone booth area wet during rain storms</td>
<td>2</td>
<td>2</td>
<td>Move it away from roof drain area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Wilderness room too cold</td>
<td>1</td>
<td>3</td>
<td>Add heater to it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Popcorn popper dead</td>
<td>1</td>
<td>1</td>
<td>Get a new one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>013 Bath rooms are to small</td>
<td>3</td>
<td>3</td>
<td>Build larger ones</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Date:
Name of Facility:
Location:
Description of Facility:

Interview Person:
Job Title and Description:

Description/explanation of significant design features:

Pictures of significant design features

- paths
- classrooms
- signs
- dining
- lodging
- other design features

Have documents been examined?  __Yes  __No

Photocopies Made?  __Yes  __No

Notes:

Questions for interview person:

1. We have a written mission statement from your organization, which I'll read back to you. Does this accurately reflect the mission? Are there areas you'd like to elaborate on. Is the mission likely to change?

2. Please briefly describe the history of your organization.

3. Who are your current audiences? How have these audiences changed over time? How do you predict they will change in the future.

4. Describe the programs offered here. What factors led to the choice of programs? How do you promote these programs?

5. How many staff do you employ and what are their responsibilities? Do you find the amount of staff adequate?

6. Where does the majority of your funding come from? Describe any major capital drives or fund raising campaigns.

7. Later we'd like a tour of your facilities. Do you have a map of the site? Would you be willing to share any architectural details of significant structures?

8. We are specifically interested in your physical planning efforts here. Describe the process by which you design, implement, and update site changes. Would you be willing to share any plans or documents pertaining to this?
C-6: Lists of Competitive Organizations

A: School Group Competition
Glacier Hollow, Nelsonville
Wausau School Forest, Wausau
Mosquito Hill Nature Center, New London
1000 Islands Environmental Center, Kaukauna
Wild Rose Fish Hatchery, Wild Rose
UWSP Museum of Natural History, Stevens Point
Sandhill Outdoor Skills Center, Babcock
Beaver Creek Reserve, Fall Creek
YMCA Camp Nanabosho, Appleton
Bubolz Nature Center, Appleton
Bethel Horizons, Dodgeville
Upham Woods, Wisconsin Dells
Jordan Park, Stevens Point
MacKenzie EE Center, Poynette
Fallen Timbers EE Center, Seymour
Merrill School Forest, Merrill
International Crane Foundation, Baraboo
Boston School Forest, Stevens Point
Schmeekle Reserve, Stevens Point
Mirror Lake State Park, Wisconsin Dells
Treehaven Field Station, Tomahawk
Hartman Creek State Park, Waupaca
Devils Lake State Park, Baraboo
Camp Unahliya, Suring
Navarino Wildlife Area, Shawano
Twin Oaks Environmental Center, Schofield
Wisconsin Lions Camp, Rosholt
YMCA Camp Alexander, Port Edwards

B: Camp Competition
YMCA Camp MacLean, Burlington
YMCA Camp Edwards, E. Troy
YMCA Camp Unahliya, Suring
YMCA Manitowish, Boulder Junct.
Y Camp Alexander, Port Edwards
Y Camp Nanabosho, Appleton
Y Camp Minikani, Hubertus
Glacier Hollow, Nelsonville
Camp Ehowee, Mindoro
Holiday Home Camp, Williams Bay
Honey Rock Camp, Three Lakes
Helen Brachman Camp, Almond
Camp Lucerne, Neshkoro
Upham Woods, Wisconsin Dells
Easter Seal Center, Wisconsin Dells
Amnicon Camp, South Range
Bethel Horizons, Dodgeville
Birchrock, Rhinelander
House in the Wood, Delavan
Camp Ojibwa, Eagle River
Camp Woodbrooke, Richland Center
Wisconsin Lions Camp, Rosholt
Beaver Creek reserve, Fall Creek
Waypost Camp, Hatley
Village Camp, Clintonville

List C: Weekend/Conference Center Competitive Organizations
Sigurd Olson Center, Ashland
Wisconsin Lions Camp, Rosholt
Hunt Hill, Spooner
Treehaven, Tomahawk
Beaver Creek Reserve, Fall Creek
The Clearing, Ellison Bay
International Crane Foundation, Baraboo
To: Present and Past CWES Custodial and Maintenance Staff  
From: Joe Passineau and Connie Dorn  
January, 1995

Dear Staff:

We are currently working on a physical development plan for the Central Wisconsin Environmental Station. Since all facilities and grounds should be designed not only to meet program and customer needs but also for efficient and practical maintenance and repair, your experiences and insight are extremely valuable to us. Therefore, we hope that you may have time to complete the following survey.

The survey lists the main buildings and features of CWES and asks for input on the problems, if any, of each building. Based on your current experience or on your memories, we ask for ideas and considerations which should be kept in mind when redesigning the Station. Under the major buildings is a list of main features, to refresh your memory about the various components of each. Please keep the total building in mind when making recommendations.

We understand that you may no longer work here or may be busy with other projects. However, the time you spend on this survey will be much appreciated in many ways. Your input not only enhances the experiences of thousands of visitors each year, but also assists the present and future custodial and maintenance staff of the Central Wisconsin Environmental Station.

Thank you.

Sincerely,

Joe Passineau  
Director

Connie Dorn  
Graduate Student
### Maintenance Questionnaire

**Sunset Lodge**
- Office
- Kitchen
- Dining Hall / Classroom
- Wilderness Room
- Restrooms

1. **Program Usefulness**
   - Great
   - OK
   - Poor

2. **Maintenance Efficiency**
   - Great
   - OK
   - Poor

**Walker Lodge**
- Common Area
- Sleeping Areas
- Restrooms

1. **Program Usefulness**
   - Great
   - OK
   - Poor

2. **Maintenance Efficiency**
   - Great
   - OK
   - Poor

**Becker Lodge**
- Classroom
- Storage Areas

1. **Program Usefulness**
   - Great
   - OK
   - Poor

2. **Maintenance Efficiency**
   - Great
   - OK
   - Poor

**Anderson Lodge**
- Classroom/kitchenette
- Sleeping areas

1. **Program Usefulness**
   - Great
   - OK
   - Poor

2. **Maintenance Efficiency**
   - Great
   - OK
   - Poor

---

**From a maintenance/custodial view what are the major problems with these buildings/areas/support services?**

**What improvements do you recommend to make these buildings more useful and easier to maintain?**

**Through new construction and renovation, how could CWES better achieve the function of this building?**
## Maintenance Questionnaire p.2

<table>
<thead>
<tr>
<th>Building Type</th>
<th>Program Usefulness</th>
<th>Maintenance Efficiency</th>
<th>What improvements do you recommend to make these buildings more useful and easier to maintain?</th>
<th>Through new construction and renovation, how could CWES better achieve the function of this building?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Log Cabins</td>
<td>1. Great</td>
<td>2. Great</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Frame Cabins</td>
<td>1. Great</td>
<td>2. Great</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Bath House (boys)</td>
<td>1. Great</td>
<td>2. Great</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Bath House (girls)</td>
<td>1. Great</td>
<td>2. Great</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Maintenance Questionnaire

**How would you rate the overall usefulness of this building in meeting needs of programs and ease of maintenance?**

**From a maintenance/custodial view what are the major problems with these buildings/areas/support services?**

**What improvements do you recommend to make these buildings more useful and easier to maintain?**

**Through new construction and renovation, how could CWES better achieve the function of this building?**

<table>
<thead>
<tr>
<th>Building</th>
<th>Program Usefulness</th>
<th>Maintenance Efficiency</th>
<th>Improvement Recommendations</th>
<th>通过新建设或翻新，CWES如何更好地实现该建筑的功能？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Office/Health Lodge</td>
<td>1. Great, OK, Poor</td>
<td>2. Great, OK, Poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence House</td>
<td>1. Great, OK, Poor</td>
<td>2. Great, OK, Poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson Cabin</td>
<td>1. Great, OK, Poor</td>
<td>2. Great, OK, Poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking Lots</td>
<td>1. Great, OK, Poor</td>
<td>2. Great, OK, Poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance Questionnaire</td>
<td>How would you rate the overall usefulness of this building in meeting needs of programs and ease of maintenance?</td>
<td>From a maintenance/custodial view what are the major problems with these buildings/areas/support services?</td>
<td>What improvements do you recommend to make these buildings more useful and easier to maintain?</td>
<td>Through new construction and renovation, how could CWES better achieve the function of this building?</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Waterfront Area           | 1. Program Usefulness  
|                           |   - Great  
|                           |   - OK  
|                           |   - Poor  
|                           | 2. Maintenance Efficiency  
|                           |   - Great  
|                           |   - OK  
|                           |   - Poor  |                                                                 |                                                                 |                                                                 |
| Maintenance Building and Yard | 1. Program Usefulness  
|                           |   - Great  
|                           |   - OK  
|                           |   - Poor  
|                           | 2. Maintenance Efficiency  
|                           |   - Great  
|                           |   - OK  
|                           |   - Poor  |                                                                 |                                                                 |                                                                 |
| Trails                    | 1. Program Usefulness  
|                           |   - Great  
|                           |   - OK  
|                           |   - Poor  
|                           | 2. Maintenance Efficiency  
|                           |   - Great  
|                           |   - OK  
|                           |   - Poor  |                                                                 |                                                                 |                                                                 |

What other considerations should be kept in mind when redesigning CWES's buildings and grounds for the future? (What would make custodial and maintenance staff's work easier and more efficient?)
Appendix D: Legal Contracts

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<th>Title</th>
<th>Page</th>
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<td>Second extension of Lease between Foundation &amp; Trustees (1985)</td>
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<td>Extension of Sublease between Foundation and UWSP (1985)</td>
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<td>Agreement between UWSP and UWSP Foundation</td>
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<td>Lease for Severson Lake Area</td>
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<td>D-13</td>
<td>Lease between UWSP Foundation &amp; New Hope Lutheran Church</td>
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TRUST AGREEMENT

Declaration of Trust Creating a Boy Scout Trust Fund for the Samoset Council, Boy Scouts of America, Wood and Portage Districts

THIS TRUST AGREEMENT, made and executed this 15th day of November, 1950 by and between the Samoset Council, Inc., Boy Scouts of America, organized and existing under the laws of the State of Wisconsin, and the aforesaid Samoset Council, Inc., Boy Scouts of America, party of the first part and the trustee of Northwood District, Samoset Council; the trustee of Southwood District; the trustee of Portage District, Samoset Council; the county judge of Portage County and the county judge of Portage County as trustees of the second part and hereinafter referred to as trustees.

WITNESSETH:

WHEREAS, the Executive Board of the Samoset Council, Inc., Boy Scouts of America, has approved the creation and establishment of the Portage and Wood County Trust Fund, hereafter called the "Fund" for the benefit of scouting in the territory of these particular counties, upon the terms and conditions as herein set forth and for the general purpose stated in the Declaration of Trust Creating a Boy Scout Trust Fund for the Samoset Council, Inc., Boy Scouts of America, organized and existing under the laws of the State of Wisconsin, and the aforesaid Samoset Council, Inc., Boy Scouts of America, party of the first part and the trustee of Northwood District, Samoset Council; the trustee of Southwood District; the trustee of Portage District, Samoset Council; the county judge of Portage County and the county judge of Portage County as trustees of the second part and hereinafter referred to as trustees.

AND WHEREAS, in order to insure the devotion to such purposes of all contributions made to the Fund, it has been determined to place the Fund in trust and to delegate certain powers to the Trustees hereinafter appointed to administer the fund as hereinafter set forth.

AND WHEREAS, the parties of the second part hereto have agreed to serve as Trustees of said Fund and the said parties of the second have signified and by the execution of these presents do hereby signify their willingness to serve as such Trustees upon terms and conditions as hereinafter set forth.

AND WHEREAS, the party of the first part has agreed upon the following terms and agreement for the creation and establishment of said Trust and hereinafter set forth.

NOW, THEREFORE, the parties of the second part do hereby agree to hold as trustees all light, title and interest in and to such contributions as have been made or may be made to this Fund, whether they be in the form of real estate or other things of value, to be held and invested in and used for the promotion, through organization and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them in Scouting and to teach them patriotism, courage, self-reliance and kindred virtues.

AND WHEREAS, in order to insure the devotion to such purposes of all contributions made to the Fund, it has been determined to place the Fund in trust and to delegate certain powers to the Trustees hereinafter appointed to administer the Fund as hereinafter set forth.

AND WHEREAS, the Trustees shall make available to the Local Council, upon requisition evidenced by resolution or the Executive Board or the Local Council, the income of all gifts or legacies made to the Fund for the general purposes of Wood and Portage Districts, and likewise the principal and/or income or gifts or legacies made for specific purposes, in accordance with the wishes of the donor, and shall receive from the Council evidence of the distribution to the stated purposes.

1. The provisions hereinafter set forth shall be in effect and the trust hereunder created shall exist so long as the aforesaid Samoset Council, for its duly constituted successor shall continue to operate and exist as a duly chartered Council of the Boy Scouts of America and particularly Portage and Wood County Districts thereof.

2. Said Trustees shall have under the terms of all money or property given to this Fund to invest and re-invest. Should the deed or legacy of a particular gift or gifts specifically authorize or require its retention and/or use for a specific project, the Trustees shall set up said gift in each case in a separate trust to be administered under the same general terms and conditions as apply herein.

3. The income available from the Fund shall be reported periodically to the aforesaid local council, Boy Scouts of America, or its lawful successor and the district committee of Boy Scouts of America, to be used in Wood and Portage Districts for the general purposes of promotion and conducting the boy scout work in these territories, and for the carrying out of specific projects for which income from special gifts to the Fund is required to be devoted. The Trustees shall make available to the Local Council, upon requisition evidenced by resolution or the Executive Board of the Local Council, the income of all gifts or legacies made to the Fund for the general purposes of Wood and Portage Districts, and likewise the principal and/or income or gifts or legacies made for specific purposes, in accordance with the wishes of the donor, and shall receive from the Council evidence of the distribution to the stated purposes.

4. The Trustees hereunder and their successors are hereby given power and authority subject to the provisions of the Constitution and By-Laws of the Boy Scouts of America, to...
receive, take, hold, use, control, manage, invest and re-invest the said principal sums and any additions thereto or accretions or accumulations thereof, including the proceeds thereof, from time to time, in such bonds, stock notes, securities or other property, personal or real, and choses in action, as they shall deem most suitable and they are empowered to vary the trust property, or partition the said fund among persons to be selected by the said Trustees, at a sale or to an estate, and to that end to sell any of such property either at public or private sale, with or without notice, and to such person or persons, upon such terms and for such price as to said Trustees may seem expedient and proper and to that end to execute, acknowledge deeds, contracts, bills of sale, leases, assignments, releases, or other instruments of writing, either with or without covenants of warranty, necessary or requisite to effectually carry out the full purpose, intent and meaning of this Trust. Assets or securities hereunder may be recorded by such decision of the said Trustees and held by the said Trustees in their discretion, whether or not the same comply with the law governing the investment of trust funds.

9. In the event of the dissolution of said Local Council, Boy Scouts of America, or the suspension, management, or control of the affairs and responsibilities of the Local Council, shall be exercised by said Boy Scouts of America through such agency as it may see fit to employ for that purpose, such supervision, management or control to continue until the re-establishment of said Local Council or the re-chartering of said new Council when said supervision, management and control shall be assumed by such reinstated, re-established or new Council with the same rights granted hereunder to the said Samoan Council, Inc., Boy Scouts of America and said Boy Scouts of America in case or similar disability or default on the part of any such reinstated, re-established or new Council.

10. In the event that the National Boy Scout Movement as directed and operated by the Boy Scouts of America shall cease to exist or function as aforesaid, and the activities of the Boy Scouts of America shall not be revised within five years, then in that case, the Trustees and/or their successors hereunder, being in the lawful exercise of their functions herein are authorized and empower to use any and all trust funds created, either principal or interest, in the cause of the furtherance of work or non-sectarian character for youth in the territory of the Local Council as aforesaid, particularly those which in the judgment of the said Trustees shall have the first priority and served worthy and useful application of the property forming the corpus of this Trust, the same shall cease and determine.

11. The Trustees hereby nominated and appointed shall die, remove their residence from the State of Wisconsin, or having qualified, fail to act, the vacancy or vacancies among said Trustees shall be filled by the unanimous vote of the remaining Trustees, approved by Executive, subject to the approval of the Executive Board of the Samoan Council, Inc.

12. The Trustees herein nominated and appointed and their successors in trust, shall serve without the necessity of giving any bond or security for the performance and discharge of their duties and all of said Trustees and their successors in trust shall serve without compensation and shall be entitled to expenses in connection with their functions hereunder as they may deem necessary. In case any difference of opinion shall at any time arise between the Trustees hereunder as to the rights of the execution of this Trust, the decision of the majority of the trustees shall be binding and conclusive.

13. It is hereby declared that the Trust property of the Fund may be increased from time to time by contributions, donations or otherwise and in the event the said trust property is increased as aforesaid, shall be considered by the said Trustees as forming a part of the corpus of this trust and the same shall be held upon and subject to the same terms and conditions as herein made applicable to the original Trust Fund.

14. The Trustees shall have the power and authority to appoint and select a Depositary of the trust funds herein provided for; the Depositary, so selected, shall report to the Trustees from time to time as may be required by them not only as to the status of the funds on deposit, but also with an estimate of net income which will be available from time to time. The Depositary shall also submit to the Trustees, within thirty days after the end of each calendar year, an annual statement, and, at such other times as may be required by the Trustees, shall submit an intermediate statement of the condition of the fund; each statement shall consist of a complete financial statement of the fund, or the part of the fund held by the Depositary during the preceding calendar year, if it be an intermediate statement, (b) the amount of income then available for distribution, (c) a list of securities, investment and cash held in the Depositary, and (d) a summary report appropriate to be rendered by such depositary, including any comments, suggestions, or recommendations which the Depositary may deem appropriate.

15. From time to time, if in the judgment of the Trustees, and of the provisions of this Trust Agreement, as it may then exist, or be effective, shall be or have been inapposite or inapplicable to the purposes for which they deem this Agreement to have been made, or if in their opinion it shall be desirable to supply any defects and omissions in this agreement or to make any reasonable modifications thereto in which their judgment or opinion shall be or become incident or necessary to give effect to the intent thereof, or to make any other modification of this Agreement as they may deem not inconsistent with the general purpose for which contributions, donations or otherwise have been made to the Fund, and for which this Trust Agreement shall have been made.

16. It is hereby declared that the Trust property of the Fund, may be rented, or leased, to other qualified public groups, such as girl scouts, and others, in which the judgment of the Trustees are suitable to make use of the properties. It is further understood that the said Trustees shall have the first opportunity and call upon the use of the said properties.
jurisdiction shall adjudge that any of the terms, conditions or provisions of this
Declaration are invalid, such adjudication shall in no way affect the validity of the
remaining provisions.

IF WITNESS WHEREOF, the said Jayset Council, Inc., Boy Scouts of America have caused
these presents to be signed by its respective officers thereto duly authorized and the
said Trustees have hereunto set their hands and seals as of this 15th day of July, 1951.

ATTEST: For Council for Scouts of America

President J. J. Phillips

S. L. Ylander, Scout Executive

S. J. Phillips (seal)

S. L. Ylander, Scout Executive

Received for record the 22nd day
of May A.D., 1951 at 9:20 o'clock

A.M.

ED. D. HATA

Register of Deeds

James J. Van Lagen

(scal)

L. E. Conn

(scal)

E. C. Frazee

(scal)

L. A. Hungenberg

(scal)

Howard E. Quick

(scal)

Register of Deeds
D-2: Quit Claim Deed-Donation of 60 Acres to Samoset Council

Helen Lydiard
Helen Sullivan
Signed & Sealed in Presence of
Mabel H. Wedge
Agnes L. Lacoste

STATE OF ILLINOIS
COUNTY OF COOK
Personally came before me, this 30th day of August, A.D. 1948, the above named Dr. Lee F. A. Hein and Luella "Hein, his wife, to me known to be the persons who executed the foregoing instrument and acknowledged the same.

TO HAVE AND TO HOLD THE SAME, together with all and singular the appurtenances and privileges thereunto belonging or in anywise thereunto appertaining, and all the estate, right, title, interest and claim whatsoever, of the said parties of the first part, in law or equity to the only proper use, benefit and behoof of the said parties of the second part, together with the right of way across the South half of said forty; said right of way to be located by mutual agreement.

IN WITNESS WHEREOF, the said parties of the first part have hereunto set their hands and seals this 30th day of August, 1948.

Hedwig H. Clinchant (Seal)
Hedwig H. Clinchant

STATE OF INDIANA
COUNTY OF KNOX
Personally came before me, this 26 day of March, A.D. 1951, the above named Hedwig R. Oliphant, to me known to be the person who executed the foregoing instrument and acknowledged the same.

IN WITNESS WHEREOF, the said parties of the first part, for an in consideration of the sum of One ($1.00) Dollar to them in hand paid by the said parties of the second part, the receipt whereof is hereby confirmed and acknowledged, have given, granted, bargained, sold, remised, released and quit-claimed, and by these presents do give, grant, bargain, sell, release and quit-claim unto the said parties of the second, and their successors in trust for the Boy Scouts of America, particularly Wood and Portage Districts of the Samoset Council, Boy Scouts of America, the following described Real Estate, County of Portage, State of Wisconsin:

The North one-half of the South East Quarter of the North West Quarter of Section Twenty-two (22), Township Twenty-four (24) North of Range Ten (10) East, together with the right of way across the South half of said forty; said right of way to be located by mutual agreement.

IN WITNESS WHEREOF, the said parties of the first part have hereunto set their hands and seals this 30th day of August, 1948.

William J. Taylor (Seal)
William J. Taylor, Testamentary Trustee u/w Isaac F. Witter, Dec'd.
Isaac F. Witter, Dec'd.

John Alexander (Seal)
John Alexander

George W. Head (Seal)
George W. Head

J. W. Dunegan (Seal)
J. W. Dunegan

E. B. Robertson (Seal)
E. B. Robertson

Marian Robertson (Seal)
Marian Robertson

Edward J. Dempsey (Seal)
Edward J. Dempsey, Testamentary Trustee u/w Isaac F. Witter, Dec'd.
Isaac F. Witter, Dec'd.

E. A. Oberweiser (Seal)
E. A. Oberweiser

Camille Oberweiser (Seal)
Camille Oberweiser

Dorothy D. Alexander (Seal)
Dorothy D. Alexander
THIS INDENTURE, made this 30th day of March, A.D. 1955.

BETWEEN

Samoset Council, Inc., Boy Scouts of America

a Corporation duly organized and existing under and by virtue of the laws of the State of Wisconsin, located at Wausau, Wisconsin,

and

The Trustees of Northwood District, Samoset Council; the Trustees of Portage District, Samoset Council; the County Judge of Wood County, the City Judge of Portage County, Trustees, their successors and assigns,

For and in consideration of the sum of One Dollar and other valuable considerations, to be paid by said party of the second part, and to be paid by said party of the second part, the receipt whereof is hereby confirmed and acknowledged, has given, granted, bargained, sold, remitted, released, acceded, conveyed and confirmed, and by these presents does give, grant, bargain, sell, remit, release, alien, convey and confirm unto said party of the second part,

The South One-half of the South East Quarter of the North West Quarter of Section Twenty-two (22), Township Twenty-four (24) North, Range Ten (10) East, except right of way conveyed by deed recorded in Volume 145 of Deeds on page 513, Portage County Registry Records.

No. U. S. Revenue needed.

TO HAVE AND TO HOLD the above described real estate, without the County of Portage and State of Wisconsin.

IN WITNESS WHEREOF, the said Samoset Council, Inc., Boy Scouts of America, their successors, and assigns, have caused these presents to be signed by

Stanton W. Mead, President

at Wisconsin Rapids, Wisconsin, on the day of April, A.D. 1955.

SIGNED AND SEALED IN PRESENCE OF

S. W. Kilander

S. W. Kilander

Mildred A. Ashbeck

Mildred A. Ashbeck

M. W. Kilander

M. W. Kilander

STATE OF WISCONSIN

County

Personally came before me, this 30th day of March, A.D. 1955.

Stanton W. Mead, President

of the above named Corporation, to me known to be the person who executed the foregoing instrument, and to me known to be such President, and acknowledged that he executed the foregoing instrument as such President of said Corporation, by his authority.

Received for Record this 20th day of April, A.D. 1955.

Claude A. Lynn

Notary Public

Wood County

Wis.

This instrument, made by HIRAM D. ANDERSON, JR., and FLOY HAN ANDERSON, his wife, the grants, to Stevens Point, Portage County, Wisconsin, hereby conveys and warrants to the TRUSTEE OF WOOD COUNTY, HANCOCK COUNTY, the TRUSTEE OF SOUTH WOOD COUNTY DISTRICT, all the Tract of Land comprised in the following description:

The westerly 540.10 (540.10) feet of that part of the South East Quarter (SEQ) of the South West Quarter (SWQ) of Section Fifteen (15), Township Twenty-Four (24), Range Ten (10) East lying northerly of the town road running from the town line to Lakefront, Portage County, Wisconsin. State of Wisconsin:

All of that part of the North West Quarter (NWQ) of the North East Quarter (NEQ) of Section Twenty-Two (22), Township Twenty-Four (24), Range Ten (10) East lying westerly of the town road running from the town line to Mount Macom Lake:

The South Three Hundred Seventy-Eight (378) feet of the South West Quarter (SWQ) of the South East Quarter (SEQ) of Section Fifteen (15), Township Twenty-Four (24), Range Ten (10) East and

All that part of the South 378 feet of the SEQ of Section 15, Township 24 North, Range 10 East, and

And also conveying a strip of land 250 feet wide in a north south direction between the said town road and the north line of said description, the westerly edge of said strip being 80 feet easterly of the west line of said SEQ Quarter:

This conveyance is made to the above Trustees, the property to be used in accordance with the terms of that certain agreement entitled a Declaration of Trust creating a Boy Scout Trust Fund for the Hancock County, Boy Scouts of America, Wood and Portage Districts dated November 15, 1950 and recorded July 22, 1951 in Vol. 135, Deeds and Miscellaneous pages 423 to 425, Portage County Records.

The land conveyed by this deed is to be used for Scouting purposes only, and in the event the Scout Camp located on Mount Macom Lake be abandoned as a Scout Camp, the land and improvements thereon shall revert to the Grantors, their heirs or assigns, and the Trustees agree, by accepting this deed, to recover said land hereby conveyed.

This instrument was signed, sealed, and acknowledged to the above named HIRAM D. ANDERSON and FLOY HAN ANDERSON, the date and place of execution.

Judy Stevens
Carol Check

Lillian A. Haka
Notary Public

D-4: Hiram Anderson's Donation to Trust, 1965 (6.5 acres)
Proposal for
Camp Chickagami and Boy Scout Lands in
Portage County

by

University of Wisconsin-Stevens Point

and

Trust, Samoset Council

October 18, 1973
It is recommended that Camp Chicagami and the attendant lands now under the control of the Boy Scouts of America, or held in trust by it, be turned over to the University of Wisconsin at Stevens Point, Stevens Point, Wisconsin for all operational purposes. Possession of the land, the camp, and all other properties now on the land, shall remain with the Boy Scout Trust. Responsibility for maintaining and operating the camp, and its attendant lands, shall become the responsibility of UW-SP and will be managed through the School of Education, College of Professional Studies.

In return for the use of the property, UW-SP shall maintain all buildings, roads, docks, trails, or any other man-made structures in a condition which is equal to, or better than, the condition as determined by a committee of six representatives of the two agreeing bodies on November 17, 1973. During the life of this agreement, the Boy Scouts of the ______ Council shall have use of these facilities as stated at a later time in this document.

Should either of the agreeing parties wish to terminate the agreement, they may do so by notifying the other party that the agreement will be terminated at a future date, not sooner than six (6) months from the time of the letter of termination.
Responsibility

It is proposed that the operation and maintenance of Camp Chickagami, and its attendant lands, be the responsibility of the School of Education, College of Professional Studies, University of Wisconsin - Stevens Point, Stevens Point, Wisconsin.

Scope of the Program

It is proposed that the program at Camp Chickagami encompass four basic areas. These areas shall be: Elementary Education Teacher Training; Outdoor Education practicum; Elementary School camping program and Elementary one-day field trips; and, Boy Scouts programs as the need arises.

1. Elementary Teacher Training. All elementary teacher training students will spend an equivalent of one week during their junior year acting as counselors and instructors in the basic portion of the elementary curriculum. They will do this during the camp periods or the one-day field trips under the guidance and direction of the elementary students' regular classroom teacher and an instructor from the University.

2. Outdoor Education Practicum. Students enrolled in the Outdoor Education Minor will act as Camp Coordinator for at least one full week while the camp is in session. During this period they will assume complete responsibility for the operation of the camp including educational program, recreational activities, food and shelter of the elementary class(es), at the camp. This program will be planned with the regular classroom teacher(s) whose class(es) is involved during that period of time. Every effort will be made to plan a camp session with experiences that have a
direct relationship to the classroom curriculum of the students attending the camp.

Outdoor Education students will also share in the instruction of the one-day sessions to be conducted for classes not involved in the camping programs. These one day sessions will be conducted at sites other than that of Camp Chickagami. These sessions will also be planned with the regular classroom teacher so that a continuity in curriculum will be maintained.

3. Elementary School Camping and One-day Trips. Initially the camping program for public and parochial elementary schools will be planned for a two and one-half (2½) day session involving the sixth (6th) grades. The students will be housed at the camp and will receive instruction during that time in a program developed by the regular classroom teacher, the camp coordinator and such resource people as are deemed advisable. Meals will be prepared by the students and jointly planned by them, their teacher and the camp coordinator.

Instruction during the camp sessions will attempt to utilize the resources offered by the camp setting. These resources include, but are not limited to, the forest, the soil, the water, the plants other than trees, and the wildlife that inhabit the environs of the camp.

For those classes in grades other than sixth, or those sixth grades not wishing to take part in the camping program, a special series of one-day trips will be
developed to provide instruction in the outdoors which is compatible with their regular classroom curriculum. These trips will be conducted in areas separate from the site of Camp Chickagami to provide the students with a variety of sites as they pursue their education in the outdoors. It is expected that these trips will be to resource areas as other Boy Scout lands, Public and Parochial School property, Public lands including the County Park systems, University owned property and other sites which are available and for which permission for use can be obtained. A student enrolled in the Outdoor Education minor will be assigned to act as coordinator for each of these trips and will, with the regular classroom teacher, plan the site to be visited and the instruction that will take place there. University students, other than the coordinator, may be assigned to assist in the instruction during these trips.

4. Boy Scout programs. Camp Chickagami shall remain available to the ________ Boy Scout Council based on their needs to maintain a viable local program. It is assumed that they will continue to use the camp on weekends during the school year and during the normal vacation periods of public and parochial schools in the ________ Boy Scout Council.

Summer camping by the Boy Scouts will be given priority during the months of June, July, and August. During these months, and while the Boy Scouts are carrying on their own programs, it is assumed that they, the Boy Scouts, will assume responsibility for the operation of the
camp and the instructional program that is carried on during those periods.

OPERATION AND BUDGET

Camp Chickagami, as an Outdoor Education Center operated by the School of Education, will require a budget which is proposed as below. Costs are estimated or left to be determined:

**Insurance**

- Buildings, valued at _______________ $ .
- Movable property, valued at _______________ .
- Liability for injury, __________/accident .
- Liability for instructor __________ limit .

**Operation**

- Electricity .
- Gas, cooking .
- Building Maintenance 450.00
- Sinking Fund, replacement of buildings 300.00
- Travel 1000.00
- First Aid Supplies/Equipment 50.00
- Arts and Crafts Supplies 150.00
- Kitchen equipment to meet greater number of campers .
- Replacement of broken/lost equipment 100.00
- Telephone (for emergency) .

**Personnel**

- Camp Director (Graduate Student) 2500.00
Sources of Funds to meet budget

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-SP Graduate Student</td>
<td>$2500.00</td>
</tr>
<tr>
<td>Student User Fee 800 students @2.50 (camp)</td>
<td>2000.00</td>
</tr>
<tr>
<td>Student User Fee 1000 students @ .50 (one-day)</td>
<td>500.00</td>
</tr>
<tr>
<td>Boy Scouts of America</td>
<td>500.00</td>
</tr>
<tr>
<td>Gifts and donations</td>
<td>150.00</td>
</tr>
</tbody>
</table>
ADDENDUM

Preliminary discussions have been held with Dr. James Scammon, Superintendent of the Stevens Point Area Public Schools and Mr. James Biermeier, Superintendent of the Stevens Point Catholic Schools about the possibility of their school systems using this facility if it becomes a reality. Neither gentleman could commit himself, or the school system he heads since in each case it would require action by their respective Board of Education. Both of them, however, were receptive to the idea and requested more complete information which was not available at the time I spoke to them.

It is assumed that both school systems would provide transportation for their students, to and from the sites used for instruction, and that food consumed at Camp Chickaqaomi would be their responsibility also. One alternative to the food problem would be to have Saga Foods bid on providing the noon meals each day on a contract basis. This has not been explored to date.

Some assistance in instruction may be available through the Intern Program of the College of Natural Resources. This idea has been discussed without commitmment by them. A more decisive answer will be available when a more detailed program is prepared for perusal. This arrangement would be of great value since these students could provide a quality of resource people not available through the Elementary Education program.

One area of instruction that has not been mentioned at all is involvement by the two Junior High Schools and the two High Schools in Stevens Point. This involvement would be Stage II of the development of the program and would not be attempted during the first year of operation. Possibilities for expansion are great however and could involve classes in biology, agriculture, industrial arts, Capstone classes, home economics and the like.
Two other areas have also been left for later planning and development. One area is expansion to schools and school districts outside of Stevens Point which could eventually include much of CESA #7. The other area is a year-round program. This is not feasible at present because of the limitations of the present buildings but will certainly be kept in mind as a logical area for expansion.
D-6: Original Lease between UWSP Foundation and Trustees (1975)

WHEREAS, the Boy Scout camp known as Camp Chickagami, located at Sunset Lake, Portage County, Wisconsin, is held in fee by the Trustees of Camp Chickagami, the same being under the terms of the trust of the County Judge of Portage, the County Judge of Wood County and a representative from each the Portage County District, Northwood County District and Southwood County District; and

WHEREAS, the Camp has for many years been leased to the Samoset Council of the Boy Scouts of America, with the Council headquarters being located in Wausau, Wisconsin, and it being the official administering unit of the Boy Scouts of America covering a wide area in Central Wisconsin, including Wood and Portage County; and

WHEREAS, the said Samoset Council is the owner of another camp known as Camp Tescoma located near Rhinelander, Wisconsin, which has been used as its summer camp for the past three summers; and

WHEREAS, Camp Chickagami has not been used for scouting or other purposes for the past three summers and the Samoset Council does not wish to use it for summer camping in the foreseeable future, but said Council does wish to use and has been using said camp during the fall, winter and spring months on certain designated weekends, and wishes to continue to use the camp on said basis; and

WHEREAS, the physical facilities of both the buildings, equipment and personal property located at said camp has been deteriorating and is in bad need of repair and improvement and maintenance and that funds are not available for the same or justifiable under the current limited use; and

WHEREAS, the University of Wisconsin - Stevens Point Foundation, Inc., in cooperation with the faculty of said university
and with the participation of students from said university, is desirous of obtaining the use of said camp during those periods when the camp has been vacant during recent years, reserving to Samoset Council Boy Scout use free of charge during the weekends for which they desire its use, the objective of the Foundation being to set up a proposed "Central Wisconsin Regional Environmental Education Center" at Camp Chickagami; and

WHEREAS, the purpose of said environmental center are as follows:

1. provide a learning situation whereby basic ecologic principles can be experienced in a natural study environment by elementary and secondary students from the central Wisconsin School districts of Wood, Portage, and Waupaca Counties. (Eventually this will be expanded to include other counties.);

2. provide practical experience for UW-SP students who are majoring or minoring (undergraduate and graduate) in outdoor or environmental education, and educational opportunities for students in other academic areas;

3. provide in-service training programs for Wisconsin teachers in the fields of environmental and outdoor education, and

4. provide a unique environment for a wide variety of other educational programs such as handicapped children, adults, and natural resource oriented youth and adult organizations;

and

WHEREAS, the Foundation believes that it can provide funds to update and improve the camp facilities, relieve Samoset Council of all of its monetary burden and preserve the camp and its facilities during the term of its lease of said facilities so that should the Scouts, at the end of the term of the following lease, desire greater use or full time use of the camp, that the same will be kept and maintained in good physical condition for scouting use; and

WHEREAS, the trustees do believe that to enter into the following lease is entirely consistent with the purposes of the
trust and is in the best interests of scouting:

NOW THEREFORE, this lease and working agreement is entered into between the Trustees of Camp Chickagami (hereinafter referred to as "Trustees") and the University of Wisconsin - Stevens Point Foundation, Inc., (hereinafter referred to as "Foundation" as follows:

1. The Trustees hereby lease the Scout Camp premises (the exact legal description thereof being attached hereto as Exhibit "A") for a period of twenty (20) years, reserving, however, the winter use of said Camp as set forth in an agreement bearing even date herewith between Samoset Council, the Boy Scouts of America, and the Trustees.

2. Which use shall be free of charge to the Scout Council or its troops.

3. That if, during the term of this lease, the Samoset Council should desire limited summer use of the property, the Foundation shall provide that priority for such limited summer camping be given the Council over other groups, but on equal terms, and provided that reasonably early application for such use be made, and that such priority shall not be of such nature as to materially interfere with any of the Environmental Education Center's programs or activities.

4. That the Foundation shall relieve the Council of the economic burden of maintaining the Camp and that the Foundation shall pay all insurance on the buildings, premises, utilities, taxes, if any, repair and upgrade the buildings and facilities, to maintain the premises and buildings in a husbandlike manner and to provide a suitable building and equipment for housing 30 Boy Scouts for scouting purposes on the weekends between October 1 and April 30 as set forth in the agreement between the Council and the Trustees.

5. That in administering the use by Samoset Council for
winter camping, the Foundation and its agents shall have the overall control of the premises and that the scout troops or groups shall be required to check in and out with the caretaker and that the Foundation and the Environmental Education Center may require that the scouts follow the reasonable rules and regulations concerning the cleaning of the premises and that they may require a reasonable deposit as has been the custom of the Council to guarantee against loss or destruction of the personal property used by the scouts in said winter camping.

6. That the name of the camp shall be maintained as "Camp Chickagami". The Foundation may, however, erect appropriate signs designating the premises as the Central Wisconsin Environmental Education Center and refer to the same. It is the intent of this provision that the facilities shall be continued to be known, in part, as Camp Chickagami.

7. The Foundation may erect additional buildings on the premises consistent with its use as a camp during the first ten years of this lease. Any new buildings or facilities erected during the last ten years of the lease shall have the prior approval of the Trustees.

8. The Foundation and its designated operators of the camp may charge reasonable fees for the use of the facilities to offset the cost of maintaining and improving the premises (except for the scout winter use as set forth above).

9. The Foundation shall have the first option to renew this lease for additional periods of ten years. Should the Trustees refuse to renew said lease if a renewal is requested and return the camp to full-time scouting, they shall pay to the Foundation the reasonable depreciated value of the permanent improvements made by the Foundation.

10. Any and all personal property brought onto the premises by the Foundation or its agents shall strictly be the property
of said Foundation or its sub-lessees and may be removed by
the Foundation or its Educational Center at any termination of
the lease.

11. It is agreed that the Trustees, during the term of
this lease, shall not be liable for any of the insurance, utilities,
cost of improvements or repairs to the premises and that the
Foundation hereby agrees to hold the Trustees harmless therefrom.

12. The Foundation will make reasonable attempts to
stamp out the poison ivy growing on the premises.

Dated this 19th day of May, 1975.

TRUSTEES OF CAMP CHICKAGAMI (Lessor)

By

Hiram D. Anderson, Jr.

President

Fred A. Fink

Secretary

UNIVERSITY OF WISCONSIN - STEVENS POINT
FOUNDATION, INC. (Lessee)

By

Kenneth D. Willett

President

William B. Vickerstaff

Secretary

WITNESSES:

Robert Jenkins

Carol Lee

Lulu Burns

Betty Lorbecki

STATE OF WISCONSIN
COUNTY OF PORTAGE

Personally came before me, this 19th day of May, 1975, the above
named Hiram D. Anderson, Jr., Fred A. Fink, K. B. Willett and William
Vickerstaff, to me known to be the persons who executed the foregoing
lease and acknowledged the same.

Patricia A. Barnsdale
Notary Public, Portage County, Wis.
My Commission:

This instrument drafted by: Attorney H. D. Anderson
EXHIBIT A

The North-East Quarter (NE 1/4) of the North-West Quarter (NW 1/4) of Section 22.

The South-East Quarter (SE 1/4) of the North-West Quarter (NW 1/4) of Section 22.

All that part of the North-West Quarter (NW 1/4) of the North West Quarter (NW 1/4) of Section 22 lying westerly of the Town road running around Sunset Lake known as Taylor Road.

The Easterly 540.1 feet of that part of the South-East Quarter (SE 1/4) of the South-West Quarter (SW 1/4) of Section 15 lying southerly of Taylor Road.

The South 378 feet of the South-West Quarter (SW 1/4) of the South-West Quarter (SW 1/4) of Section 15, and

That part of the South 378 feet of the South-East Quarter (SE 1/4) of the South-West Quarter (SW 1/4) of Section 15 lying northerly of Taylor Road, except a parcel 165.18 ft. by 171.88 feet in the North-East corner thereof, and also except a parcel thereof 250 feet (east and west) lying 80 feet easterly of the west line of said SE 1/4 of SW 1/4 of Section 15;

All in Township 24 North, Range 10 East.
EXTENSION OF LEASE

WHEREAS, a Lease Agreement was entered into on the 19th day of May, 1975, between the TRUSTEES OF CAMP CHICAGAMI (Lessor) and the UNIVERSITY OF WISCONSIN - STEVENS POINT FOUNDATION, INC. (Lessee) for the leasing of certain lands in the Town of New Hope constituting what is commonly known as Camp Chickagami and also known as the University of Wisconsin - Stevens Point Environmental Center, copies of which Lease is attached hereto;

AND WHEREAS said lease arrangement in the opinion of the University Foundation and the Trustees has proved to be a very beneficial and desirable arrangement for all concerned;

AND WHEREAS the University Foundation in order to obtain financing to add additional improvements to the property, needs a lease that will run for a period of 25 years;

NOW, THEREFORE, IT IS AGREED by and between the Trustees and the University Foundation that the attached lease be extended so as to cover the period from July 31, 1978 through July 31, 2003.

Dated this 31st day of July, 1978.

TRUSTEES OF CAMP CHICAGAMI (Lessor)

By:  

President  

By:  

Secretary  

WITNESSES:

Jennifer A. Molepske

Fred A. Pink

President  

Secretary
WITNESSES:

UNIVERSITY OF WISCONSIN-STEVEN'S POINT FOUNDATION, INC. (Lessee)

By:

President Robert W. Worth

Secretary Mary M. Williams

Carole J. Martin

Joan Woyak

STATF OF WISCONSIN )

COUNTY OF PORTAGE )

Personally came before me this 31st day of July, 1978, the above named HIRAM D. ANDERSON, JR., ROBERT WORTH and MARY WILLIAMS, to me known to be the persons who executed the foregoing lease extension and acknowledged the same.

Joan Woyak

Notary Public, Portage County, Wisconsin
My commission: Sept. 7, 1980

STATE OF WISCONSIN )

COUNTY OF WOOD )

Personally came before me this 31st day of July, 1978, the abovenamed FREDERICK A. FINK, to me known to be the person who executed the foregoing lease extension and acknowledged the same.

Paul Field

Notary Public, Wood County, Wisconsin
My commission: Circuit Court Commissioner
Wood County
D-8: Second extension of Lease between Foundation and Trustees (1985)

WHEREAS, a Lease Agreement was entered into on the 19th day of May, 1975, between the TRUSTEES OF CAMP CHICAGAMI (Lessor) and the UNIVERSITY OF WISCONSIN - STEVENS POINT FOUNDATION, INC. (Lessee) for the leasing of certain lands in the Town of New Hope constituting what is commonly known as Camp Chickagami and also known as the University of Wisconsin - Stevens Point Environmental Center, copies of which Lease is attached hereto;

AND WHEREAS, said lease was extended through July 31, 2003 by Agreement dated July 31, 1978;

AND WHEREAS, said lease arrangement with extension has proved to be a very beneficial arrangement for the parties thereto and for the Boy Scouts of Samoset Council;

AND WHEREAS, the University Foundation in order to obtain financing and grants to add additional improvements to the property needs a lease that will run to July 20 of the year 2015, and the Samoset Council of Boy Scouts of America having approved such an extension;

NOW, THEREFORE, IT IS AGREED by and between the Trustees and the University Foundation that the attached lease be extended so as to cover the period from the date hereof through July 20, 2015.

Dated this 20th day of July, 1985.

TRUSTEES OF CAMP CHICKAGAMI (Lessor)

WITNESSES:

By

Hiram D. Anderson, Jr. - Trustee

Robert C. Jenkins - Trustee

UNIVERSITY OF WISCONSIN-STEVENS POINT FOUNDATION, INC. (Lessee)

By

David R. Miller, President

Karen Engelhard, Secretary
STATE OF WISCONSIN }  
COUNTY OF PORTAGE } 

Personally came before me this 20th day of July, 1985, the above named HIRAM D. ANDERSON, JR., DAVID R. MILLER, KAREN ENGELHARD, and ROBERT C. JENKINS, to me known to be the persons who executed the foregoing Second Extension of Lease and acknowledged the same.

Carole J. Martin  
Notary Public, Portage Co., WI  

SUBLEASE FOR CAMP CHICKAGAMI SITE (PORTAGE COUNTY)

CENTRAL WISCONSIN ENVIRONMENTAL STATION

LESSOR: University of Wisconsin-Stevens Point Foundation, Inc.

SUBLESSEE: Board of Regents, University of Wisconsin System and the University of Wisconsin-Stevens Point, Stevens Point, WI 54481

THIS SUBLEASE, made and entered into this date by and between the UW-SP Foundation, Inc., whose address is 2100 Main Street, Stevens Point, WI 54481, and whose interest in the property hereinafter described as that of lease holder, hereinafter called the Lessor, and the Board of Regents, University of Wisconsin System by the University of Wisconsin-Stevens Point whose representative is the Dean of the College of Natural Resources, hereinafter called the University:

WITNESSETH:

WHEREAS, the Lessor holds lease to approximately 121 contiguous acres of land located in Township 24 North, Range 10 East, Town of New Hope, Portage County Wisconsin, hereinafter called the Environmental Station Parcel;

WHEREAS, the Environmental Station Parcel was conveyed to the Lessor by a lease dated May 19, 1975 recorded October 3, 1978 in Volume 397 at pages 154-161 of the Records of the Register of Deeds of Portage County, Wisconsin, and which said lease was extended to the year 2003 by an agreement dated July 31, 1978:

WHEREAS, the aforesaid lease specified (a) various restrictions on the use of the Environmental Station Parcel and (b) other requirements regarding maintenance and management of the Parcel, which such restrictions and requirements are hereinafter called the "Lease Restrictions":

WHEREAS, the University desires to sublease the Environmental Station Parcel from the Lessor for environmental education purposes.

NOW THEREFORE: the parties hereto for the consideration hereinafter mentioned, covenant and agree as follows:

1. The Lessor hereby subleases to the University for environmental education and other related scientific and academic purposes, to the extent permitted in the Lease Restrictions, a tract of land, and all improvements thereon in Portage County, Town of New Hope, Wisconsin, hereetofore selected by the University, containing 121 acres, more or less, and being the lands described as follows: the N.E. 1/4 of the N.W. 1/4 of Section 22, the S.E. 1/4 of the N.W. 1/4 of Section 22. All that part of the North-West Quarter (NW 1/4) of the North West Quarter (NW 1/4) of Section 22 lying westerly of the Town road running around Sunset Lake known as Taylor Road.

The Easterly 540.1 feet of that part of the South-East Quarter (SE 1/4) of the South-West Quarter (SW 1/4) of Section 15 lying Southerly of Taylor Road.
The South 378 feet of the South-West Quarter (SW 1/4) of the
South-West Quarter (SW 1/4) of Section 15, and

That part of the South 378 feet of the South-East Quarter
(SE 1/4) of the South-West Quarter (SW 1/4) of Section 15
lying northerly of Taylor Road, except a parcel 165.18 feet by
171.88 feet in the North-East corner thereof, and also except
a parcel thereof 250 feet (east and west) lying 80 feet easterly
of the west line of said SE 1/4 of SW 1/4 of Section 15;

All in Township 24 North, Range 10 East.

2. TO HAVE AND TO HOLD the Subleased Property for the term beginning
on May 19, 1984 through November 15, 2003.

3. The University shall maintain the Subleased Property to standards
of repair, orderliness, neatness, sanitation and safety.

4. The University will bear all costs of operating the improvements
constituting a part of the Subleased Property, including charges
for utilities.

5. The University agrees to be responsible for any and all liability
claims and costs arising out of the negligent acts, errors or
omissions of their respective officers, employees, agents or
representatives while acting within the scope of their duties,
for any loss or damage to any property occuring in connection
with or in any incident to or arising out of the occupancy, use,
service, operation or performance of work in connection with this
lease.

6. The University shall protect the natural appearance of the Environ­
mental Station Parcel as far as possible consistent with the Lease
Restrictions on the Subleased Property and operation and main­
tenance of the Environmental Station Parcel.

7. The University shall provide a person in residence year round.
This person shall be responsible for the appropriate lighting,
heating, water system and sewer system operation, depending on
program needs and other duties that may be assigned.

8. The Environmental Station Director employed by the University
shall have the complete and sole control of all access to and
use of the Subleased Property during the term of this Sublease.

9. The University, within the limits of available funds and personnel
and consistent with working plans of this agreement, will conduct
on the land herein mentioned, environmental education programs
and experimental work in forestry and wildlife or other related
studies.
10. Notwithstanding anything to the contrary contained in this Lease, the University will comply with the Lease Restrictions as the same apply to the Environmental Station Parcel and the Subleased Property constituting a part thereof.

11. In the event dissatisfactions arise on the part of either party in this agreement that can't be negotiated, either party may terminate this understanding with a twelve month notice.

IN WITNESS THEREOF, the parties have hereunto subscribed their names as of the date first written above.

LESSOR: University of Wisconsin Stevens Point Foundation, Inc.
BY: ___________________________ Executive Director
    president

SUBLESSEE: University of Wisconsin-Stevens Point
BY: ___________________________ Assistant Secretary, Board of Regents of the Univ. of Wisconsin System
    dean, college of Natural Resources

All in Witness
Extension of Sublease
for
Central Wisconsin Environmental Station
Portage County

LESSOR: University of Wisconsin-Stevens Point Foundation, Inc.

SUBLESSEE: Board of Regents, University of Wisconsin System and the
University of Wisconsin-Stevens Point, Stevens Point, WI 54481

WHEREAS, A Sublease Agreement was entered into on the 19th of May 1984, between
the UWSP Foundation, Inc. and the Board of Regents of the U.W. System and the
University at Stevens Point for the leasing of certain lands in the Town of
New Hope constituting what is commonly known as Camp Chickagami and also known
as the Central Wisconsin Environmental Station (CWES), copy of which sublease
is attached hereto;

AND WHEREAS, said sublease was valid until November 15, 2003, dated May 19, 1984;

AND WHEREAS, the UWSP Foundation lease from the Trustees of Camp Chickagami and
Somerset Council of Boy Scouts of America have extended their lease to July 20, 2015;

NOW, THEREFORE, IT IS AGREED by and between the above Lessor and Sublessee that
the attached sublease be extended so as to cover the period from the date hereof
through July 20, 2015.

Dated this 30th day of September, 1985.

University of Wisconsin-Stevens
Point Foundation, Inc. (Lessor)

David R. Miller, Pres.

Karen Engelhard, Exec. Sec.

University of Wisconsin - Stevens
Point (Sublessee)

U.W. System, Asst. Sec. Board of Regents

Chancellor Philip R. Marshall
D-11: Agreement between UWSP and UWSP Foundation

AGREEMENT

UNIVERSITY OF WISCONSIN - STEVENS POINT

and

UNIVERSITY OF WISCONSIN-STEVEN'S POINT FOUNDATION INCORPORATED

This agreement entered into the 1st day of January, 1976 by and between the University of Wisconsin-Stevens Point Foundation Incorporated (Foundation) and the University of Wisconsin-Stevens Point (University) for the purpose of providing educational services by the Central Wisconsin Environmental Center on behalf of the Foundation.

Agreement Objectives:

To provide educational and recreational services at Camp Chickagami on behalf of the Foundation.

Funding:

The Foundation agrees to reimburse the University for the salaries, wages and fringe benefits of the staff as well as indirect costs agreed upon by both parties.

Billing:

The University will bill the Foundation at the end of each payroll period for expenses incurred on behalf of the Foundation.

Staff:

The University will employ on behalf of the Foundation the required personnel to conduct the educational and recreational programs. These personnel will work under the supervision of the Central Wisconsin Environmental Center Director.

University Sponsor: 
Dean, College of Natural Resources

Foundation Sponsor: 
Executive Director

Period Covered: This agreement will become effective January 1, 1976 and continue in effect until terminated at the discretion of either party.

The parties whose signatures appear below have executed this agreement on the date shown.

ON BEHALF OF THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
Lee Sherman Dreyfus, Chancellor

ON BEHALF OF THE UNIVERSITY OF WISCONSIN-STEVEN'S POINT FOUNDATION, INCORPORATED

Executive Director

Date 1/1/76

Date 1/1/76
LEASE FOR SEVERSON LAKE (PORTAGE COUNTY)
FORESTRY & WILDLIFE STUDY AREA

Date of Lease January 1, 1985

LESSOR: University of Wisconsin-Stevens Point Foundation, Inc.

LESSEE: Board of Regents, University of Wisconsin System and the University of Wisconsin-Stevens Point, Stevens Point, WI 54481

THIS LEASE, made and entered into this date by and between the UWSP Foundation, Inc., whose address is 2100 Main Street, Stevens Point, WI 54481, and whose interest in the property hereinafter described as that of owner, hereinafter called the Lessor, and the Board of Regents, University of Wisconsin System by the University of Wisconsin-Stevens Point whose representative is the Dean of the College of Natural Resources, hereinafter called the University:

WITNESSETH:

WHEREAS, it is the desire of the University to conduct forestry and wildlife research and other related studies, and

WHEREAS, the Lessor has land adapted to the research to be conducted, and desires to lease such land to the University:

NOW THEREFORE: The parties hereto for the consideration hereinafter mentioned, covenant and agree as follows:

1. The Lessor hereby leases to the University for forestry and wildlife research and other related scientific purposes a tract of land in Portage County, Town of New Hope, Wisconsin, heretofore selected by the University, containing 80 acres, more or less, and being the lands shown on the attached map and described as follows: the North one-half of the North East Quarter; and part of the South West Quarter of the North East Quarter of Section 23, Township 24 North, Range 10 East, described as follows:

   Commencing at the Northwest corner of said forty, thence South on the Quarter line 14 rods and 6 feet (or 237 feet); thence Northeasterly to a point on North line of said forty, 11 rods and 3 feet (184.5 feet) East of the Northwest corner of said forty; thence West 11 rods and 3 feet to the place of beginning; Except Easement to Waupaca Electric Cooperative as recorded in Book 168 of Deeds, page 239 2/3 of Portage County Records.

   Also, a right of way across the Southeast Quarter of the North East Quarter of Section 23 Township 24 North, Range 10 East, as reserved by deed recorded in Book 238 of Records, page 345 of Portage County, Wisconsin registry records.
2. TO HAVE AND TO HOLD the said premises for the term begin­ning on January 1, 1985 through December 31, 1987.

3. The University shall pay the Lessor upon execution of this lease $1.00 in one payment in consideration for the right to use the said premises. A further consideration is the benefit to be derived by the Lessor from scientific research activities conducted by the University in cooperation with Lessor.

4. The leased premises shall be used only for University purposes.

5. The University shall have the complete and sole control of all access to and use of the land covered by this lease during the entire period.

6. The University, and its cooperators, within the limits of available funds and personnel and consistent with working plans of experiments, will conduct on the land herein leased, experimental work in forestry and wildlife or other related studies.

IN WITNESS WHEREOF, the parties have hereunto subscribed their names as of the date first above written.

LESSOR:

University of Wisconsin-Stevens Point Foundation, Inc.

BY: , Executive Director
UWSP Foundation, Inc.

IN PRESENCE OF:

LESSEE:

Board of Regents, University of Wisconsin System

BY:
LEASE AGREEMENT

CENTRAL WISCONSIN ENVIRONMENTAL STATION

LESSOR: Norwegian Evangelical Lutheran Congregation of New Hope a/k/a North New Hope Lutheran Congregation, a religious corporation, located in the Town of New Hope, Portage County, Wisconsin.

LESSEE: University of Wisconsin-Stevens Point Foundation, Inc., located at 2100 Main Street, Stevens Point, Wisconsin 54481.

THIS LEASE, made and entered into this 1st day of May 1983 by and between the Norwegian Evangelical Lutheran Congregation of New Hope, hereinafter called the Lessor, and the University of Wisconsin-Stevens Point Foundation, Inc., hereinafter called the Lessee:

WITNESSETH:

1. In consideration of the rent and covenants hereinafter reserved and contained, the Lessor hereby leases to the Lessee the following described premises:

   All that part of SW¼ NE¼ in Section 22, Township 24 North, Range 10 East, in the Town of New Hope, Portage County, Wisconsin, EXCEPT that portion which lies 50 feet on each side of the center line of the road known as Sunset Lake Road which runs northerly and southerly through the parcel.

2. To hold the same unto Lessee for the term of five (5) years from the date of this lease, yielding therefore the yearly rental of 115% of the annual taxes on the parcel, payable by the annual anniversary date of this lease, the first such payment to be made at the time of signing and ensealing of this lease. Being further agreed between the parties that it be a privilege of the parties to review the terms of this lease, except the rental rate, once every year, and to agree to amend terms as is mutually agreeable between the parties.

3. The Lessee shall maintain the leased property to standards of repair, orderliness, neatness and safety.
4. The Lessee shall not assign this lease or sublet said parcel without the written permission of the Lessor.

5. The Lessee agrees to be responsible for any and all liability claims and costs arising out of the negligent acts, errors or omissions of their respective officers, employees, agents or representatives while acting within the scope of their duties, for any loss or damage of any property occurring in connection with or in any incident to or arising out of the occupancy, use, service, operation or performance of work in connection with this lease.

6. The Lessee shall protect the natural appearance of the leased property as far as possible.

7. The Lessee, within the limits of available funds and personnel, will conduct on the land herein mentioned, environmental education programs for school children, teachers, university students and the general public.

8. The term of this lease shall automatically be extended for additional five (5) year periods if such lease is not terminated as hereinafter provided.

9. Either Lessor or Lessee shall have the right and privilege to cancel this lease by either party giving to the other party at least one (1) year's advance written notice of its intention or desire to terminate this lease.

10. Upon termination of this lease, the Lessee shall have the right to remove any property placed on said premises by the Lessee.

IN WITNESS WHEREOF, the Lessor has caused this lease to be signed by its authorized representatives and said Lessee has caused this lease to be likewise signed by its authorized representatives on the day and year first above written.

UNIVERSITY OF WISCONSIN-STEVENS POINT
FOUNDATION, INC.

By

John Seramur, President

Leonard Gibb, Executive Director
In Presence of:

NORWEGIAN EVANGELICAL LUTHERAN
CONGREGATION OF NEW HOPE a/k/a
NORTH NEW HOPE LUTHERAN CONGREGATION

By

Kenneth Krogwold, President

Gary Krogwold, Vice President

Kelly Ahnrud, Secretary

Morris Abbrahamson, Council Member

Steven Jensen, Council Member

Betsy Suehring, Council Member
D-14: Materials Regarding CWES Future Directions Planning Meeting

Agenda

Central Wisconsin Environmental Station

Future Directions Planning Meeting

Date: Monday, December 14, 1992

Time: 1:30 - 4:00 PM

Place: Central Wisconsin Environmental Station
       Walker Lodge
       7290 County MM, Amherst Junction, WI 54407
       (map enclosed)

1. Welcome and introductions

2. Introduction to meeting, goals, review of agenda

3. Overview of the Central Wisconsin Environmental Station
   (a) Origins: Original Trust, Samoset Council programs, establishment of CWES
   (b) Mission, organizational support and sponsors
   (c) Operation and educational use by UW-SP College of Natural Resources
   (d) Lands and facilities
   (e) Audiences served and programs offered
   (f) Evidence of Success
       • Widespread community support
       • National recognition as model EE Center
       • Demand, use statistics

4. Future Directions, charting a new course for the 21st century

5. Concerns and Challenges

6. Open discussion, including identification of alternatives, solutions, and future direction

7. Recommendations

8. Action plans

9. Tour of Lands and Facilities (optional)

10. Adjournment
List of Meeting Participants

Future Directions Planning Meeting

Central Wisconsin Environmental Station

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<td>1:30 - 4:00 PM</td>
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<td>Place:</td>
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</tbody>
</table>

**A. Trustees**

1. Hiram D. Anderson  
   1257 Main Street  
   Stevens Point, WI 54481  
   (phone: 344-0890)

2. The Honorable Robert Jenkins  
   516 N Old Wausau Road  
   Stevens Point, WI 54481  
   (phone: 344-4864)

3. The Honorable Dennis Conway  
   Wood County Courthouse  
   400 Market Street  
   Wisconsin Rapids, WI 54499  
   (phone: 421-8520)

**B. University of Wisconsin-Stevens Point Foundation**

Mr. James Radford, Director  
UW-SP Foundation, Inc.  
212 Main Building  
University of Wisconsin  
Stevens Point, WI 54481  
(phone: 346-3812)

**C. University of Wisconsin-Stevens Point**

1. Chancellor Keith Sanders  
   213 Main Building  
   University of Wisconsin  
   Stevens Point, WI 54481  
   (phone: 346-2123)

2. Dr. Rick Wilke, Associate Dean  
   University of Wisconsin  
   Stevens Point, WI 54481  
   (phone: 346-2853)

**D. Samoset Council of the Boy Scouts of America**

1. Mr. Rollie Martin, Council President  
   5264 Trout Creek Road  
   Amherst Junction, WI 54407  
   (phone: 824-2816)

2. Mike Sulgrove, Scout Executive  
   Samoset Council of the Boy Scouts of America  
   P. O. Box 6195  
   Wausau, WI 54402  
   (phone: 845-2195)

**E. Central Wisconsin Environmental Station Steering Committee**

1. Joseph Passineau, Director  
   Central Wisconsin Environmental Station  
   7290 County MM  
   Amherst Junction, WI 54407  
   (phone: 824-2428)

2. Mr. Robert Worth  
   (Chair of Steering Committee)  
   4209 Ridge Court  
   Stevens Point, WI 54481  
   (phone: 344-8732)

3. Mr. James Stoltenberg  
   (Steering Committee)  
   7243 County MM  
   Amherst Junction, WI 54407  
   (phone: 824-2097)
December 28, 1992

Mr. Hiram D. Anderson
1257 Main Street
Stevens Point, Wisconsin 54481

Dear Hiram:

Thanks very much for meeting with us at the Central Wisconsin Environmental Station (CWES) on December 14. We felt that the meeting was most worthwhile. It was our impression that those in attendance appreciated the opportunity to become better acquainted with one another and with our mutual interests in supporting outdoor youth education in this part of the state.

You indicated at the meeting that you, and perhaps Judge Conway, would be willing to pursue the decision made by the Division of Facilities and Development to discontinue state support for development and maintenance of essential infrastructure at CWES. I obtained from Carl Rasmussen, Campus Planner, the documentation which clearly spells out the state's position on this. Note particularly the memo of February 24, 1992 from Dick Peterson, Capital Budget Officer to John Driscoll, Project Manager for the bathhouse project. You will find a following letter on February 26 from John Driscoll to the architects who were under contract to design the bathhouse facility. Additional information is attached relating to the attempt of UW System to convince the state that it is in their interest to continue supporting development and maintenance of facilities at CWES. There has been absolutely no "give" that I am aware of at the state level on the policy position stated by Peterson in his memo of February 24. To my knowledge, the policy interpretation first was made by Peterson on or about that date.

I am not clear on how the Division of Facilities and Development relates to the rest of state government. Perhaps you know. I presume they work under the direction of the building Commission chaired by the Governor.

We very much appreciate your willingness to help us in this sticky issue. As stated at our meeting on December 14, we see no way to raise the kind of development money that will be required for maintenance and development at CWES. Not only do we need the $100,000 bathhouse, but we also need a major renovation of Sunset Lodge costing perhaps a quarter of a million dollars. We may be able to obtain additional property to better distribute activities and development at CWES for the long haul. That, however, is a separate issue. Clearly the most pressing concern is our ability, in absence of title to Camp Chickagamee, to maintain a safe and healthy facility to support on-going programs.
Please do not hesitate to ask me, Rick Wilke, or Joe Passineau if you have need for additional information. I know you will keep us informed of any progress you make.

With best wishes for the New Year.

Sincerely,

Alan W. Haney, Dean
College of Natural Resources

AWH/js

To: Judge Dennis Conway
   Judge Robert Jenkins
   Chancellor Keith Sanders
   Assistant Chancellor Greg Diemer
   Carl Rasmussen
   Rick Wilke
   Joe Passineau
The Executive Board of the Samoset Council, Boy Scouts of America, Inc. who, in partnership with the trustees of Camp Chickagami, wish to voice their support to the long range development of the Central Wisconsin Environmental Station (CWES), do here by enact the following resolution.

WHEREAS, the Central Wisconsin Environmental Station (A.K.A. Camp Chickagami) in partnership the Samoset Council, BSA has, since 1975, provide quality educational programs to enrich the lives of children through out the State of Wisconsin, but specifically the youth of Portage and Wood counties;

AND WHEREAS the Central Wisconsin Environmental Station has gained national recognition as a model environmental center for its service to schools, universities, teachers, youth groups and civic groups;

AND WHEREAS the Central Wisconsin Environmental Station has faithfully upheld its agreement to allow first come reservations to units of the Samoset Council, BSA from October to April to each fall and winter season;

AND WHEREAS the terms of the Camp Chickagami trust are not rescindable and the land can never be sold except by the total demise of the Scout Council, BSA and the National Council, BSA and all other youth groups in Wood and Portage Counties;

AND WHEREAS, it has come to our attention that several of the facilities used by our youth and the youth of other groups is in dire need of physical repairs to meet current state and local regulations for youth camp operation and to the enhancement and expansion of the facilities for all groups to use;

AND WHEREAS, the Samoset Council, BSA has the upmost wish that the property and facilities continue to meet the current terms of the lease agreement; seeking the highest standards of safety for our Scouts; and knowing that more of our Scout units would like to use the property if more overnight facilities were made available:

Do hereby resolve to:

1) Actively support the current actions of the University of Wisconsin, Stevens Point and CWES to seek state funding to enhance and expand the current facilities.

2) Consider with favor the wishes of the trustees of Camp Chickagami to extend the leased beyond the current date of July 20, 2015.

This Resolution of Support was presented to the Samoset Council Executive Board on February 17, 1993 for unanimous adoption.

Resolution approved:

John Kooi, Council President

Michael D. Sulgrove, Scout Executive

February 17, 1993
January 6, 1995

Trustees of the
North New Hope Lutheran Church
c/o Lester Larson, President
1183 County T
Amherst Junction, WI 54407

Dear Mr. Larson,

For over 15 years, the Church has enabled the Central Wisconsin Environmental Station to use Church property for educational programs. Each year, nearly 20,000 visitors come to the Station for a variety of school programs, summer camps, and weekend programs for youth and adults. Through our lease agreement, you have helped to foster in thousands of children an appreciation for the natural world and an understanding of the importance of Earth stewardship. We appreciate this partnership and your generosity in allowing the Station the use of Church lands for many of these programs. We believe that through these programs, which encourage both an understanding of ecological principles as well as spiritual values related to the care of the Earth and each other, that we are, in a sense, helping to carry out part of the Church's mission.

The Station depends greatly upon Church land for educational programs. Through long-term and strategic planning efforts, the Station's Steering Committee has recognized that the success of the Station is dependent upon the continued use of land owned by the Church. To ensure that this land will be available for educational programs reaching far into the next century, the Steering Committee has recommended that the Station, through the UW-SP Foundation, offer to purchase this property. With this letter, we wish to make a formal offer.

The highest priority for the Station is the 14.4 acre tract west of Sunset Lake Road. This tract, which is currently leased to the Station, is indicated as Tract A on the accompanying map. We are offering $25,000 for this tract. While financing options may make a lump payment of $25,000 possible this year, the Station would prefer a "Contract for Land Sales" including a $5,000 down payment and $5,000 each year for the next four years, for a total of $25,000. We hope the Church might agree that, in the interest of promoting Earth stewardship, that a waiver of potential interest earnings will be considered a donation in support of our common goals. This tract will continue to be used for school and educational programming and, as the need arises, for the construction of a new educational building.

The Steering Committee also recognized the importance of keeping the land surrounding Minister Lake in a natural condition for purposes of ecological studies by the children using the Station. Therefore, we are also interested in purchasing the Church property east of Sunset Lake Road. This property includes the 30.5 acres surrounding Minister Lake (which is currently leased by the Station and indicated as Tract B on the map) and the 20 acres identified as Tract C, located north of Minister Lake and east of Sunset Lake Road. (This property is currently leased to the Portage County Park Department. At present, this land
January 6, 1995
Trustees of the North New Hope Lutheran Church

has not been developed for park users and the Station believes that this tract of land is of
greater value as protected natural habitat for educational purposes.) The Station is
interested in purchasing all of this land (Tract B and C including approximately 50.5 acres) for
a total of $50,000. If the Church is not interested in selling the complete tract, the Station
would also be interested in purchasing the Minister Lake portion (tract B) of this property for
$1,200 per acre.

Depending on the Church's interests, a variety of purchase agreements could be arranged,
including payment of the full purchase price. Our resources, however, are quite limited and
are badly needed for maintenance and program support. We would, therefore, prefer a land
contract with periodic payments. To give you assurance against future sale of the property,
we would be willing to grant the Church first right of refusal at the purchase price. This
means that in the event the Station was forced to cease operation, the Church could buy the
parcel or parcels back at the original price, plus prior interest which the money, that we
invested in the land, would have earned.

In the event that the Church may not, at this time, want to sell any or certain parts of this
land, we certainly hope to continue our lease arrangement, and, if possible, provide a bit of
added security for our programs by extending the lease period to 15 or 25 years.

In addition, the Station would appreciate being given "first rights of purchase", as this land is,
as stated previously, critical to the continued success of our educational efforts. We would,
of course, be interested in discussing alternative purchase agreements.

Lastly, as is perhaps already evident, we would like to meet with the leadership of the Church
to discuss topics raised in this letter -- ranging from the offers to purchase, future lease
options, and how we may in the future continue to work together to ensure the protection of
the natural beauty of this land so that it continues to foster in others a sense of appreciation
and respect, and the desire to care for the Earth. In this regard, it has been suggested that
it may be helpful to further acquaint the Church members with the Station and its programs.
As offered in the past, the Church is welcome to use the Station for its annual summer picnic
and, if there is interest, for youth or adult programs aimed at fostering Earth stewardship.

Thank you for your support and cooperation in leasing these lands to the Station. As a result,
the Station, as part of the University of Wisconsin-Stevens Point, has been recognized locally
and nationally, as a leader in environmental education. We wish to continue to serve the needs
of the community and the State far into the next century. We look forward to a partnership
with the Church as we strive to meet our mutual missions.

We look forward to your response.

Sincerely,

Alan Haney, Dean
College of
Natural Resources

Jim Radford, Director
UW-SP Foundation

Joseph Passineau, Director
Central Wisconsin
Environmental Station
### Appendix E: Documents Related to CWES Facility Development

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SUMMARY OF MISSION, PROGRAM, AND FACILITIES

Overview

The Central Wisconsin Environmental Station is a year round environmental education center providing daytime and residential programs for diverse audiences. As a non-profit educational facility, the Station is operated and supported by the UW-SP College of Natural Resources, the University of Wisconsin-Stevens Point Foundation, Inc., the Portage County United Way, and by grants and program fees. Located 18 miles east of Stevens Point on scenic Sunset Lake, the Station provides excellent opportunities for environmental education, outdoor recreation and group activities.

Mission and Programs

The mission of the Environmental Station is to develop in visitors an appreciation and understanding of the environment and to develop the skills and attitudes necessary to deal with present and future environmental problems. The Station serves a broad array of audiences including K-12 school students from over 20 school districts in central Wisconsin. The Station also provides an opportunity for University students to develop teaching skills in environmental education, and offers workshops and conferences for teachers, resource professionals and the public. The Station's facilities are also open to university, Scout, and citizen groups and the general public for meetings and conferences (see Appendix A for full statement of mission, audiences, and goals.)

During the summer months, the Station sponsors the CNR European pre-trip course, Natural Resource Careers Workshops for high school students including one for minority students, Nature Adventure Camps for 9-13 year old youth, Timbertop Nature Adventure Camp for students with learning disabilities, Wilderness Adventure trips, and Elderhostel courses. In total, each year approximately 20,000 users take advantage of educational programs at the Station.

Lands and Facilities

The Station's lands and facilities offer a beautiful and relaxing area for study and enjoyment. Through owned and leased lands several hundred acres including forests, lakes, ponds and fields are available for program use. Facilities include a dining hall and meeting rooms, a solar designed dormitory and log cabins for lodging, a reference library, an outdoor amphitheater, waterfront and several miles of walking trails. The facility was formally operated as Camp Chickagami by the Samoset Council of the Boy Scouts of America.

Since opening in 1975, the Environmental Station has gained national recognition as a model environmental center for its service to schools, universities, teachers, and youth and civic groups. It is an essential component of the College's graduate and undergraduate curriculum in environmental education and works in concert with other field stations and centers of the College.
MAJOR DEVELOPMENTS NEEDS

Legacy and the Future

Part of the success of the Environmental Station can be attributable to the legacy of the past — to the towering red pines, the beauty of Sunset Lake and the Boy Scout heritage of Camp Chickagami. By building upon these values, the Station has maintained its tie to the land and to the community it serves. At the same time it has added new facilities and programs aimed at fostering an environmental consciousness. Over the past 15 years many improvements had occurred with the construction of new buildings, the renovation of others, and the upgrading of support services. Still, there are many constraints limiting the achievement of goals and objectives. Specifically there is a need for several new buildings, the renovation of older structures, and, of critical importance, the acquisition of lands which will support the Station’s instructional programs and carry its legacy of environmental awareness and service into the next century.

Summary of Critical Needs

Land Acquisitions

If the Station is to assure its future as a model environmental education center into the next century it is essential that its land base be strengthened, both through land acquisition and lease agreements.

At present, all of the facilities of the Environmental Station and most of its programming occurs on a 30 acre parcel of land leased from the UW-SP Foundation, Inc. The intensity of use that occurs on this small land base jeopardizes the long term quality of the environment which attracts visitors and serves as the focus of learning. To maintain the quality of learning there is an urgent need to distribute use and possible development to other properties.

Currently the Station has access, through a variety of short term leases, to a checkerboard array of properties including approximately 200 acres, 80 acres of which are a mile away from the developed parcel.

Most significant of these leased lands is the 40 acres immediately to the east of the Station’s developed area which is owned by the North New Hope Lutheran Church. This area is used continually because of its proximity and the quality of its resources which includes Minister Lake... and essential site for the Station’s popular pond study activity.

Also of great significance is the Severson Lake property, an 80 acre parcel one mile away which is owned by the UW-SP Foundation. This site is used for all of the Station’s backpack camping programs. To reach this campsite, groups currently backpack through forested land owned by the Hart family. The use of the Hart property for this purpose is critical to the success of the Station’s program related to camping skills and wilderness values.

Because of their location, and the diversity of ecosystems they represent, the Church, Hart and other properties around Severson and Minister Lakes are viewed as strategically important to the long-term success of the Station. Protecting these sites from development by other parties and the securing of long-term leases or acquisition of these properties are primary development goals of the Station.

In summary, to protect resources from overuse, especially around the Station’s developed area, and to insure long term operation of the Environmental Station, there is a definite land acquisition need. Efforts must be made to strengthen existing lease agreements and to identify property for which it may be appropriate to secure rights of first refusal or to acquire through gifts, bequests or purchase. These efforts are essential to assure the future success of the Station.
Education Building

Given the Station's mission of fostering environmental awareness, educational programming emphasizes small group learning activities in the outdoor setting while focusing on the natural beauty of the area. There is, however, a constant need for a support building to facilitate large group meetings, orientation sessions, and portions of lessons during inclement weather. At present, a variety of older buildings are used for these purposes but are often found to be inadequate and very energy inefficient. Additional space is also needed to store educational, interpretive, audio-visual, and computer equipment and materials. For these reasons, the construction of a new educational building has been identified as a long-term goal.

Ideally this new education building would include a presentation/meeting room for large groups, several smaller classrooms/meeting rooms including one with wet-laboratory capacities, a library and media computer resource center, restrooms, and related storage and support facilities. Properly designed an education building would complement existing facilities and resources and lead to improved services for the many audiences using the Environmental Station.

Financial assistance is needed to cover planning, design and construction costs. Costs of this project have yet to be determined but may be in the $250,000 range.

Restroom/Shower Building for Log Cabin Complex

To upgrade the quality of lodging for summer camp users the Station has, over the past five years, constructed 5 new 20' by 20' log cabins. Funding for this complex was provided by corporate grants and individual donations, through in-kind material contributions and the labor efforts of the Wisconsin Conservation Corps.

At present this log cabin complex is served by an out-dated, summer-use only restroom and shower building which accommodates only one gender. Renovation of this facility is impractical given deterioration and design constraints. Consequently there is a need for a newly constructed restroom/shower facility which would serve both genders on a year round basis. This facility, with proper design and siting, could also supplement the present inadequate toilet facilities serving Sunset Lodge and Anderson Lodge. In addition, this building could also be used to demonstrate energy and resource conservation technology and thereby complement the Station's instructional program. A new well and pumping system for the Station was installed in 1990 and will serve this new restroom/shower building. Financial assistance is needed to cover planning, design, and construction costs. Total estimated cost of the project is $78,000.

Log Cabin Construction

Funds are needed to construct a sixth log cabin which would, with the addition of the new restroom/shower building, complete the log cabin complex. With the sixth cabin the complex would be capable of accommodating 50 summer campers and staff and allow the removal of the last old cabin from the area. This old cabin, constructed in the 1940's is both aesthetically distracting and lacks essential health and safety features. With six winterized cabins the complex would also increase opportunities for year round programming for school groups, adults and families.

Funds for the first five cabins were provided by corporate grants and individual donations through an "Adopt a Log" fundraising effort. Material costs were covered, in part, through in-kind contributions and labor, in part, by the Wisconsin Conservation Corps. Construction costs for the sixth cabin is estimated at approximately $25,000, including labor and material.
CAPITAL DEVELOPMENT STRATEGY

To address the needs outlined above for land acquisition and capital development projects the Central Wisconsin Environmental Station, in concert with the College of Natural Resources and the UW-SP Foundation has initiated a capital development campaign.

Potential sources of financial assistance are being identified and contacted with the assistance of the UW-SP Foundation, the Central Wisconsin Environmental Station Steering Committee, and the College of Natural Resources Development Office.

The Capital Development Campaign has as its objectives:

1. To strengthen the land-base position of the Station.

   Efforts are being made to:
   (a) Strengthen and extend existing lease agreements.
   (b) Acquire land through bequests, exchange and/or purchase.

2. To complete capital development projects through facility construction and renovation.

   (a) Fund Raising. Funds for these projects will be secured through a capital development fund raising campaign targeting friends and supporters of the Station, UW-SP alumni, corporate gifts, and grants from non-profit foundations.

   (b) Gifts-In-Kind. Complementary assistance will be secured through gifts-in-kind to cover architectural and professional services, materials, and labor.

AN INVITATION

Friends of the Central Wisconsin Environmental Station interested in assisting in the Capital Development Campaign are encouraged to contact the Station, the College of Natural Resources, or the UW-SP Foundation.

Your contribution will assist the Station in accomplishing its development goals leading to a new century of environmental awareness and earth stewardship.
MEMO

TO: Academic Support Program Review Committee
    Dee Martz, Chair, Task Force Sub-Committee
    Bob Baruch, Chair, Review Committee

FROM: Joseph Passineau, Central Wisconsin Environmental Station

DATE: June 26, 1991

RE: Program Review - Supplement on Needs and Estimated Costs

As you requested, attached is a more detailed description of needs identified in the previously submitted academic support program report for the Central Wisconsin Environmental Station. Call if you have further questions.

cc: Alan Haney
    Rick Wilke
SUPPLEMENT

Needed Improvements and Cost Estimates

REVIEW OF ACADEMIC SUPPORT PROGRAMS

Unit: Central Wisconsin Environmental Station
College: College of Natural Resources

INTRODUCTION

This supplement was prepared to provide additional information concerning the estimated costs of improvements identified in the previously submitted Review of Academic Support Programs Report for the Central Wisconsin Environmental Station.

To better clarify the nature of these needs and the estimates, the committee is asked to consider the following preliminary points as they interpret this information.

1. As pointed out in the original report, the Central Wisconsin Environmental Station is unique given its diverse array of programs, staff, facilities and related resources.

2. The original report attempted to demonstrate the beneficial relationship of the Station in supporting the overall mission of the University and to illustrate the significance of current services which are provided with minimal university support.

3. Efforts are being made, in conjunction with the annual planning and budgeting process of the Station, to address the long term role and needs of the Station. The attached "Prospectus for Development", identifying selected high priority land and development needs, was prepared to share with potential funding sources.

4. During the next year a Strategic Plan will be completed to identify critical development and operation issues and opportunities. In short, the Environmental Station is at the threshold of a more detailed long term planning process, designed to (a) solidify our land base, (b) improve and expand our buildings and infrastructure, and (c) enhance day to day operations including personnel, fiscal, property, and program management.

In light of these conditions, the following list of needs and estimates should be viewed as only first approximations. A more thorough analysis will be completed during the coming year in conjunction with the strategic planning process.

Through this planning effort, we also hope to identify possible funding sources to support these initiatives... recognizing that State GPR, program revenue and external grants will all be needed to bring the new vision for the Station to completion.
SUMMARY OF CRITICAL NEEDS

Land Acquisitions

As outlined in the attached Prospectus for Development there is a critical need to strengthen the Station’s land base given current program demands and to assure that the Station continues to serve as a model environmental education center.

Efforts to acquire additional property and to strengthen existing lease agreements are being carried out by the Station’s Steering Committee, in conjunction with potential private and corporate fundraising efforts. Depending on the outcome of these negotiations, the Station may need additional funding to complete the first phase of the long-range land acquisition program. Costs of this transaction for 40 to 100 acres is estimated at $50,000 to $100,000. Subsequent phases of the acquisition plan will likely require additional support.

Building Projects

As indicated in the original report and in the Prospectus for Development, the Station manages over 20 separate buildings varying in construction style and quality of repair. Over the past 15 years, a number of new buildings have been constructed (such as a new solar designed dormitory, a resident manager’s house, five new log cabins, and an office). In addition, many of the existing buildings have been winterized and/or remodeled. Given safety, health, and efficiency concerns there continues to be a great need for the replacement and or renovation of selected buildings, and the construction of new facilities. Following is a brief list of currently identified needs, some of which are more fully described in the Prospectus for Development.

A. Restroom/Shower Building for Log Cabin Complex

Five new all-season 20’ by 20’ log cabins have been constructed through external grants, contributions, and the Wisconsin Conservation Corps. At present this complex is served by an outdated, summer-use only restroom and shower building which accommodates only one gender and does not meet all health and handicap standards. Consequently there is a need to replace this facility with one that fills anticipated demands for the Station.

Last year the University identified this new facility as number three on its priority for funding through the minor projects category and construction was anticipated during the 91-93 biennium. Unfortunately, UW-System and the Regents eliminated the Minor Projects category in April 91. A new proposal will be resubmitted in July for funding under the aggregated UW-System Small grants projects category. If this project is not funded there will be a critical need for alternative funding during the next year. Cost for this project is estimated at $80,000 to $100,000.

B. Sunset Lodge Entrance and Restroom Renovation

The current entrance and restroom does not meet handicapped accessibility standards. A UW-System small projects to remedy this situation is currently underway. If, for unforeseen reasons, UW funding for this project does not materialize, additional support will be necessary. Cost for this project is estimated at $25,000.
C. Sunset Kitchen Renovation

As part of its diversified programming the Environmental Station offers a full range of food services. During week-long summer camps, three full meals are provided everyday from mid May through August. During the rest of the year, meals for school groups and weekend workshops are provided on request. In short, there is a significant demand for food services and a need to renovate the kitchen to meet health, safety and efficiency standards.

Over the past year the Station initiated a food service planning effort to analyze demand, staffing, menu, procurement, inventory and equipment and layout factors. A masterplan for kitchen renovation is being prepared to identify final layout and completion phases to upgrade system flow, equipment, storage, etc. The initial phase of this project, including remodeling of a dry food storage room and the rearrangement of appliances has been completed. Future phases require a professional review of the plans, remodeling and the adding or replacement of essential appliances such as a stove hood, ventilation system, dish washer, stoves, walk-in coolers and freezers, and serving equipment. The furnace serving the kitchen and the lodge also needs to be replaced to bring this facility up to current safety, health and energy efficiency standards.

Estimated costs for the total project may exceed $100,000.

D. Log Cabin Construction

Funds are needed to construct a sixth log cabin which would, with the addition of the new restroom/shower building, complete the log cabin complex. With the sixth cabin the complex would be capable of accommodating 50 summer campers and staff and allow the removal of the last old cabin from the area. This old cabin, constructed in the 1940's is both aesthetically distracting and lacks essential health and safety features. With six winterized cabins the complex would also increase opportunities for year round programming for school groups, adults and families.

Construction costs for the sixth cabin is estimated at approximately $25,000, including labor and material.

E. Education Building

Given the Station's mission of fostering environmental awareness, educational programming emphasizes small group learning activities in the outdoor setting while focusing on the natural beauty of the area. There is, however, a constant need for a support building to facilitate large group meetings, orientation sessions, and portions of lessons during inclement weather. At present, a variety of older buildings are used for these purposes but are often found to be inadequate and very energy inefficient. Additional space is also needed to store educational, interpretive, audio-visual, and computer equipment and materials. For these reasons, the construction of a new educational building has been identified as a long-term goal.

Ideally this new education building would include a presentation/meeting room for large groups, several smaller classrooms/meeting rooms including one with wet-laboratory capacities, a library and media computer resource center, restrooms, and related storage and support facilities. Properly designed an education building would complement existing facilities and resources and lead to improved services for the many audiences using the Environmental Station.

Financial assistance is needed to cover planning, design and construction costs. Costs of this project have yet to be determined but may be in the $250,000 range.
F. Maintenance Building and Yard

The current maintenance building/yard is located too close to meeting and lodging rooms and interferes from a safety and aesthetic perspective with program goals. The building and yard is also undersized given the current use-related demands for custodial, building repair, and grounds care.

Cost of relocating and constructing a maintenance support facility which is capable of protecting the long-term investment of existing Station facilities is estimated at $100,000.

(Related support of campus based facility maintenance labor and materials is addressed later in this report.)

Program and Operating Needs

In addition to capital development needs there is a need for broad based support for on-going operations. These range from support for (1) facility maintenance and infrastructure improvements, (2) communication and transportation needs, and (3) personnel related needs.

A. Facility Maintenance and Infrastructure Improvements

Operation of all existing Station buildings imposes substantial cost in terms of maintenance, repair, heat, lighting, etc. At present, the University has allocated a .5 FTE maintenance position to help support the Station. The remaining maintenance/custodial positions (1.5 FTE) are filled by part time LTE or student labor. Collectively this level of support is barely adequate in maintaining existing facility/grounds and prevents achievement of larger renovation and construction projects. Consequently there is a need for additional classified positions and supporting funds. Furthermore, while the University contributes to heating and electrical costs, the assistance of trained facility maintenance staff from the University crew would be appreciated to assist with roofing, plumbing, electrical, and grounds work.

Estimated costs for these total services/support:
(a) Facility Repair Worker 3 1 FTE $28,000*
(b) Custodial Worker .5 FTE $12,000*
(c) University Tradesmen Assistance $20,000
Total * (personnel (a) and (b) included on page 8) $20,000

B. Communication and Transportation Needs

Compared to other University Units located on campus, the Environmental Station is at a distinct disadvantage when it comes to ease and efficiency of communications. A twenty mile separation impacts the flow of information, efficiency, and escalates transportation problems. On campus, information and documents can be delivered via a short walk, a quick telephone call, or computer transaction. In contrast, the Station interacts with the campus via an outdated telephone system and without a direct computer linkage, and use of the intercampus mail system requires a 20 mile vehicle trip, usually by personal vehicle without reimbursement.

To rectify the difficulties, leading to increased efficiency and productivity, the following needs have been identified.
1. **New Telephone System and Facsimile Capability.**

The existing telephone system needs to be replaced to facilitate incoming calls and intra-station connections and to accommodate computer modem capabilities. Purchase of a facsimile unit would also increase exchange of documents between the Station, campus, and other business/service audiences.

Estimated cost: $13,000

2. **Computer Network Linkage and Personnel Training.**

At present, the Station lacks direct linkage to the University accounting system, library, E-mail networks. Computer needs rely on an outdated Wang computer system and one new MacIntosh computer.

Components of a new computer network include:
   a. On-line computer hardware including computers, modems, printers, scanners.
   b. Compatible software.
   c. Personnel and/or training costs to allow efficient use of this new technology and to transfer/upgrade Station operations to these new models.

Estimated Costs:
   - Hardware/software: $25,000
   - Personnel/training (startup costs): $10,000
   - Total: $35,000

3. **Transportation.**

At present the Station's administrative, program, and maintenance staff travel to and from campus 2 - 3 times daily to complete business meetings, teach classes, deliver or pickup supplies. This necessitates the use of fleet and personal vehicles and consuming one hour of productivity for each round trip. In addition, transportation is needed for program participants and university students.

At present the Station leases one 15 passenger van and obtains other needed vehicles through the motor pool. Coordination of all this is demanding and reduces the productivity of our program coordinator. Additional, problems surface due to the unavailability of vehicles and the new regulations on van and bus driving which have forced the Station to pay for training and/or rental of buses and certified drivers.

The Station also needs to replace its only maintenance truck and to purchase a tractor to facilitate plowing grounds and other maintenance duties.

Additionally, for administrative and teaching responsibilities, the Station's director and assistant director routinely drive their own vehicle as state vehicles are either unavailable or too expensive. To date, the current director and assistant director have personally absorbed this cost (estimated at $1,500/year) and withstood the extra burden of lost travel time and the resulting long extra hours of work to manage/operate a continuously operating residential education facility. The condition is exasperated by the fact that 60 hrs/week are often dedicated to achieving the goals of the Station. This situation is also referred to in the personnel section.
Equally frustrating and demoralizing is the inflexible campus parking regulation requiring CWES staff to park blocks away from campus buildings when traveling to campus for short business reasons (meetings, supplies). All previous requests for a special permit have unfortunately been denied by the powers to be on campus. Why? This is one case where a "Director's Permit" appears most reasonable.

In sum, following are some estimated costs for the related improvements. At present GPR funds cover approximately $1,000 of our transportation costs, and the remaining $14,000 - 17,000 is covered by program revenue or staff contributions to personal vehicle use and parking fees!

Estimated Costs:

a. Program Vehicles
   Additional fleet van or motor pool charges  $8,000/year

b. Administrative Commuting Vehicle or
   Reimbursement for use of personal vehicle  $3,500/year
   Appropriate Campus Parking Permits/
   or Payment of Fees                      $300

c. Maintenance Truck and Tractor           $15,000
   Total                                   $26,800

C. Personnel Needs

As indicated in the Review of Academic Support Programs Report, the Station employs a great variety of personnel to carry out the many activities of the Station. At present only three of the Stations 37 staff are employed in faculty, academic staff or classified positions. All other positions, including secretarial, clerical, administrative assistant, maintenance and food service are filled by part-time LTE positions (15) or short-term graduate (2) or undergraduate students (17) who serve as program coordinators or summer staff. In summary, the Station operates a comprehensive year-round program with only 12.75 FTE, of which 10.5 FTE are part time or LTE. There is a great need to upgrade the status of these positions and also to increase the number of FTE to better achieve Station goals.

Due to the shortage of financial resources and the availability of positions offering greater benefits and long term stability, the Station has had difficulty hiring and retaining skilled employees. Lack of skilled workers and high employee turnover continues to impose a major cost in terms of employee-related administration, inefficiency, and reduced quality of services. In light of this, the overall achievements of the Station are even more astonishing. As the Station approaches its third decade of service to the University and community, there is a need to upgrade the whole system of employment to attract, retain and reward skilled workers dedicated to the unique mission of the Station.

To improve the situation, several corrective steps are needed.

1. The University needs to fully recognize the Station as a campus academic support unit and value its long term contribution to the University.
2. Appropriate university positions must be allocated which will attract and retain skilled workers. Position upgrades to classified, academic staff, or other non-LTE status should be provided for the following.

a. Office Manager/Accountant Position  
b. Administrative/Program Assistant  
c. Foodservice Coordinator  
d. Kitchen Staff  
e. Maintenance Staff

3. Funding support will be needed for these positions to help cover increased salaries and cost of employee benefits which are essential to recruiting and retaining long term skilled employees.

The completion of these and related steps is clearly complex, requiring careful coordination of the personnel office and CWES administration to balance current employee needs and resources with anticipated future needs and conditions. These improvements are, at this point, nearly impossible to estimate.

1. Creation of new positions  
2. Enhanced support for salary and benefits for positions:

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Manager</td>
<td>.5</td>
<td>$15,000</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>.5</td>
<td>$15,000</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1</td>
<td>$28,000</td>
</tr>
<tr>
<td>Custodial</td>
<td>.5</td>
<td>$12,000</td>
</tr>
<tr>
<td>Food Service</td>
<td>.5</td>
<td>$15,000</td>
</tr>
</tbody>
</table>

3. Teaching Assistance  
   Graduate Student Support $5,000  
   Student Work $10,000  
Total $100,000
Summary of Estimated Costs

Land Acquisitions

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land Acquisitions</td>
<td>$50 - 100,000</td>
</tr>
</tbody>
</table>

Building Projects

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Restroom/Shower Building for Log Cabin Complex</td>
<td>$80 - 100,000</td>
</tr>
<tr>
<td>B. Sunset Lodge Entrance and Restroom Renovation</td>
<td>$25,000</td>
</tr>
<tr>
<td>C. Sunset Kitchen Renovation</td>
<td>$100,000</td>
</tr>
<tr>
<td>D. Log Cabin Construction</td>
<td>$25,000</td>
</tr>
<tr>
<td>E. Educational Building</td>
<td>$250,000</td>
</tr>
<tr>
<td>F. Maintenance Building and Yard</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

Building Projects subtotal: $600,000

Program and Operating Needs

A. Facility Maintenance and Infrastructure Improvements

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (see personnel)</td>
<td></td>
</tr>
<tr>
<td>2. University Tradesmen Assistance</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

Program and Operating Needs subtotal: $20,000

B. Communication and Transportation Needs

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Telephone and Facsimile</td>
<td>$13,000</td>
</tr>
<tr>
<td>2. Computer Network/Training</td>
<td>$35,000</td>
</tr>
<tr>
<td>3. Transportation</td>
<td>$26,800</td>
</tr>
</tbody>
</table>

Communication and Transportation Needs subtotal: $74,800

C. Personnel                                                                | Estimated Cost |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>subcategory</td>
<td></td>
</tr>
</tbody>
</table>

Personnel subtotal: $100,000

Grand Total                                                                | $894,800
SUMMARY

The previously submitted report described the Environmental Station's unique nature and contribution to the University, College, State and community. Services included (1) university educational programs, (2) school programs, (3) summer camps and workshops, and (4) outreach, campus-support, and community services programs. All were viewed as essential to the mission of the Station, the College, and the University.

This supplement to that report outlines areas of critical need and costs associated with each. As one looks at day to day operations there are obviously other needs that were not included. These needs are being met through routine operations and are covered by program revenues. The focus of this report was, instead, to emphasize unmet major needs which if recognized and addressed through a plan of action could lead to important improvements in the areas of (1) capital development and land acquisition, (2) infrastructure, communication, and transportation needs, and (3) personnel.

As stated in the introduction, this information is preliminary as the Station is currently completing a more detailed long range and strategic plan. This supplement will, however, hopefully foster a wider recognition of the benefits which may be accrued by investing at this time in the long term future of the Central Wisconsin Environmental Station – as a unique educational opportunity of critical importance to the welfare of the University and, through its mission of environmental education, to the welfare of the Earth and its Humanity.
Land and Facilities Subcommittee
Central Wisconsin Environmental Station
6-23-93 Committee Meeting Recommendation

Introduction

The Land and Facilities Subcommittee met at CWES on June 23, 1993 to discuss progress related to land acquisition and facility improvement at the Station. The attached full report, describes in greater detail the status of each progress and outlines the Committee's recommendation on each issue/project.

The following contains a summary of these recommendations.

Land Acquisition

Boy Scout Lease Property

6-23-93 Subcommittee Recommendation.

Continue to work with State government officials, Hi Anderson and other Trustees, and UW-SP representatives in an effort to gain approval for State funding of facility improvements at CWES. To educate officials of the CWES success story, invite Governor Thompson and others to the Station during "Wisconsin Government week in Stevens Point."

Minister Lake Properties.

6-23-93 Subcommittee Recommendation.

Pursue opportunity to acquire Church land:

1. By August 1, 1993 obtain land value appraisal from private appraiser for the whole tract of 60 acres as well as separate parcels and parcel combinations including parcel (1) 14 acres west of Sunset Road. Parcel (2) 30 acres east of Sunset Lake Road surrounding Minister Lake and Parcel (3) approximately 16 acres east of Sunset Lake Road (but north of Minister Lake) currently leased to Portage County parks Department.

2. By October 1, 1993. Prepare and submit to the North New Hope Church Council an "offer to purchase" the complete property of approximately 60 acres including the three parcels identified above.
3. If the Church is unwilling to sell the whole tract, indicate offer to purchase 14 acre parcel west of Sunset Lake which is essential to CWES program and development plans and if possible the 30 acres surrounding Minister Lake. Purchase will be made through the Foundation to avoid State government complexities. Sources of funds may include gifts, grants, DNR Stewardship funds, sale of current CNR alnd holdings, and lastly CWES endowment with effort to regain funds from other sources to replace endowment funds.

Hart Property

6-23-93 Subcommittee Recommendations.

Follow through on agreement described above including development of formal recreational trail easement by July 30th. Over next 1-3 years pursue land conservation trust option with Harts and other neighbors. Use new Wisconsin Land Trust Consortium, DNR Stewardship offices and Foundation for information and funding sources.

Leo Nickasch Memorial Committee

6-23-93. Subcommittee Recommendation.

In conjunction with offer to purchase Church lands, contact Duane Dunsirin to discuss Nickasch Committee’s ability to contribute to CWES Development Fund.

Facility Improvements

Restroom/Shower Facility for Log Cabin Complex

6-23-93 Subcommittee Recommendation.

As stated above, continue to work with State officials, Trustees, and UW-SP officials to reactivate funding for this project. This project, has been the highest priority need for over five years and is essential to the Stations daily operation and development plans. If State funds are not secured by December 31, 1993, initiate search for private/corporate funds for this and other essential projects using resources of UW-SP Foundation.

Renovation of Sunset Entrance and Restrooms

6-23-93 Subcommittee Recommendation. Same as above (Restroom/Shower Facility).

Sunset Kitchen Improvements

6-23-93 Subcommittee Recommendation. Same as above.
Other Improvements

6-23-93 Subcommittee Recommendation.

1. Prepare an updated and prioritized list of facility development projects and categorize them into immediate (1-2 years) and long range (2-5 years) goals. This list will (a) serve to update the CWES master plan for land acquisition and facility development and (b) assist the Foundation in obtaining funds through its current Fundraising Campaign and on-going grant solicitation efforts.

2. Following discussion of needed facility improvement projects, committee agreed with master plan scheme to:
   (a) relocate the maintenance area to the southwest corner of the property,
   (b) upgrade the west cabin complex as a three season camp area including remodeling/building of three season cabins.
   (c) Remodel current maintenance shop for use as classroom, educational materials storeroom, or intern housing.
   (d) Move Nelson Building to west side for use as a "living history" environmental study site focusing on lifestyles of the early 1900's.
   (e) Upgrade Anderson Lodge for more effective use as a classroom for school groups and as a "sixth cabin" to be used when the new restroom is completed.

Other Projects reviewed. Tour of facility improvements followed meeting.
Overview and Purpose

The Central Wisconsin Environmental Station is a field station of the UW-SP College of Natural Resources. It provides year-round environmental education programming for a wide variety of audiences, including kindergarten through high school students from 22 school districts in central Wisconsin. Through school programs, summer camps, workshops, and other environmental education efforts approximately 20,000 users take advantage of the educational facilities at the Station each year.

The Station has access, through leases, to approximately 200 acres. As much of this land is non-contiguous, one 30 acre parcel is used intensively for the majority of Station programming. This jeopardizes not only the educational experience afforded by the environment, but also threatens the long term quality of the environment which serves to attract so many visitors to the Station.

Given the need for environmental education in the future, it is essential that land acquisition efforts be pursued to protect the Station's resources from overuse and to ensure the continued achievement of the Station's educational mission. The purpose of this study is to prepare a master plan for land acquisition for the Central Wisconsin Environmental Station. This plan will evaluate land for acquisition and determine which parcels could best contribute to the achievement of the Station's full potential as an environmental educational center. In addition, land acquisition and resource protection strategies will be recommended to ensure the long term success of the Station.
Outline of Land Acquisition Plan

Goals Statement.
A. Primary Goal: To create a land acquisition master plan for CWES
B. Secondary Goal: To ensure that CWES develop to full potential as an educational facility

I. Problem Identification
A. Analysis of the given conditions
   1. Introduction to the Station
   2. Mission statement
   3. Audiences served
   4. Overview of lands and facilities
B. Limitations to the development of CWES potential
   1. Staff
   2. Financial Limitations
   3. Lands
      a. Overuse arguments
      b. Lease agreements
      c. Development trends
C. Demonstration of the need
   1. Document the current land use for existing programs
      a. Administration
      b. Programming
      c. Maintenance
   2. Anticipated programming needs
   3. Disclaimer/Delimiter
      a. Staffing
      b. Equipment
      c. Financial Considerations
D. Problem Statement Summary
III. Analysis of Existing Resources

A. Description of Lands Currently leased

B. Resource Inventory of Leased Properties

1. Ecological and cultural inventory
   a. Soils/Geology
   b. Vegetation
   c. Wildlife
   d. Water
   e. Cultural Resources

2. Facilities Inventory
   a. Existing structures
   b. Roads and trails
   c. Use patterns

3. Assess threats to the existing land base
   a. Resource impact due to overuse
   b. Constraints of existing lease agreements
   c. Developments trends
      1. Growth in use of CWES
      2. External threats -
         Current land use for agriculture, recreation, residential property

IV. Analysis of Acquisition Needs and Alternatives

A. Determine Immediate and long term land acquisition needs.

B. Alternative parcels for acquisition

1. Ecological inventory of adjacent acreage
   a. Soils/Geology
   b. Vegetation
   c. Wildlife
   d. Water
   e. Other

2. Compile inventory of adjacent acreage
   a. Ownership
   b. Zoning
   c. Assessment
C. Acquisition Strategies

1. Acquisition of Rights
   a. Lease agreements
   b. Easements
   c. Fee simple acquisitions
   d. Cooperative Trusts

2. Acquisition Process
   a. Purchase
   b. Donation
   c. Exchange
   d. Stewardship agreements

3. Acquisition Models/Case Studies

D. Documentation of need
   a. Environmental Education mandates
   b. Teacher support
   c. Community support

E. Compliance with existing policy
   a. Land Acquisition Committee
   b. CWES Steering Committee

V. Selection of Alternative
   a. Selection Criteria
   b. Matrices
   c. Overlays
   d. Schedules/phases
   d. Scenarios

VI. Refinement of Implementation Objectives
    a. CWES programming
    b. Resource protection
    c. Selected scenario

VII. Implementation Plan

VIII. Monitoring and Evaluating
LAND USE AND FACILITY ACCOMPLISHMENTS
91-92 and 92-93

(July 1, 1991 - June 30, 1992)**
(Includes Updates for 1992-1993)***

Development, Long Term, and Strategic Planning

Continued planning efforts to provide long term direction to land use, acquisition, and facility development including:

1. Land and Facility Subcommittee Meeting was held on November 13, 1992. See minutes for complete details. Highlights include:
   a. Update on Building Projects and Proposals including:
      1. Restroom and Shower Facility
         $100,000 project approved; UW-System Funding.
      2. Sunset Lodge Access and Restroom Renovation.
         After $25,000 project approved, project was cancelled following development of architectural plans that exceeded amount.
         Complete building study required.
      4. Other improvements reviewed.
      1. Review of committees efforts to meet with land owners.
      2. Leo Nickasch Memorial Committee. Contact update.

2. Land Acquisition Efforts
Primary efforts of the Land and Facilities Subcommittee over past year have focused on land acquisition strategies. Following November subcommittee meeting and December steering committee meeting, the following actions were taken:

** Text printed in italics indicates action recommended by Land and Facilities Subcommittee during August 10, 1992 meeting.
*** 92-93 Text printed in italics preceded by three *** indicated follow-up actions regarding each recommendation taken by Sub-committee between August 10, 1992 and June 22, 1993.
****6-23-93 Subcommittee Recommendation. This paragraph summarizes the committees recommendation for action during the next year for each issue/project.
Boy Scout Lease Property. Committee recognized the importance of this lease property. Success in efforts to acquire additional land (immediately and long term) and State funding for buildings seen dependent on securing stronger "rights" to this property. In an effort to discuss possibility of modifying the "trust" to give CWES first rights (with Boy Scouts assured long term use), Rick Wilke (assoc. dean) met in March with Hiram Anderson. Other committee members (Haney, Worth, Passineau) initiated contact others who may be able to assist in working with trustees to effect a change of the Trust. (The importance of this was again highlighted by UW-System decision to withdrew $100,000 for Restroom building because the land did not "belong to the state"). Information from these contacts is being considered as the committee continues its efforts.

August 10, 1992. The Land and Facilities Subcommittee decided to continue efforts to review trust deed and request modification including -- (a) seek advice of attorney on legality of deed including question of current "Trustees" (possible attorneys to contact include John Buzza, John Tolman, and Chris Klessig). (b) Contact Judge Fleischauer, and others. (c) Meet with Hiram Anderson. (e) Consider as options the benefits of requesting that the land be transferred to the Foundation instead of the State.

*** 92-93 Update

1. September 10, 1992. Meeting with Hiram Anderson. Alan Haney and Rick Wilke met with H. Anderson to discuss transfer of Trustee title to Camp Chickagami to the State or Foundation. HI disagreed with transfer, but agreed that it would be helpful to get the Trustees together at CWES.

   1. All parties recognize success of CWES and encouraged continuation.
   2. Trustees stated land title can/will not be transferred to State or Foundation due to binding nature of original trust.
   3. Trustees stated they would consider longer term of lease, possibly 30-40 years, to assure State University System of Trustees long-term commitment to CWES.
   4. Church representative indicated Church may be willing to transfer Church lease lands to Foundation or State pending resolution of the Trustee land title issue.
   5. Boy Scout Council President and Executive Director is supportive of continuing Trustee lease to Foundation and UW-SP for ongoing operation of CWES. Resolution Letter of Support received, February 16, 1993.
6. Hi Anderson, on behalf of Trustees, agreed to contact State officials to encourage reactivation of funds for restroom construction project.

3. Continuing efforts to reinstate State Funding for Restroom/Shower. See "Facility Improvements" below.

6-23-93 Subcommittee Recommendation. Continue to work with State government officials, Hi Anderson and other Trustees, and UW-SP representatives in an effort to gain approval for State funding of facility improvements at CWES. To educate officials of the CWES success story, invite Governor Thompson and others to the Station during "Wisconsin Government Week in Stevens Point."

b. Minister Lake Properties. Jim Stoltenberg met with Church council last fall to indicate CWES's interest in acquiring the Minister Lake property. Since then contact has been maintained to discuss Church concerns and to update them on CWES efforts to secure "rights" to Boy Scout Lease Property. On July 17, 1992 Joe Passineau met with Ed Seefelt (Church CWES Liaison) and Carl Wogsland (Council Chairman) to tour Station and Church property and discuss concerns. Passineau described current efforts to obtain rights to Trust lands, and that CWES is very interested in obtaining Church property (in light of Nickasch Fund potential). Ed Seefelt believed the Church may not part with lands but is clearly supportive of CWES long-term use of property for educational use...including the availability of a long term lease. Passineau agreed to share updates with subcommittee and discuss lease extension option.

August 10, 1992 Action. The Committee decided to let the Church lease renew automatically for another 5 year period and not to request a longer time period. The following year will be used to determine the issue the "Trust Lands" as that judgement seems to, in turn, determine other land acquisition decisions.

***92-93 Update

1. January 27, 1993. Sub-committee members (Haney, Passineau, Wilke) meet with Church representatives to discuss long-term use of Minister Lake properties by CWES. Agreed that longer term lease was an option and that the Church may be willing to sell a part or all of the Minister Lake property (especially the 14 acres west of Sunset Lake Road.).

2. March 23, 1993. Ed Seefelt, Church liaison to CWES, requests clarification on liability clause of current lease and, if possible, that CWES/UW-SP accept greater responsibility for liability as part of the lease. Passineau sent memo (April 26) to Gerry Burling, UW-SP Risk Management, requesting written response clarifying current situation and possible changes. June 16 Passineau again asks Burling to reply.

6-23-93 Subcommittee Recommendation. Pursue opportunity to acquire Church land:

1. By August 1, 1993 obtain land value appraisal from private appraiser for the whole tract of 60 acres as well as separate parcels and parcel combinations including parcel (1) 14 acres west of Sunset Road. Parcel (2) 30 acres east of Sunset Lake Road surrounding Minister Lake and Parcel (3) approximately 16 acres east of Sunset Lake Road (but north of Minister Lake) currently leased to Portage County Parks Department.

2. By October 1, 1993. Prepare and submit to the North New Hope Church Council an "offer to purchase" the complete property of approximately 60 acres including the three parcels identified above.

3. If the Church is unwilling to sell the whole tract, indicate offer to purchase 14 acre parcel west of Sunset Lake which is essential to CWES program and development plans and if possible the 30 acres surrounding Minister Lake. Purchase will be made through the Foundation; to avoid State government complexities. Sources of funds may include gifts, grants, DNR Stewardship funds, sale of current CNR land holdings, and lastly CWES endowment with effort to regain funds from other sources to replace endowment funds.

c. Hart Property. Following positive discussion during July-September 1991, efforts have been made to maintain rapport. Trail to Severson Lake via Hart easement has been rerouted as per Hart's request. Property also posted as per request to prevent trespassers. Need still exists to formalize trail access easement, so as to secure long-term CWES use and to release Harts' of possible liability.

August 10, 1992. The Committee recommended continued communication and cooperation with the Hart family.

***92-93 Update

1. June 1, 1993. Meeting between Kathleen and Dick Hart and J. Passineau at CWES. Discussion included: 1) confirmation that CWES will use new trail along northern boundary of Hart property for backpack hiking trail to Severson property, 2) property lines and trail heads continue to be posted, 3) request for formal easement/lease created to release Harts of any responsibility for liability arising out of CWES use of trails to Severson Lake and around Minister Lake, and, 4) general discussion of CWES land acquisition efforts, including possible creation of land conservation trust to protect adjacent land from development.

6-23-93 **Subcommittee Recommendations.**

Follow through on agreement described above including development of formal recreational trail easement by July 30th. Over next 1-3 years pursue land conservation trust option with Harts and other neighbors. Use new Wisconsin Land Trust Consortium, DNR Stewardship offices and Foundation for information and funding sources.

d. **Leo Nickasch Memorial Committee.** Passineau met with Steve Rasmussen, committee member, in April 1992 to restate CWES continuing interest.

August 10, 1992. The Committee recommended that a meeting (fall) be held to update the Nickasch Committee on status of land acquisition efforts. Also to recommend Leo Nickasch for induction into the Wisconsin Conservation Hall of Fame.

***92-93 Update

1. Fall 1992: Documents recognizing Leo Nickasch contributions were submitted to Wisconsin Conservation Hall of Fame board.

2. March 1993. Telephone conversation with Duane Dunsirin, the new chair of the Nickasch Committee/Arbor Day Committee to set up meeting. Following 17 years of CWES program use Neenah-Menasha schools will not use CWES next year. The Committee is considering options including use of local EE Centers and/or building their own Center. Follow-up discussion needed to determine viability of Nickasch Committee relative to its support of CWES.

6-23-93. **Subcommittee Recommendation.** In conjunction with offer to purchase Church lands, contact Duane to discuss Nickasch Committee's ability to contribute to CWES Development Fund.

e. **Land Acquisition Plans.** During Fall 1991, J. Passineau initiated efforts to draft Land Acquisition Plan (with assistance of graduate student Cherri Towne). Outline of plan shared at November-December Committee meetings. Because of Station and College related work demands, especially the lack of a Program Coordinator since Aplin's departure, Passineau has made little progress on the plan since January. Will be reactivated during Fall semester.

***92-93 Update

1. Given continuing work demands, no progress made on this project.

f. **Land Acquisition Committee.** As noted previously, the Subcommittee developed an outline of functions and membership for the Land Acquisition Committee at November 13, 1991 meeting. No efforts taken to activate committee as need was identified to first resolve (1) issue of State GPR support for building projects and (2) possibility of securing rights to "trust" lands.
Other Improvements

6-23-93 Subcommittee Recommendation.

1. Prepare an updated and prioritized list of facility development projects and categorize them into immediate (1-2 years) and long range (2-5 years) goals. This list will (a) serve to update the CWES master plan for land acquisition and facility development and (b) assist the Foundation in obtaining funds through its current Fundraising Campaign and on-going grant solicitation efforts.

2. Following discussion of needed facility improvement projects, committee agreed with master plan scheme to:
   (a) relocate the maintenance area to the southwest corner of the property,
   (b) upgrade the west cabin complex as a three season camp area including remodeling/building of three season cabins.
   (c) Remodel current maintenance shop for use as classroom, educational materials storeroom, or intern housing.
   (d) Move Nelson Building to west side for use as a "living history" environmental study site focusing on lifestyles of the early 1900's.
   (e) Upgrade Anderson Lodge for more effective use as a classroom for school groups and as a "sixth cabin" to be used when the new restroom is completed.

Other Projects reviewed. Tour of facility improvements followed meeting.
MEMO

TO: Carl Rasmussen, UW-SP Facility Planner
FROM: Joe Passineau; CWES Director
DATE: June 30, 1993
RE: Facility Development Plans

As requested, following is a list of facility development needs at the Central Wisconsin Environmental Station. As you know, we have requested State funding for the projects identified in Category A. DFD has, in the past, approved funding for architectural planning of two of these projects and construction for one of them. These projects are essential to the continued operation of the Station, as existing facilities are inadequate in meeting current needs and standards of health, safety, handicap accessibility, and energy efficiency.

I have enclosed key pieces of correspondence for most of these projects (such as previously approved small project request forms). Your memo of March 7, 1992 to Nancy Ives, UW System Administration convincingly describes the need for the new restroom/shower facility (enclosed). The design study by HGM, as requested by DFD, also confirmed the need to renovate the restrooms and entrance of Sunset Lodge to meet handicapped access standards (see June 26, 1991 Design Report by HGM). The need for Sunset Lodge kitchen improvement including an exhaust hood and ventilation/heating system have also been identified by DFD (see June 24, 1991 Small Project Form/Memo from Harry Hackler). In short, all of these projects are recognized by the Station's steering committee and others as essential. For these projects we are requesting State funding to cover the complete costs of the improvements.

In addition to these essential projects, which we hope can be completed within the next two years, the Station's master plan for development has identified other major projects listed in Category B. The Station intends to complete these projects over the next 2-10 years through gifts and grants, program generated revenue, and, if possible, GPR funds.

For 17 years, the Station has contributed a portion of its program revenue to the maintenance and expansion of its facilities. Currently University GPR support for facilities consists only of a .50 FTF maintenance position and a part of the utility costs. This maintenance supervisor works in concert with UW-SP facility maintenance operations.
CWES Program Revenue has been used to employ a .50 FTE custodian and several part time maintenance workers. Program revenue has also been used to pay for maintenance materials to upgrade many of the buildings and to construct a few new buildings (Walker Lodge was constructed through a gift from the Walker family and the log cabins through fundraisers and Wisconsin Conservation Corps assistance.) The Station will continue to use a significant portion of its PR to cover routine maintenance and facility development costs.

In summary, State funds are required to bring two of the original buildings up to standards of safety, health, handicapped access and energy efficiency as now required by new state and federal regulations. The lease between the Trustees/Foundation and the University states that the University is responsible for maintenance and repair. The Restroom/Shower Facility is beyond repair and would be a waste of state funds if we were to continue repairing it. The required renovation of Sunset Lodge is also beyond the Station's PR capability. Beyond these projects, the College will seek gifts and grants, and to use PR to cover the majority of construction costs for the other projected improvements listed in Category B.

JP/ew

cc: Alan Haney
    Bob Worth
    Jim Radford
Category A

1. Restroom/Shower Facility
(Small Project 91117-37)
$99,400 Project initially approved for construction during 1993.
Estimate based on 3/26/92 HGM revised estimate of $120,905

2. Sunset Lodge Accessibility and Restroom Project
(To conform to handicapped access requirements)
(Small Project #9105-05)
DFD originally approved project for $25,000 on 5/6/91.
HGM preliminary design study provided two alternatives
(a) Entryway and Restroom renovation only--$53,291
(b) Restroom renovation with access improvements
to office and kitchen areas--$64,280

Alternative (b) is clearly preferred as it complements other improvements planned for the kitchen such as a bypass hallway, handicapped access to office, and kitchen service entrance.

3. Sunset Lodge Kitchen Renovation System
A. Exhaust Hood and Make-Up Air/
Ventilation System
(see 6/24/91 Small Project Request and Harry Hackler Memo)

B. Energy Efficient Furnace, Controls, and Ductwork.

C. Dishwasher Unit and Installation
(Outlined in Small Project Request submitted in March;
existing unit is obsolete and does not meet standards)

D. Kitchen Remodeling
Receiving room, dry food storage, food preparation areas,
janitorial closet and electrical/plumbing upgrades.
(Bypass hallway between office and Sunset Lodge meeting room is included in Small Project #9105-05, above)

E. Kitchen Appliances
Walk-in cooler, freezers, stove, oven, sinks, tables, etc.
Category B

- Other Capital Improvement Projects planned for next 10 years.
- Funded through Gifts, Grants Program Revenue (PR) and, GPR Funds, if available.

As noted above, the following projects have been identified by the Station's Steering Committee as key components of a long range 3-10 year master plan for development. Funding would be through fundraisers, grants and gifts, with additional PR and, if available, GPR support for smaller projects.

For additional information see attached "Prospectus for Development" which outlines Environmental Station Capital Development needs.

1. **Land Acquisition**
   - Purchase of 14 acres (min.) to 75 acres.
   - (see Prospectus for Development)
   - (Estimates) $120,000

2. **Educational Building**
   - (see Prospectus for Development)
   - $250,000

3. **Log Cabin Construction**
   - Two additional cabins to complete the existing log cabin complex.
   - ($20,000 per cabin)
   - (see Prospectus for Development)
   - $40,000

4. **Maintenance Facility**
   - Construction of new maintenance building (40' x 60') and yard to house woodworking and vehicle/engine repair workshops, new supplies and recycleables storage, and equipment and tools used to maintain over 20 buildings, waterfront, and extensive grounds/trails of the Station. New facility would replace inadequate existing building which lacks workshop and storage space and given current location jeopardizes the health and safety of the Station's employees and visitors and compromises the aesthetics of program use areas.
   - $70,000

5. **Renovation of Existing Maintenance Building**
   - After the new maintenance facility is constructed the existing building will be converted to classroom, wet laboratory, and storeroom for educational/recreational equipment.
   - $15,000

6. **Renovation of Anderson Lodge**
   - Remodel interior and exterior to expand usefulness of building as a classroom. This improvement would complement the buildings current function as a lodging/program building for Boy Scout use during weekends (as required by current Trustee lease agreements.)
   - $10,000
### 93-94 BUILDING IMPROVEMENTS AND MAJOR ACQUISITIONS

Central Wisconsin Environmental Station

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<th>ITEM COST</th>
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<td>165</td>
<td>Sunset Lodge/Office Server Receptacles</td>
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<td>Window Curtains or West Door</td>
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<td>Replace Furnace-Wilderness Duct</td>
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<td>Exhaust Hood</td>
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<td>Restroom/Entr. Renovation</td>
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<td>Mark Nelson Move to new site (living history/west cabin use)</td>
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<td>Log Cabins Safety Rail and Ladders</td>
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<td>181 Anderson Lodge</td>
<td>Rennovation Interior Classroom Space</td>
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<td>Construct Porch</td>
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<td>Bunk Rails (plus In-kind Contribution of Material)</td>
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<td>189 West Camp Complex</td>
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<td>191 Waterfront/Boats</td>
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<td>193 Summer Camp Equipment</td>
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**SUMMARY**

**A. CWES Funds used for improvements:** $10,000

**B. UW-System Funds required for:** $111,500

1. Sunset Lodge Kitchen Exhaust Hood $10,000
2. Sunset Restroom/Entrance Renovation $25,000
3. Telephone System $3,000
4. East Bathhouse Construction $60,000
5. Sunset Furnace Replacement $1,500
6. Sunset Lodge Kitchen Dishwashing Unit $12,000
Central Wisconsin Environmental Station
College of Natural Resources

Self-Study for Instructional Planning Committee
January 1995

Introductory Comments on Report Format

The Central Wisconsin Environmental Station is a unique unit incorporating undergraduate and graduate university instruction, administrative services, and outreach programming. As an off-campus field station operated by the College of Natural Resources, it differs greatly from other on-campus units in terms of the lands and facilities it manages, the audiences it serves and the programs it offers. The Station generates most of its income through program revenue (PR). A comprehensive review of the Station was completed as part of the ASPRTF process. This report includes an update of the ASPRTF report material. The report begins with an overview of the Station mission, programs and facilities. The report then addresses other criteria for evaluating instructional programs and administrative services.

Background

The Central Wisconsin Environmental Station (CWES) is a residential environmental education center operated by the College. In addition to offering undergraduate and graduate instruction critical to the College and the University's mission in environmental education and natural resource management, the Station also provides year round educational opportunities for K-12 students, teachers, resource professionals, and the general public through its school programs and continuing education and outreach efforts. Although the Station is operated by the College, it is largely supported by the UW-SP Foundation, Portage County United Way, and by program fees, grant funds, and gifts.

The Station's lands and facilities offer a beautiful and relaxing study area for university students and faculty, school students and teachers, and the general public. Through owned and leased lands, several hundred acres including forests, lakes, ponds and fields are available for program use. Facilities include a dining hall and meeting rooms, a solar designed dormitory and log cabins for lodging, a reference library, an outdoor amphitheater, waterfront and several miles of walking trails.

In total, each year approximately 20,000 users take advantage of educational programs at the Station. The Station is also used extensively by faculty for retreats and professional development and by many organizations and agencies throughout the state as a centrally located conference, workshop, and meeting site.

Since opening in 1975, the Environmental Station has gained national recognition as a Model Regional Environmental Education Center for its service to schools, universities, teachers, and youth and civic groups. It is an important component of the College's graduate and undergraduate curriculum in environmental education and works in concert with other field stations, centers and academic units of the University.
A. Centrality

1. Contribution to UWSP’s Mission

The mission of the Station is: "to develop in its students and visitors an appreciation and understanding of the environment and to develop the skills and attitudes necessary to deal with present and future environmental problems."

As described below, CWES assists the CNR and the University in achieving its mission by providing undergraduate and graduate educational programs, supporting outreach efforts, and being of service to the state, region, and community through the many programs it offers. While these programs may appear as separate, they are integrally interdependent. For example, the training of undergraduate and graduate students depends on the environmental education school program and visa versa. Likewise, the revenue from summer camps and weekend courses helps to financially support K-12 school group programs and the maintenance of facilities.

University Instruction The Environmental Station is an integral part of the CNR's instructional program. Through courses such as NR 376 (Environmental Education Practicum), NR 310/510 (EE Teaching Methods), NR 300 (Foundation of Environmental Education), NR 370 (Introduction to Environmental Studies) and NR 281 (Camp Leadership), UW-SP undergraduate and graduate students interested in careers in environmental education, teaching, interpretation, camp management, and youth programming use the Station to develop leadership and professional skills by teaching school-age children and by developing curriculum and program support materials. Each semester over 25 CNR and College of Education majors participate in the 4 credit practicum experience. Based on student evaluations, the course is usually rated as the best course they have taken as it integrates and applies many facets of the major in a positive and revitalizing learning experience. Station-related programs have also served as the focus for numerous graduate student thesis projects. The Station also offers the CNR's two-week pre-European Environmental Study Course (NR 475) attended by 60 students each year. The Station also sponsors four sessions of its Natural Resources Career Workshops (NR100) for high school students interested in careers in natural resources and environmental quality.

The Station is identified in the College of Natural Resources' Strategic Plan (1990) as essential to the College's mission. CWES programs, especially in the area of natural resource career workshops for women and minorities, are recognized as critically important in achieving goals in the University's and College's strategic plans designed to enhance "Diversity.

School Programs In addition to University instructional programs, the Station also provides residential and day-use environmental education programs for K-12 students and teachers from over 150 public and private schools in over 20 school districts. For the past 15 years approximately 10,000 students each year have participated in programs aimed at fostering environmental awareness, skills, and participation.

Summer Camps Each summer the Station offers 12 week-long programs and many other weekend workshops. Included in these are summer camps for 9-13 year old youth, a camp for children with learning disabilities, 5 natural resource career workshops for high school students including one for minority students, and a variety of adventure recreation trips. The Station also administers Project Earth, an 8 week environmental education program in the parks of Portage, Wood and Marathon counties. To conduct these programs 15 University
students are trained as summer camp counselors, and another 10 are employed as support staff (clerical, maintenance, kitchen). Each year the Station generates over $35,000 in scholarships from civic and conservation groups for summer program support. University students serving as staff also develop professional competencies essential to their career goals.

Outreach Programs Beyond the three major functions covered above, the Station also provides outreach services to a wide variety of other audiences including credit and non-credit weekend courses and workshops. The Station also offers its facilities and programs to civic, environmental, and youth groups. By offering a variety of programs throughout the summer and on weekends when school group are not available, the Station is able to generate revenue beyond the limited GPR provided, thus allowing the Station to operate on a year-round basis and to offer programs, such as the school programs, which are less profitable.

B. Quality

1. State and National Recognition

As a result of its programs and accomplishments, the CWES is widely recognized as a model regional environmental education (EE) center. As an early leader in the EE field it was recognized as a "National Environmental Study Area" by the Department of the Interior. Over the past 20 years, it has been recognized for its educational programs, curriculum development efforts, innovative research projects and service to schools, professional organizations, and the public. Curriculum materials developed and used at the Station are requested by other EE centers and schools from throughout the nation. Each year, visitors from throughout the world come to the Station to investigate the Station's successful programs which integrates university education, public and private school programs, outreach programs and summer camps. Through presentations at professional conferences, the Station's staff share innovative ideas that have been designed, piloted and evaluated at the Station. Recent examples of this include (a) the innovative Energy Cycle Education Program, a $32,000 project funded by WDSD to field test an interactive educational bicycle to teach students about energy conservation and (b) the award-winning book and workshop series "Teaching Kids to Love the Earth" co-authored by the Station's Director. The Station has also been recognized for its consistent support and leadership in the Wisconsin Association for Environmental Education and other organizations.

2. Quality Control: User/Client Satisfaction, Accreditation, and Reviews

CWES has built its reputation on providing high quality service to its many users - university students, school teachers and students, and the visiting public. The Station operates under the direction of the College and the Station's Steering Committee consisting of representatives from the College, participating schools, UW-SP Foundation, and community leaders. The Steering Committee meets twice each year to provide direction and to review accomplishments. Active subcommittees focus on progress related to (1) Program, (2) Land and Facilities and (3) Finance. Taking a pro-active approach to evaluation, the Station continually seeks input from university students participating in the practicum course, teacher/school reviews, workshop participants, etc. The practicum course and the pre-European course is evaluated each semester using standard UW-SP procedures. Consistently the EE practicum course is praised as one of the best courses students ever take by participating students - as a capstone course it integrates and applies students' skills and knowledge to a real world situation. CWES collects evaluations for each of the outreach and continuing education courses, workshops, conferences, and meetings held at the station and attempts to respond to suggestions including the need to change instructional programs, meeting rooms, restroom facilities, and food service.

As noted above the Station's mission and goals guide the selection of its programs. The Steering Committee (described above) reviews CWES's educational services each year and recommends changes. A detailed annual report is produced by the Director to assist the Committee and to document accomplishments, needs, and future goals. The Station also seeks to update it programs through surveys of users conducted by graduated research projects. The Station productivity and effectiveness in fulfilling its mission has been recognized by the Steering Committee and the College.

4. Faculty and Teaching Academic Staff

The Director of CWES, in addition to providing overall administrative leadership for the Station for program, personnel, facility, finance, also holds an Associate Professor/Graduate Faculty appointment in the CNR (this is a 50/50 split appointment). He also teaches on-campus. The CWES program director (.5 GPR FTE) provides overall direction to the Station's daily program, including supervision of the 25 university students in the Practicum course each semester. She also directs and supervises the summer program consisting of over 15 separate week-long camps with 10 summer program staff. A program assistant (a PR LTE position) with a master's in EE, assists in programming with special emphasis in non-school groups and adult/family workshops. He also coordinates the Station's scholarship recruitment process which each year brings in over $35,000 in scholarships from over 150 environmental and civic organizations for students participating in the Natural Resource Careers Workshop, the Nature Adventure Camps, and Timbertop camp. This scholarship support also indicates strong statewide support for the Station's programs.

C. Demand, Work Load, and Cost Effectiveness

1. Demand for Services

Each year CWES provides programs for 20,000 visitors-- and for over 400,000 visitors since CWES opened in 1975. Each year this includes 2,200 university students, 8,700 K-12 students, 770 K-12 teachers, and over 3,000 other visitors. All of these visitors, except the university students, pay for the program and services they use. The Station operates almost every weekend and half of all calendar nights. Specifically, programs are offered on over 81% of all calendar days (294 of 365 days), 61% of all weekend days, and 45% of all calendar nights. As noted in the College 1990 Strategic Plan, the Station operated at capacity and with very limited resources in terms of personnel, facilities and land.

2. Facilities and Equipment.

The Station has over 250 acres of land for program use, all available at no direct cost to the University or UW System. In addition to UWSP Foundation land, other parcels are leased. Over 20 buildings are also available for the Station's programs, most of which have been constructed and upgraded with donations or program revenue. To assist with maintenance, the University provides a half time maintenance position (.5 FTE) which is far below the minimum requirement for a facility of this size and complexity. Overall, the land resources, capital improvements, and equipment value of CWES is estimated to exceed $1.5 million, with virtually no cost to the University in GPR funds.
3. Workload

In spite of the significant workload at CWES, GPR funds support portions of only four positions amounting to 1.75 FTE -- including a .5 FTE faculty position (Station Director), a .5 FTE Academic Staff position (Program Director), a .25 FTE LTE position (secretarial and office manager) and a .5 FTE Classified position (FRW maintenance worker). There are also two graduate assistant positions equalling 1.25 FTE (the Station supplements their stipends with PR funds). All other workers (totalling 10 FTE and 32 different individuals) are paid from PR sources.

In summary, the Station operates a comprehensive, nationally recognized program serving over 20,000 individuals annually with less than 12 FTE, only 1.75 FTE of which are covered by GPR. While this may be viewed as a bargain by some, it also results in an excessive workload. Given the demand for Station programs, there is a need to increase the number of FTEs and to upgrade many of the part-time and LTE positions.

4. Cost Effectiveness

As noted, a significant portion of the CWES budget comes from Program Revenue, grants, and donations. Out of a total operating budget of approximately $335,000 only $85,000 (25%) comes from GPR sources including $70,000 for personnel and $15,000 for supplies and travel. The balance of funding, equalling nearly $250,000 (75%) is derived from program revenue (PR).

In light of the SCH generated through the undergraduate and graduate courses offered at the Station (NR 376, NR475, NR 100, NR 310/510, NR 605, etc.), this level of GPR support is minimal.

D. Comparative Advantage

The CWES is unique among environmental education programs in the state, the region and perhaps the nation. CWES is the only environmental education center in the State and region to operated as an integral component of a university’s instructional program. CWES is also unique in the broad based regional and state-wide support it receives. This support highlights the many partnerships the Station has developed over its 20 year history of service to the State and environmental education community. Hundreds of schools and many organizations, agencies, and professional associations depend on the Station for a variety of services.

The Station’s uniqueness is also confirmed by the many recognitions and awards its programs and staff have received. The Station continues to serve as a fully integrated regional EE program and serves as a model to other centers across the nation and, indeed, the world. Each year many international visitors come to the Station to explore it success record.

CWES and its programs are not duplicated by any other areas on the campus of in other UWSP/CNR units. CWES complements the efforts of Treehaven and Schmeeckle Reserve and the three field Stations work cooperatively by sharing equipment and staff and by providing different educational experiences for CNR students. Only CWES offers school-based environmental education programs through which students can develop professionally related teaching skills (these are also used by College of Education majors). CWES cooperates extensively with other campus units and departments by providing facilities for planning retreats, professional development workshops, and meetings.
December 18, 1991

Mr. Carl Rasmussen
UW - Stevens Point
2100 Main Street
Stevens Point, WI 54481

RE: CENTRAL WISCONSIN ENVIRONMENTAL STATION
TOILET & SHOWER FACILITY
HGM PROJECT NO. 6691

Dear Carl:

Attached are two copies of a preliminary floor plan sketch for the toilet and shower facility. It incorporates the items discussed at our last meeting. Please review and respond with any comments. Please feel free to call if you have any questions.

Sincerely,

Rick Schroeder, AIA

RS/jg

Encl.

CC: John Driscoll (DFD)
Joe Passineau

01LT6991.RLS
The Central Wisconsin Environmental Station is interested in renovating their present kitchen. The kitchen operates throughout the year, but is busiest around and during the summer months. The majority of the guests are those in school, from Kindergarten thru 12th grade. Although, at times a wider range of people are served. Group sizes range from 12 to approximately 100 guests. Therefore, a versatile kitchen is needed.

The present kitchen is 19' 6" long and 23' 3" wide. The dish room is somewhat separated from the cooking area by a small wall. Along this wall on the dishwashing side is where the clean pots and pans are located. The dishwasher is an under-the-counter model. There are three sinks next to the dishwasher.

In the cooking area, there are two preparation tables, a large gas stove, a grill, a 2-section convection oven, and a refrigerator. A counter with drawers occupies one entire wall. On this counter is a microwave, a mixer, and a slicer. Along the divider between the dishwashing room and cooking area on the cooking side is a steam table.

In the dining room, there is a table set up near the kitchen to set food on. There is a counter along an outside wall where beverages are located.

As far as food storage, there is a cooler and a room for dry food storage. The cooler opens up into a narrow hallway. In the dry food storage room, there is a small chest freezer for any frozen foods that need storage.
Long term goals of the renovation are:

1. Repair or replace all dangerous equipment. The leaking gas stove should be repaired; eventually replaced.

2. Make more space in the kitchen. The wall separating the kitchen and dining room should be moved out 6'. The wall in the kitchen separating the food production area from the dishwashing area should be removed. Storage of silverware and condiments should be moved to the cabinets in the dining room.

3. To provide a water source in the kitchen.

4. To put in a ventilation system above related equipment.

5. To eliminate kitchen traffic by putting in an adjacent hallway.

6. To correct the storage area problem.

7. To reduce kitchen noise entering dining area.
BIGGEST PROBLEM AREAS

The major problems in this kitchen include:

- Water source is limited to dishwashing area
  - no water source near preparation area
- Kitchen gets hot in summer
  - no ventilation hood over range to get rid of some heat
- Limited freezer storage in bad location
- Under-counter dishwasher is inconvenient
- Cooler entrance is in bad location
- Limited preparation area
LAYOUT PROCESS

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<td>Move wall between kitchen and dining room 6' out.</td>
</tr>
<tr>
<td></td>
<td>Remove wall in kitchen between food prep area and dishroom.</td>
</tr>
<tr>
<td></td>
<td>Put storage racks for pots and pans in place.</td>
</tr>
<tr>
<td></td>
<td>Put a water source in kitchen.</td>
</tr>
<tr>
<td></td>
<td>Install another work table.</td>
</tr>
<tr>
<td>Second</td>
<td>Replace griddle/stove.</td>
</tr>
<tr>
<td></td>
<td>Replace dishwasher.</td>
</tr>
<tr>
<td>Final</td>
<td>Redo storage areas.</td>
</tr>
<tr>
<td></td>
<td>Get rid of non-commercial upright refrigerator in kitchen.</td>
</tr>
<tr>
<td></td>
<td>Put in outside hallway.</td>
</tr>
</tbody>
</table>
Definition

For the purposes of the Iowa Association of Naturalists, a nature center consists of:

I. a natural resource base where both passive and active interpretation focuses on natural history themes and,

II. physical facilities which may include, but are not limited to, buildings, trails, and indoor/outdoor displays and,

III. an environmental education program to promote understanding of the natural and altered environment and

IV. a professional interpretive staff and trained volunteers and

V. a funding base to support staff, programming, maintenance and other needs.

Guidelines

These guidelines are not mandatory standards. They give direction to organizations developing new nature centers and help existing nature centers evaluate and improve their programs and facilities.

I. Natural Resource Base

A. Overall Considerations

1. The site's features and size are appropriate to the nature center's mission statement.

2. The site is representative of locally native ecosystems, whether natural, altered or restored.

3. There are well maintained roads leading to the area.

4. The site includes areas accessible to handicapped people.

5. There is sufficient money and staff to carry out the maintenance schedule and resource management plan.

B. Site Maintenance

1. The site is maintained according to a written schedule.

2. Measures are taken to ensure public safety on the area.

3. The resource is protected from potential damage by the visiting public.
C. Resource Management

1. There is a written management plan covering the natural, cultural and historical resources.

2. Trained professionals are involved in development of the resource management plan.

3. The resource management plan reflects the nature center's mission statement.

4. The resource management plan includes the following:
   a. Identification and management of ecological communities present at the site.
   b. Identification of ecologically sensitive areas and any special provisions needed to protect them.
   c. Identification of rare, threatened or endangered species present and any special provisions needed to protect them.
   d. Identification of acceptable activities at the site. Activities to be considered may include: off-trail hiking, bicycling, cross-country skiing, horseback riding, hunting, trapping, fishing, boating, and mushroom, berry and nut gathering.
   e. For preserves and refuges, plans for handling overpopulation of wildlife, if they become a threat to the resource.

5. The resource management plan preserves the integrity of the resource.

6. All development at the site is conducted according to the resource management plan.

II. Physical Facilities

A. Overall Design Considerations

1. The facilities are designed to fulfill the stated goals and objectives of the nature center. The following are examples of physical facilities which may be found in a nature center. If included, these must meet the goals and objectives of the program. Nature centers are not limited to the following facilities nor is this list meant to be all-encompassing.

   a. Exhibit area
   b. Teaching collection
   c. Auditorium
   d. Classroom
   e. Library
   f. Small meeting room
   g. Restrooms
   h. Bookstore/Gift Shop
   i. Trail System
   j. Parking Lot
2. The structure is functional and efficient, for example:
   a. it is capable of serving the mission statement
   b. reflects the interpretive message
   c. is a model of energy conservation
   d. is flexible enough to allow for future expansion

3. Visitors are encouraged to move about the building(s), grounds, and trails in an efficient manner.

4. The signage is adequate to direct visitors to the interpretive center and to other key locations.

5. The building is handicapped accessible.

6. There is a written maintenance schedule and it is followed.

7. The building is designed for ease of maintenance and visitor comfort/convenience, for example:
   a. mud or wet room
   b. utility closet
   c. live animal work space
   d. sufficient storage and work space
   e. restrooms are provided

8. Public safety is ensured, for example:
   a. all buildings meet safety and fire code regulations
   b. steps and railings meet regulations

9. All pertinent visitor information such as hours, rules, trail maps and a schedule of events is properly posted and available both during and after normal office hours. An easily accessible indoor reception/information area is available during normal office hours.

10. Landscaping should be done with native species in preference to non-native species wherever possible.

11. Sound attenuation (carpeting, acoustics) is taken into consideration where appropriate.

12. All buildings should be well lit and ventilated.

13. Fifty percent of the building should be reserved for non-public space: offices, storage, utilities, and work space.

14. The buildings and trails are designed for and accessible to a variety of age groups and abilities in accordance with the goals and objectives of the program.

15. Running water is provided both inside and outside.
B. Visitor Needs

1. Exhibit Area
   a. The exhibit area appears roomy and uncluttered.
   b. The exhibits are protected from environmental hazards and the visiting public where necessary.
   c. There are interactive/participatory displays.
   d. Both permanent and temporary exhibits exist.
   e. The exhibits convey interpretive theme(s) to the visitor.

2. Teaching Collection
   a. The collection fulfills the stated goals and objectives of the nature center.
   b. There is a written collection policy for both animate and inanimate objects.
   c. Accurate collection records are kept, for example:
      1) all necessary federal, state and local permits are current and applicable
      2) all specimens are properly identified
      3) procedures are in place for accessioning and deaccessioning
      4) if loaned, there are written procedures to ensure proper handling of the specimens
   d. The collection is properly housed and displayed.
   e. The live collection is humanely treated:
      1) routine attention given to animals and plants of the exhibit, for example: feeding, cleaning, medical
      2) veterinarian/horticulturist or other services are used
      3) adequate treatment records kept
      4) staff trained to handle and present live animals to the public
      5) adequate exhibit and storage space
      6) proper food, temperature and other requirements
      7) stress on animals is minimized as much as possible

3. Auditorium
   a. This is of sufficient size to meet the goals of the program.
   b. The room is equipped with the necessities for lectures and audio-visual presentations.
   c. If so designed, could double as a classroom.

4. Library
   a. This room is shielded from traffic flow and noise.
   b. This is a source of reference materials.
   c. This could double for other purposes if properly designed with flexibility in mind.

5. Small meeting room
   a. This room is shielded from traffic flow and noise.
   b. This room could double for other purposes.

6. Restrooms
   a. The restrooms are designed to accommodate peak visitor traffic.
   b. There is access to restrooms after normal office hours.
7. Bookstore/Gift Shop
   a. Is readily accessible to visitors.
   b. The location of this room fits the internal traffic flow.
   c. Items for sale meet the goals and objectives of the nature center.

8. Parking Lot
   a. Is of adequate size to meet the goals of the program.
   b. There is a logical traffic flow.
   c. There is proper signage.
   d. There is easy access to the facilities.

9. Trail System/Grounds
   a. The trail(s) are easily accessible from the visitor center and parking lot.
   b. The trail(s) are maintained according to a written schedule.
   c. The trail(s) are designed to minimize impact and preserve sensitive areas.
   d. The trail(s) are diverse and meet the needs of the intended visitors.
   e. The site includes areas accessible to handicapped people.
   f. The trail system enhances the interpretive message using available interpretive techniques.
   g. The area meets the needs of a variety of visitors, abilities, and challenges.
   h. Trail(s) are properly marked and signed for the ease and convenience of trail users.

C. Staff Needs

1. Office
   a. The permanent staff has individual offices which afford them a reasonable degree of privacy.
   b. There is adequate space for work and storage.

2. Storage/Utilities/Work Space
   a. There is sufficient work space available for designing and building exhibits and displays. This would include storage units and work tables.
   b. This area is shielded from the public.
   c. The area is easily accessible to the staff.
   d. Outside storage (garage, etc.) is available.

III. Environmental Education Program

A. Overall Considerations

1. Programs have specific goals and objectives.

2. Different learning styles and developmental stages are recognized and are part of the planning process.
3. Some programs are specifically designed to meet the needs of special populations.

4. Programs offer a progression of experiences to effect a gradual attitude change, from awareness to knowledge to understanding of issues and values to citizen action (see "Goals for Curriculum Development in Environmental Education", References)

5. All segments of the population will have the opportunity to attend programs by scheduling them at a variety of times and days of the week.

6. A variety of interpretive techniques are used, i.e. passive and active exhibits/activities, slide/tape/movies and interpretive trails.

7. The interpretive program is not limited to the staff of the center, but involves networking with other individuals and organizations.

8. The center capitalizes on community desire to be part of their program by use of volunteers, summer jobs and/or internships.

B. Program Content

1. Program content reflects the mission statement of the organization.

2. Programs are based on the needs of the community and are responsive to change.

3. A variety of programs are offered to attract different segments of the population.

4. Programs offered reflect the natural, cultural and historical features of the site.

5. The program's diversity increases as it matures.

6. Recreational activities integrate knowledge of the resource with the activity.

C. Evaluation

1. Programs should be evaluated at regular and prescribed intervals.

2. Self, peer and participant evaluations should be part of the process.
IV. Professional Interpretive Staff and Trained Volunteers

A. Professional Interpretive Staff

1. Staff, excluding volunteers, interns and non-paid employees, meet the minimum Professional Standards for an Interpretive Naturalist as set by the IAN in 1988.

2. Staff responsibilities include participation in continuing education and professional organizations. Staff are given time and monetary support for such activities.

3. Staff should have access to the governing board and be involved in decision-making.

4. Evaluation of staff should be at regular, prescribed times. Self, peer and participant evaluations should be part of the process.

B. Trained Volunteers

1. The nature center has a volunteer coordinator.

2. Written volunteer task descriptions should name the supervisor and should include duties and responsibilities both to the nature center and to the general public.

3. Volunteers are given appropriate tasks.

4. A volunteer contract is signed by both volunteer and supervisor.

5. A task-specific volunteer training program is established.

6. Regularly scheduled evaluations are conducted for each volunteer by their supervisor.

7. Volunteer records should be kept, i.e., hours worked, duties.

8. Volunteers receive recognition.

Funding and Administration

A. Funding

1. The nature center has its own budget within any parent organization.

2. There are adequate funds available for both interpretive and support staff.

3. There is monetary support for continuing education and professional memberships.
B. Administration

1. There is a mission statement which includes goals, objectives and the legal responsibilities to the general public. The mission statement is evaluated regularly.

2. Staff size is adequate to handle all nature center responsibilities and visitor demands.

3. There is an organizational chart, listing all paid, non-paid, and volunteer staff.

4. There is an employee policy including hours worked, holidays, vacation, sick leave, other compensations, safety procedures, expectations, evaluation procedures and grievance policy.

5. There is a risk management plan that covers employees, volunteers, participants and facilities.

References

Any organization that has, or is starting, a nature center should be familiar with the following:


4. State and local laws concerning health, safety and building codes.
HEALTH AND SOCIAL SERVICES

Chapter HSS 175

RECREATIONAL AND EDUCATIONAL CAMPS

HSS 175.01 Authority and purpose (p. 511)

HSS 175.02 Scope (p. 511)

HSS 175.03 Definitions (p. 511)

HSS 175.04 Permit (p. 512)

HSS 175.05 Plan approval (p. 512)

HSS 175.06 Location of the camp (p. 512)

HSS 175.07 Water supply and waste disposal (p. 515)

HSS 175.08 Food (p. 515)

HSS 175.09 Equipment and utensils (p. 517)

HSS 175.10 Washing, rinsing and sanitizing utensils (p. 517)

HSS 175.11 Buildings and grounds (p. 520)

HSS 175.12 Health (p. 523)

HSS 175.13 Sanitation (p. 523)

HSS 175.14 Guard (p. 524)

HSS 175.15 Guard (p. 524)

HSS 175.16 Primitive camping (p. 524-1)

HSS 175.17 Enforcement (p. 524-1)

HSS 175.01 Authority and purpose. Subsections (1), (2), and (17) of s. 140.05, Stats., give the department authority to prescribe rules for recreational and educational camps and to enforce these rules for the purpose of protecting public health and safety.

History: Cr. Register, October, 1985, No. 358, eff. 11-1-85.

HSS 175.02 Scope. (1) APPLICABILITY. The provisions of this chapter apply to the owner and to any person responsible for the operation of any recreational and educational camp.

(2) APPROVED COMPARABLE COMPLIANCE. When it appears to the department that compliance with a requirement of this chapter is impracticable for a particular camp, the department may approve a modification in that requirement for that camp if the department is provided with satisfactory proof that the grant of a variance will not jeopardize the health, safety or welfare of the campers.

History: Cr. Register, October, 1986, No. 358, eff. 11-1-85.

HSS 175.03 Definitions. In this chapter:

(1) "Agent" means the city or county designated by the department under s. 50.355 (2), Stats., to issue permits and make investigations or inspections of recreational and educational camps.

(2) "Approved" means acceptable to the department, based on its determination of conformance with good public health practices.

(3) "Camp" means the premises, including temporary and permanent structures, operated as overnight living quarters where both food and lodging or facilities for food and lodging are provided for children or adults, or both children and adults, for a planned program of recreation or education and offered free of charge or for payment of a fee by a person or by the state or a local unit of government.

(4) "Camp health supervisor" means a physician licensed in Wisconsin, a registered nurse licensed in Wisconsin, a registered pharmacist licensed in Wisconsin, or a person who holds an advanced first-aid certificate from the American Red Cross or an equivalent advanced first-aid certificate.

(5) "Department" means the department of health and social services.

(6) "Equipment" means, in connection with the operation of a food service facility at a camp, stoves, ranges, ovens, meatblocks, counters, refrigerators, sinks, ice-making machines, dishwashing machines, steam tables, blenders, meat grinders and slicers and similar items used to prepare or hold foods or to clean utensils.

(7) "Furnishings" means, in connection with the operation of a camp, linens, beds, bedding, chairs, tables, shelves, drapes, curtains, decorations, fixtures and similar items provided in the sleeping areas and common areas of the camp.

(8) "New camp" means a camp which receives a permit from the department for the first time on or after the effective date of this chapter.

(9) "Person" means an individual, partnership, association, firm, company, corporation, or agency, whether tenant, owner, lessee or licensee, or the agent, heir or assignee of any of these.

(10) "Premises" means the tract or tracts of land on which a camp is located and all buildings on that land.

(11) "Primitive area" means a portion of the camp premises or other site under the control of the person owning or operating the camp, at which site the basic needs for the operation of a camp, such as place of abode, water supply system, permanent toilet facilities and permanent culinary facilities, are not usually provided.

(12) "Privy" means a structure not connected to a plumbing system, which is used by persons for the disposal of human body wastes.

(13) "Recreational and educational camp" has the meaning prescribed for "camp" in sub. (3).

(14) "Utensil" means any kitchenware, tableware, glassware, cutlery, container or similar item with which food or drink comes into contact during storage, preparation, serving or other use as human food.

(15) "Wholesome" means in sound condition, clean, free from adulteration and otherwise suitable for use as human food.

History: Cr. Register, October, 1985, No. 358, eff. 11-1-85.

HSS 175.04 Permit. (1) APPLICATION. Before a camp is opened for public use, the operator shall obtain a permit from the department or an agent of the department. Application for a permit shall be made on a form provided by the department or its agent.

History: To obtain a copy of the application form for a permit to operate a camp, or to determine which agent to contact for an application form, write: Bureau of Environmental Health, P.O. Box 303, Madison 53701.

(2) ACTION BY THE DEPARTMENT. Within 30 days after receiving a completed application for a permit, the department shall either approve the application and issue a permit or deny the application. If the application for a permit is denied, the department shall give the applicant reasons, in writing, for the denial. A permit may not be issued to the owner or operator of a new camp or to a new owner or operator of an existing camp.

Register, October, 1985, No. 358
and in chs. ILHR 82 and 84 and shall be maintained in good repair.

(3) Plumbing. All plumbing and fixtures shall meet the requirements contained in chs. ILHR 82 and 84 and shall be maintained in good repair and in a sanitary condition.

(4) Private sewage disposal. (a) Private sewage disposal systems as defined in s. 145.01 (12), Stats., are permitted when a public sewer facility is not available to the premises. The system shall be located on the premises.

HSS 175.05 Plan approval. The owner or operator shall submit plans, specifications and calculations for a new or expanded camp to the department for examination and approval before commencing construction or modifications. No change in plans or specifications which involves any provision of this chapter may be made unless the change is approved and dated by the department.

Note: Owners or operators should also consult the department of natural resources (DNR) and local building and zoning regulations before commencing construction or modification.

HSS 175.06 Location of the camp. (1) Every camp shall be located on a well-drained site not subject to flooding. The premises shall be properly graded to prevent the accumulation of storm or other waters that may create hazards to the property or the health and safety of the occupants. No camp may be located in an area that is situated so that drainage from any source of silt can be deposited on the site.

(2) Livestock may not be quartered closer than 500 feet from central and unit cooking, dining or sleeping quarters.

History: Cr. Register, October, 1985, No. 358, eff. 11-1-85.

HSS 175.07 Water supply and waste disposal. (1) PUBLIC UTILITIES. When a public water supply and public sewerage facilities are available on the premises, connection and use are required. These systems shall be in compliance with ch. NR 111.

(2) PRIVATE WELLS. (a) Permitted use. A private well is permitted as a source of water when a public water facility is not available to the premises. The well shall be located on the premises and shall be constructed and the pump installed in accordance with ch. NR 112, rules of the department of natural resources governing well drilling and pump installation. Whenever safe water cannot be obtained consistently from a well constructed in apparent compliance with ch. NR 112, as evidenced by laboratory reports, the well shall be reconstructed or a new well constructed in accordance with the requirements of the department of natural resources. However, if the reconstruction or new construction is determined to be impractical or is found to be ineffective, the use of the well shall be discontinued and water shall be transported on a temporary basis from a source and in a manner approved by the department.

(b) Sampling frequency. The water supply shall be sampled at least annually for microbiological and chemical contamination in accordance with ch. NR 109.

(3) PLUMBING. All plumbing and fixtures shall meet the requirements contained in chs. ILHR 82 and 84 and shall be maintained in good repair and in a sanitary condition.

(4) Private sewage disposal. (a) Private sewage disposal systems as defined in s. 145.01 (12), Stats., are permitted when a public sewer facility is not available to the premises. The system shall be located on the premises.

Incomplete...see WI Administrative Code HS 175 (1985) for complete document
## Appendix F: Site Visit Results

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Wisconsin Lions Camp
Rosholt, Wisconsin
Interview Person: Tony Omernick, Director
Visitation Date: Sept. 12, 1994

MISSION

The mission of the Wisconsin Lions Camp is to provide outdoor educational and recreational experiences for special population groups.

HISTORY/BACKGROUND

The Wisconsin Lions Camp was founded in 1956, when a Wisconsin Lions Club member overheard a blind teenager remark that disabled youth are denied the opportunities for outdoor recreation that other youth enjoy.

DESCRIPTION OF AUDIENCES AND PROGRAMS

The camp serves 4,000 visitors annually. The primary users of the Wisconsin Lions Camp are special populations which include deaf, blind, and mentally handicapped children and adults. Separate camping sessions are set aside for children with visual, hearing, or cognitive disabilities. The main season is summer, when the camp is filled to capacity, with waiting lists in the mentally handicapped sessions. Typical camp activities include swimming, boating, innertubing, fishing, archery, handicrafts, nature lore, sports and games, overnight camping, ropes courses, and more. Year-round programs are available for groups staying in the wintrized Pinewood Lodge. Special education classes can use the facilities during the school year, and during weekends family camps are offered. The facilities are also offered to organizations serving special populations. The camp is promoted by mailings to special education departments in schools statewide, as well as Lions Club functions.

The director said that throughout the camping industry, the trend is that people want more "comfort-oriented" facilities. An example of this is the Girl Scout residential camping program, whose numbers have declined nationally, largely because of primitive facilities. Another trend is that less teenagers are camping, due largely to the variety of other programs available to them. Money is always a factor, and a camp must be cost effective to keep fees down to attract business. To maximize use, the camp programs are kept general. To be too specific would narrow the market segments who might be interested in participating. Even in a special ed camp, there is competition from other organizations who are mainstreaming disabled youth into their programs. He also said the number of children with multiple disabilities is rising, although the total percentage of children with disabilities in the country remains constant.
PERSONNEL

The summer staff is comprised largely of college students, graduates, or teachers pursuing careers in education, recreation, or related fields. A staff/camper ratio of one staff to every three campers is maintained. A camp nurse is available around the clock. There are seven year round staff: A property manager, two maintenance assistants, a program director, an assistant program director, an office manager, and the camp director. In the summer, an extra 55 staff are hired. There are two weekends annually when volunteers come together to do minor work at the camp (staining cabinets, cutting firewood, etc.)

BUDGET AND FUNDING

The Camp operates on a budget of over $250,000. The money comes entirely from gifts and donations. The separate Lions Clubs do a large portion of the fundraising, through community events, raffles, etc. Parents of campers often donate money. The Lions Club Foundation has an office at the Camp and promotes and processes fundraising activities. There is no cost for summer programs or youth groups, although the director believes that a small cost might encourage more customer commitment/ownership in the programs. Currently, there are 10-15 children who simply do not show up to camp each week.

The interest from an endowment fund is used for capital improvements. For large capital projects, it often takes two years of promotion and public awareness before any money is requested.

DESCRIPTION OF FACILITIES

The Lions Camp is situated on 440 well-groomed acres, which is also a wildlife refuge. There is a 45 acre private lake for swimming, boating, and fishing. There are 18 seasonal cabins, two bath-houses, and a new Lodge which provides special, easily accessible accommodations for physically handicapped campers, a family style dining hall with full-service meals which accommodates 200 people, a nature center, a large recreation shelter, and a large meeting room in the Memorial building.

The caretakers residence is directly in front of the parking lot, with the maintenance shop and garage beside it. The director believes this is a poor location for these buildings. There is a health lodge, trading post, fire bowl, and boat house as well. Hiking and cross-country trails wind through the property.
PLANNING EFFORTS

Board members serve a three year term with the option to be voted in for a second term. The Board meets quarterly. Ideally, the strategic plan should be reviewed every few years. Based on projections for the future, the facility is just large enough to meet the needs of Wisconsin clients in the future, so no expansion is planned.

In 1989, a Long-Range Plan was written. It contains sections on Natural Resources, Human Resources, Program Planning, and Facilities Planning. The summary of these plans are listed below:

Natural Resource Planning
1. Implement a water quality self-monitoring program of Lions lake
2. Review and approve a forestry management plan
3. Develop a wildlife management plan for the Camp
4. Determine appropriate actions to improve Lions Lake fishery

Human Resource Planning
1. develop and approve an employment policy based upon the merit principal and equal opportunity
2. develop an alumni program of former campers and staff for support
3. review full-time wage scale in comparison with similar local organizations
4. identify volunteer needs of the camp and appropriate recognition for volunteer services, including Board members

Program Planning
1. review existing policy/procedures for off-season use to determine if it is consistent with mission
2. acquire a cross-country ski trail groomer
3. improve ropes course and adventure playground
4. consider making the Camp a state clearinghouse for outdoor programs for special populations
5. develop a plan for the trail system
6. consider expanding tripping programs
7. consider eliminating "for the handicapped" from Wisconsin Lions Camp signage

Facility Planning
1. create appropriate exhibits, learning stations in the nature center
2. expand camp office
3. Increase number of wells
4. Conduct routine maintenance such as roof and siding repair to buildings
5. Landscape for shade, aesthetics, and to attract wildlife, control erosion and provide safety fencing
6. construct new bath-houses from aesthetically pleasant materials, with showers that offer increased privacy
7. renovate or eliminate oldest buildings where necessary
8. monitor shoreline erosion  
9. Update utility line maps  

SIGNIFICANT INSIGHTS AND FEATURES  

As mentioned earlier, the director said that "comfort-oriented" facilities are in demand, even for youth. Also, older youth have many options which limit their participation in camping experiences, and so adventure or trippeing programs is one way to get them more involved. Camps must be cost-effective if they are to keep fees down and attract a large client base.

The director believes that group showers are outdated in today’s world, and that camps would be wise to eliminate them. The Lions Camp has large lawn areas which make it seem less rustic and more manicured than traditional camps. While this may not be appropriate for CWES, there is certainly a benefit to attractive landscaping. CWES might consider putting more effort into landscaping with a native plant emphasis. Also, CWES should consider moving the staff residence away from the parking area and the maintenance shop away from the cabins and trail. The disadvantages of the current location are similar to the disadvantages at the Lions Camp...visitors can be hurt in the maintenance area and not all caretakers are willing to be disturbed by frequent visitors in their private residence.
Boston School Forest
Plover, Wisconsin
Interview Person: Sally Ellingboe, Director
Visitation Date: Sept. 6, 1994

MISSION

The mission of Boston School Forest is twofold:
1. To preserve the environment as something to nurture, respect, and conserve.
2. To teach the concepts of interrelationships and interdependence

HISTORY/BACKGROUND

The History of the Boston School Forest dates back to the 1930's, when H.R. Noble, a local agriculture agent, asked for donations of land to establish school forests in the area. Harry Boston, a local businessman, responded, and on May 11, 1937, Boston's 80 acres were dedicated. Three area schools now share the forest: The University of Wisconsin-Stevens Point owns 20 acres, the area Catholic Schools own 15 acres, and the Stevens Point Public Schools own the remaining 45 acres. Between 1937 and 1950 over 100,000 pine trees were planted. In 1968 the first elementary school class participated in curriculum at the forest. However, high school students used the forest most during this time. Vandalism was a problem until the late 1970's, when a caretaker's residence was placed on site. In the 1980's, fund raisers and community marketing helped raise the money for the materials for many buildings. High school students built the buildings as part of their school programs, and this eliminated vandalism because teens now had personal investment in the site. In 1983 Sally Ellingboe's position was created...environmental education coordinator. Since then, the facilities and use has grown to the point where a new expansion plan is in progress.

DESCRIPTION OF AUDIENCES AND PROGRAMS

The Boston School Forest exists for students of the Stevens Point Public School system, primarily k-6th graders. It serves 6,500 people annually. In the summer, a 6th, 7th, and 8th grade biology field program occurs there. Also, CESA workers benefit from on-the-job work training. During weekends and evenings, civic and youth groups can reserve the facilities. Most any youth group can use the facilities for free, but civic groups are charged a small fee of $70 for the entire weekend. There are no organized overnight programs or meals, but a self-service kitchen is available. The forest does not rent its facilities to private groups as a conference or meeting place, largely because that would compete with local business. They find they generate more money through donations than they would through Program Generated Revenue, so they work hard on community goodwill. Sally meets with each teacher prior to a class visit, to see what concepts the class is learning. Then she custom tailors the program to meet individual class needs. Overall, the programs are guided by the public school curriculum. Teachers in the future might take more responsibility for their class at the forest, and might take more ownership
in the forest curriculum. Although nationally there is a decline in school age children, this area is a good area to raise a family and there is no decline in the number of children enrolled in public schools.

PERSONNEL

There is a Environmental Education Coordinator, and a full time naturalist. In addition, BSF depends on approximately 100-200 volunteers and work study students from both high school and college to teach classes.

BUDGET AND FUNDING

The Boston School Forest operates on a budget of less than $10,000. A block grant pays the salary of the one full-time naturalist. The school district budgets $4,000 for annual maintenance. Boston School Forest relies on donations, grants, and the school district for their funding. Also, the sale of pulp cutting on the land helps supplement the budget. Many service or "in-kind" donations of labor and materials helps in capital development. For instance, services have been donated to design the new building which is planned for the near future. Others have volunteered to put on the roof, and provide materials. One company is putting in the basement for free as a demo site for a new type of basement material.

DESCRIPTION OF FACILITIES

The BSF operates on the 80 acres it shares with the University and local Catholic Schools. The first building programs were started in 1969, when high school industrial arts classes built an open shelter and an outdoor toilet facility. Since then, modern restrooms have been added. Noble Lodge was built which contains a dining hall and small self-service kitchen. Five sleeping cabins were constructed - again by industrial arts students. In recent years, a caretaker's residence, storage garage, permanent outdoor barbecue pit, and two gazebos have been built near the man-made pond. A trailer serves as a classroom, science lab, nature museum and resource center. There is also an obstacle course, cross country ski and hiking trails, and a man-made pond. The existing bridge has collapsed but a new one is planned for the future. There is no office equipment on site. This equipment is available at the school office where Sally has her main office. The parking area does not have clear signage.
PLANNING EFFORTS

The Boston School Forest Committee meets once a month. It consists of:

- the High School industrial arts teacher
- a school board member
- 2 elementary principals
- director of special ed
- 2 retired administrators
- director of bldg & grounds
- director of curriculum and instruction
- BSF staff

Also, the Board of Education has a meeting at the Boston School Forest once a year.

The new building plan and long-range site improvement plan was donated by Rettler and Associates. The multi-purpose building will utilize alternative energy sources that can be observed first-hand. A basement will serve as a storage area and storm shelter. The building will be of log construction, be wheelchair accessible, have bathrooms, a fireplace, and a classroom with a raised "stadium type" seating arrangement able to accommodate 30 people. The architects said a "pit" type seating area would be too expensive and interfere with the basement. It will cost about $100,000 but the capital drive goal is $200,000. They have about $40,000 already from the sale of wood on part of their property. Also, special education will provide $20,000.

The long range goals include landscaping for wildlife, diversify the plantation, expand handicapped accessible trails, construct wildlife feeding stations, construct a rustic resource education building using alternative and renewable energy, establish a resource library for teachers, purchase adjacent land, install a new bridge over the man-made pond, improve the ski trail, and increase staff.

SIGNIFICANT INSIGHTS AND FEATURES

A color plotted map of the facility was designed by the architects and may be useful as a model for CWES maps.

Boston School Forest is a good example of a facility that has been well-used despite the lack of ecological diversity and spacious accomodations on site. This use attests to the fact that the local school district sees such outdoor learning experiences as integral to their curriculum. When asked if an expansion might impact the number of visitors at CWES, the director said "no". She said that after a few years at BSF, kids and teachers are ready for a new experience. In fact, teachers are more likely to participate in the free BSF programs, enjoy and understand their merit, and then decide to search for similar activities elsewhere. Since CWES offers overnight programs and different ecosystems, it is the logical place for a new experience.
The new building planned for the future contains features of interest. For instance, the incorporation of alternative energy and raised seating, combined with a rustic log exterior and storm shelter, are all important ideas for future buildings at CWES.

If BSF raises enough money, they may offer to buy the 20 acres of adjacent land which now belongs to the University. There is a possibility that this money might then be used for capital development at CWES. Therefore, there is an opportunity for these two EE centers to work together and help one another.
BOSTON SCHOOL FOREST

Buildings
1. Caretaker Residence
2. Storage Garage
3. Classroom
4. Noble Lodge
5. Restrooms
6. Elm Cabin
7. Maple Cabin
8. Oak Cabin
9. Pine Cabin
10. Birch Cabin
MISSION

To work worldwide to conserve cranes and the wetland and grassland communities on which they depend. ICF is dedicated to providing experience, knowledge, and inspiration to involve people in resolving threats to these ecosystems.

HISTORY/BACKGROUND

The International Crane Foundation began with two graduate students from Cornell University; George Archibald, who was studying crane behavior, and Ron Sauey, who was studying crane ecology. Realizing that cranes were under intense pressure from the world's rapidly expanding human population, they decided to establish an organization dedicated to the study and preservation of cranes. In 1973, they founded the International Crane Foundation (ICF) on the horse farm owned by Ron's parents just north of Baraboo, Wisconsin.

Once adequate facilities were ready, Ron and George contacted zoos worldwide, asking to borrow cranes. Since the captive breeding was successful, ICF gained a good reputation. As staff grew, there were more opportunities for public tours and education programs, and involvement with habitat preservation, both nationally and abroad.

In 1983, ICF had enough support to move its offices and captive flock five miles north of the original farm to a new 160 acre site, later expanded to 225 acres. A new headquarters building was constructed which now houses offices, laboratories, and a hatchery. Educational facilities were constructed as well. Recently, a large guest house/dormitory was constructed.

ICF has received coverage in National Geographic, Time Magazine, and PBS, to name a few.

DESCRIPTION OF AUDIENCES AND PROGRAMS

ICF differs from most nature centers and conservation facilities in that its activities single out a very specific subject—cranes—rather than treating the natural history and general ecology of a region. But the mission statement allows room for flexibility, and so the organization addresses endangered species management, wetlands ecology, habitat restoration, and the critical need for international cooperation.

The mission statement has evolved to keep the organization focused yet leave room for flexibility. Cranes are a medium to address a myriad of issues in a holistic manner. There are 4 major on-site audiences: school groups, which comprise about 7,000 students
annually, drop-in visitors, motorcoach tours, and visiting foreign guests. The total number of visitors to the site is about 33,000 annually. Another audience are members, who are scattered worldwide and comprise between 5,000 and 6,000 people. Members include many elderly people and over 1000 biologists and conservationists. These people receive a subscription to the quarterly ICF Bugle (an informative newsletter), free admission, and savings on merchandise. In summer, there are weekend programs offered to the public every other weekend. However, ICF doesn't want to compete with other nature centers for the weekend workshop audience, so they keep their programs closely related to the cranes. There are four main off-site audiences, including civic groups, schools, environmental groups, and miscellaneous organizations.

At ICF, visitors are taken on a 1 1/2 hour tour, rather than providing full-day or two-day EE programs. Therefore, less program materials and preparation are needed. Many people drop in for the public tours, and groups also call in advance to reserve time for a tour.

Abroad, ICF helps countries like Viet Nam develop alternative, environmentally safe forms of business, such as duck breeding instead of rice cultivation.

PERSONNEL

Since ICF is a natural area and zoo in addition to a teaching location, it is important to protect the animals and research being done here. There is a high staff to visitor ratio. There are 21 full-time staff, including three people in EE, six in aviculture, two in field ecology, three administrative secretaries, a director of development and his assistant, two site managers, and a gift shop manager. There are two part-time staff, 2-4 interns, a variety of visiting associates, occasional graduate students, and 50-55 volunteers, many of who have been with ICF for many years. Volunteers are offered an $*0.00/day stipend, although many choose not to take it.

BUDGET AND FUNDING

The money at ICF is divided into separate budgets, including an operational budget, capital budget, and travel budget. Individual grants and donations make up 50-60% of the operational budget. Federal grants provide 15-18% of the operational budget, 10% is generated through tour admission, and roughly 10% comes from gift profits. Special capital drives are enlisted to new construction.

DESCRIPTION OF FACILITIES

There are many buildings on the 220 acres of prairie, including offices, indoor classrooms, interpretive visitor center, a gift shop and theatre, a laboratory, an exhibit pod, and a new guest house for interns and foreign guests. The bottom portion of the house accommodates ICF's Field Ecology Department and the Stedman Training Center. It also contains extra rooms for additional office space in the future.
Crane City is not open to the public, but exists for the breeding of endangered cranes. Completed in 1989, it contains 65 pens and several buildings.

One nice feature is that the same architect (a student of Frank Lloyd Wright) has designed all the new buildings on the site, and recommended landscaping approaches. Additionally, the same contractor built all the buildings. This leads to a consistent, appealing design throughout.
A 22 member Board of Directors governs the decisions at ICF. None of the buildings at ICF involved a needs assessment. Rather, they were based on the intuition of the staff and the decisions of the Board. There is no written site plan or long-range plan. For one building, a famous design firm was hired for $10,000, but they did nothing more than draw the ideas the staff provided during a think-tank design session. Now, the staff knows they don't need to pay anyone a lot of money to design their facilities...they have enough talent on-board.

A three-year plan spanning 1994-1996 identifies the critical domains for ICF action in the near future. These include the species program, the public program, the ecosystem program, and the international coordination program.

SIGNIFICANT INSIGHTS AND FEATURES

More people are opting for a self-guided experience rather than a public tour. People are more likely to donate money if they are already impressed with the quality of facilities. (money attracts money). Impressive buildings and grounds give potential donors the impression that the organization is successful and efficient. Many nature centers focus on history, and even have a somewhat gloomy tone about the future. At ICF, the staff is on the cutting edge of new research. They don't dwell on the past, preferring to focus on the future with innovative facts and an optimistic approach.
Upham Woods
Wisconsin Dells, Wisconsin
Interview Person: Bob Brisson, Director
Visitation Date: Sept. 14, 1994

MISSION

The primary mission of Upham Woods is to use the lands as an outdoor laboratory and camp for youth, such as 4-H clubs, and other people cooperating with the University of Wisconsin.

HISTORY/BACKGROUND

Upham Woods is owned by the University of Wisconsin and managed by the University of Wisconsin Cooperative Extension Service. Camp management is guided by the Upham Woods Committee which is created by the Dean of Cooperative Extension. It consists of the 4-H Foundation Director, Youth Development staff, and other UW faculty.

In 1906, Horace A.J. Upham and Mary grteen Upham purchased 310 acres of Wisconsin River shoreline because they wanted to preserve the natural beauty of the area. They used it as a vacation site, and in 1941 the Upham's two daughters donated the land and the island to the University of Wisconsin. The sisters had seven conditions under which they would donate the land:

1. Since the land was given as a memorial to their parents, it should be known as Upham Woods.
2. The land should be used as an outdoor laboratory and camp for youth and other people cooperating with the University of Wisconsin in the advancement of conservation, agriculture, and rural culture.
3. The land could not be made into a public park or developed commercially
4. No permanent buildings except for a rustic storm shelter and comfort station could be built on Blackhawk Island.
5. No permanent bridge could be constructed between the mainland and the island.
6. The island should be kept in its natural state with the guidance of the DNR
7. A committee of individuals involved with youth education should supervise the use of the land

The first superintendent of the camp, Wakelin McNeel, known as Ranger Mac, facilitated the purchase of an additional 8.7 acres for buildings. WCC crews, 4-H volunteers, fraternities, schools, teachers, and parents have all helped construct the buildings or contribute to their funding. The oldest building on site is the Varney Craft Center, which has been renovated several times but never built correctly. It must either undergo major renovation or replacement. A decision has yet to be made regarding its future. The first cabins were built in 1951. The youngest building is the nature center, built in 1978. By 1987, a new work building was completed and all cabins were winterized.
DESCRIPTION OF AUDIENCES AND PROGRAMS

In addition to 4-H clubs and schools, Upham Woods also serves scouts, churches, university groups, and other nonprofit groups. Approximately 9,000 visitors come to the camp each year. No publicity has been necessary, because most visitors are repeat customers and news of the camp spreads by word-of-mouth. The first public programs were offered in the early 1970's. Prior to that, the facility was exclusively for 4-H and Cooperative Extension groups. The mission and future of the camp is currently being examined. There are many ways to expand programming. Teachers usually run their own lessons and overnight programs at Upham Woods. The staff is only responsible for the EE components.

From September through mid-November, and again from late February through mid-June, school groups use the facilities to focus on EE. Last year, 57 different schools visited. 4-H summer camps operate all summer, with EE being only one component of their programs. Summer campers are usually between 9 and 13 years old. The numbers of 4-H campers has dropped recently, and one idea is to offer camping opportunities for 4-H youth in other states, or open the program to the general public. Another program idea is to offer specialized natural resource camps for older 4-H members. The large number of programs competing for teenagers' time is part of the reason for a decrease in teen participation. During weekends youth organizations and civic groups use the facilities. While the 4-H users are mostly white, there is tremendous cultural and ethnic diversity in the other programs at Upham Woods.

There is a possibility that more off-site adventure programming will occur in the future, in an attempt to meet the needs of older youth. This could include overseas programs as well. A new adventure curriculum is being used currently. Teachers work with the program coordinator to customize EE lessons for their school visits. The emphasis of the programs vary according to the special interests of the current staff.

PERSONNEL

There are two part-time maintenance workers, a full-time program coordinator, one naturalist (one more will be hired in the future), a secretary, and a director. The cleaning and food service is contracted out. There are 50,000 meals served at Upham Woods annually.

BUDGET AND FUNDING

No tax money can be used for capital improvements at Upham Woods, although it can be used for operations. Approximately 70% of the funding comes from Program Generated Revenue. 4-H members pay about 10% less for programs than the general public. The University system provides 25% of the funding, primarily in the form of salaries, fringe
benefits, and utilities. Special Fund Drives throughout the years provided the money to build most of the buildings.

DESCRIPTION OF FACILITIES

The facility currently consists of 330 acres, 220 of which are on Blackhawk Island. The majority of buildings are clustered on 20 acres on the mainland. Hiking trails double as cross-country trails in the winter. Two lighted volleyball courts are regularly used. There is an outdoor firebowl, a toboggan run, an obstacle course, and many buildings.
PLANNING EFFORTS

If the project is accepted, the UW system considers it a project and the 4-H Foundation begins the search for funding.

In the future, a swimming pool is necessary because the current swimming area in the river is dangerous for campers, yet swimming is a highlight of the camp. Also, there is a need to purchase the land which must be crossed to access 90 acres of non-adjacent northshore property which Upham Woods owns and uses for camping and adventure training. Currently, there is an assumed easement by which campers cross the property. The craft building, as previously mentioned, must be renovated or replaced soon.

Upham Woods conducted a user survey to determine what physical sites/equipment needed improvement to upgrade the educational programs.

In 1985, a Physical Master Plan was created for Upham Woods, based on recommendations from the Upham Woods Planning Committee which was formed upon suggestion from the Long Range Planning Task Force. The Committee was to develop site management plans with particular attention to the following areas:

1. trail system
2. erosion control
3. vegetative inventory and management plan
4. service area and facility access
5. camp security
6. landscaping plan (dorm area, nature center)

A graduate student in Landscape Architecture compiled information on soils, geology, and vegetation, gathered new material when necessary, and created maps, overlays, and tables. The purpose was to identify user/site conflicts and potential problems. Following this, a senior in landscape architecture designed potential landscape ideas for the site. Specific site recommendations included the paving of certain trails for handicapped accessibility, low lighting on trails, diversifying vegetation, land acquisition of property separating the main camp from the north shore property, and erosion control.

SIGNIFICANT INSIGHTS AND FEATURES

There are similarities between Upham Woods and CWES in that they both own non-adjacent property and are trying to secure rights to the property in between. Also, the Upham Woods director stressed the importance of a long range development plan, which was lacking at his facility. It leads to a more functional and aesthetically pleasant overall design. This provides extra justification for a long-range development plan at CWES.

The user survey of facilities mentioned above is similar to the practicum survey of facilities administered at CWES. It is interesting to see that both camps found this insight useful to planning.
A landscape architecture student or professional should be part of the planning process for CWES in the future, before any plans are finalized.

The cabins are interesting in that they have two separate sleeping units with a common central area where the counsellors stay and a fireplace is located. The nature center contains a lab area, an interpretive area, and a resource library, along with offices. The dormitory is handicapped accessible, and the dining lodge also contains a large room with high ceiling for group programs and campfire programs during inclimate weather. The office is directly next to the parking area, making it easy for visitors to find. These features are worth considering at CWES.
MISSION

Fallen Timbers exists for two primary purposes:

1. for the environmental education of the school children within the "Consortium of Schools"

2. for the conservation and wise management of the natural resources available at the site

HISTORY/BACKGROUND

Lyle Martins, superintendent of the Seymour Schools, wanted an outdoor lab and learning area for his students. At the time, Black Creek Natural Preserve was kept by Gordon Bubolz and the Natural Areas and Preserves Association. Martins invited five other school districts to participate in the site, and in 1975 they found a sponsor, The Fort Howard Foundation (now known as the Cornerstone Foundation), to buy the land for the consortium. An existing building, a restored cabin from 1869, was the main office for the director from 1975 until 1980. The Seymour Shop class built many of the buildings here. The PTA raised money for projects as well. The marine corp built things here too. In 1986, two school districts almost withdrew from the program because they were dissatisfied with the lack of communication between director and schools. The new director was hired, and an energetic campaign of change took place. New colors, removal of old buildings and fencing, and increased landscaping made a big change in the appearance of the site. Additionally, the director began an active campaign of communication with teachers and students to meet their needs and expectations. Parents were integral in supporting Fallen Timbers throughout its changes.

DESCRIPTION OF AUDIENCES AND PROGRAMS

The center serves six public school districts, Ashwaubenon, De Pere, Little Chute, Seymour, West De Pere, and Wrightstown. It also serves two colleges; St. Norbert and Fox Valley Technical College. Parochial schools, youth groups, and civic organizations are welcome to rent the facilities when available. More than 7,000 students and 10,000 area residents use the facilities annually.

The director meets with each teacher to determine their students' needs and expectations for their visit. In the future, the director hopes to identify common themes in each of the six school district curriculums, so that there can be standard lessons for each grade level throughout the consortium. Only day programs are offered...facilities can be rented overnight or on weekends, but there is no scheduled programming for these times. A neighbor serves as night watchman, driving through the site now and then.

In the summer, the director trains 8 teachers for a 6-week summer school at the facility. There is a desire to do more adventure, off-site programming.
PERSONNEL

In addition to the director, there is a naturalist who works full time for nine months annually, a naturalist who works 1,000 hours annually, and a part-time maintenance person/groundskeeper. The director and naturalists take care of all cleaning. The center also uses volunteers to assist with maintenance, public programs, and teaching. The volunteer naturalists are trained seasonally. Three work-study students participate in programming as well.

BUDGET AND FUNDING

The facility operates on $100,000-$250,000 annually. Most of this money comes from school tax dollars and program generated revenue from schools who are not in the consortium but use the facilities. Only 2% comes from gifts and donations. However, during the capital drive to build the new building, there were many donations. The center is fiscally operated by CESA #7, which audits the pledges and processes the money. There was $94,000 in in-kind donations at the end of the capital campaign.

DESCRIPTION OF FACILITIES

The 456 acre site contains a man-made pond, a greenhouse, hiking and skiing trails, an outdoor firebowl and picnic area, a maintenance shop, ice skating, and many other activities. There are unique cabins where two separate units are joined in the middle with a teacher’s lounge area. The bunks were made by a volunteer and feature storage, guard rails, and aesthetic layout. There are accommodations for approximately 40 people overnight. The new 5,000 square foot building was designed to "bring the outdoors in". Large windows, a high ceiling, polished wood, and a large stone fireplace make this building feel "like home." The building has exhibit space, classrooms, a small kitchen, and restrooms that are accessible both from inside or directly from outside the building. The high ceilings give a sense of spaciousness and offer good spots above doors for high exhibits. The fireplace is open on both sides, appealing to people who enter the front door and to people who are sitting in the room. Stadium seating outdoors overlooks the man made pond.

PLANNING EFFORTS

In 1989, the Steering Committee was convinced of the importance of a new building for teaching, exhibits, and kitchen facilities. Gettler Associates of Ohio were hired upon the recommendation of the president of the Fort Howard Foundation to do a feasibility study to determine the likelihood of raising the money for the building. This cost $6,000, and it was determined that $400,000 could be expected if a capital campaign was launched. Gettler Association started the campaign, bringing in $186,000. Then, the director and several well-known people in the community, including Charley Lenard and Dr. Allen, took over the campaign and raised the rest of the $400,000. Some of the strategies employed were CEO breakfasts with people of high visibility such as local celebrity and Packer player, Brian Noble. The paper companies in the area donated money, as did many other local businesses and foundations.
participate with staff in decision making.

SIGNIFICANT INSIGHTS AND FEATURES

The director emphasized that a quality program requires quality facilities. Teachers wanted a comfortable environment and children seem to learn better in a place that feels "like home." ICF said the same thing, plus "money attracts money." In other words, if donors see a quality facility, they are likely to donate even more to make it better. Community support will increase as well.

Also, the director mentioned the desire for off-site programs. This seems to be a trend at all the centers visited. The wooden bunks and unique cabin layout are worth considering as well as the loftiness of the main building.
F-6  Beaver Creek Reserve

Fall Creek, Wisconsin

Interview Person: Tom and Rick

Visitation Date: October 10, 1994

MISSION

To provide education and resources to help citizens develop and nurture their appreciation and understanding of our natural heritage and foster a lifetime commitment to the protection of our fragile planet Earth.

HISTORY/BACKGROUND

In 1947, a group of concerned citizens convinced the Eau Claire County Board of Supervisors to set aside 160 acres of land as the Eau Claire County Youth Camp and Conservation Center. The camp was a place where young people could come and learn about nature. Support came from the Eau Claire County Board, volunteers, the Fall Creek Lions, and other service organizations.

The Hobbs observatory was built in 1979, with a grant from the Hobbs Foundation. In 1989, this observatory was expanded through money raised by the Friends of the Wise Nature Center. The Friends organization was established in 1984 and, a year after being established, had already raised enough money to construct the original Wise Nature Center. In 1990, the Friends was securing enough money to pay half of the salary for the Reserve’s first secretary.

DESCRIPTION OF AUDIENCES AND PROGRAMS

Beaver Creek serves over 30,000 people in a variety of ways. The audiences include school groups, family programs, off-site programs, youth groups, civic organizations, senior clubs, churches, the general public, and other organizations. The public can rent cross-country skis to use on the seven miles of groomed trails, browse through exhibits, or attend a family program, craft class, or guest lecture.

School groups can come for the day or stay overnight. There are no kitchen services provided, but overnight visitors have access to a kitchen in which to prepare their own food. Many programs are offered at the observatory.

Programs are varied and include talks and workshops on topics such as maple syruping, bat house building, wildflowers, and bluebirds.

PERSONNEL

There is a secretary, part-time volunteer coordinator, director, and one maintenance person. There are two part-time naturalists. Over 175 volunteers help teach, care for animals, manage the gift shop, maintain trails, and run special programs. Teachers are encouraged to run self-directed programs when possible. One of the two naturalists can be hired for the day, but often there are programming conflicts.
BUDGET AND FUNDING

The operating budget is between $100,000 and $250,000 and is comprised of 40% program generated revenue, 50% government funds, and 10% gifts, grants, and donations. Capital campaigns are used to raise money for large projects. The Friends of Wise Nature Center are integral in raising money.

DESCRIPTION OF FACILITIES

Beaver Creek Reserve is now 360 acres, and is still operated by Eau Claire County. The recently expanded Wise Nature Center contains a large exhibit room with live animals and hands-on exhibits, a sunny, comfortable library area, a science laboratory, a large meeting room, several classrooms, a gift shop, restrooms, an elevator, and offices. The building includes a variety of alternative energy sources, and an exhibit is currently underway which will explain these sources. NSP is helping to fund this exhibit. In the future, a handicapped accessible deck will be added to the back of the building, overlooking the scenic valley.

The Master Gardeners Club helps install landscape features such as wildflower gardens and native vegetation beds. The Hobbs Observatory contains two telescopes from which to observe the night sky. The University of Wisconsin-Eau Claire Physics Department and Chippewa Valley Astronomical Society provide assistance in operating the observatory.

Many groups stay at the residential youth camp, which can accommodate 110 people overnight. Four rustic cabins can accommodate 20 people each in bunk beds, and a large self-contained cabin and kitchen unit accommodates 30 more. There is a dining hall with self-service kitchen, a tent area, and a shower house with group shower facilities. There is an obstacle course, but due to staff limitations, it no longer contains high elements and is used infrequently.

An adult retreat center is being planned for the future. This would provide a more comfort-oriented overnight facility for those who desire such amenities as private in-house shower facilities and modern design. It will be ideal for corporate meetings, family programs, and elder hostels.

PLANNING EFFORTS

Beaver Creek has done an exemplary job of planning before the nature center was expanded. Staff visited other nature centers to discuss the advantages and shortcomings of their facilities. Examples are trips made to Carver Nature Center and Elm Creek. From these visits, they learned of mistakes to avoid and features to include. Some of these include:

- windows should go to the floor so children and wheelchair-bound people can see out, however, large windows mean more heat loss in winter, so they should be tall and narrow
- railings on balconies and porches should not be solid, for the same reason
- recessed light fixtures accumulate heat and burn out quicker
- high ceilings can lead to echo problems, carpet counteracts this but is hard to clean
- restrooms should be able to be locked off from main building but allow exterior access
- Efficient heating should be a big concern
- Rooms should be designed to maximize usable space
- Overlooks should provide good views
- Red lights make night wildlife observation possible

Guidelines, such as those developed by the Iowa Association of Naturalists in 1990 for Nature Centers, were also considered during the planning process. These guidelines can be seen in Chapter four of this thesis.

Following the accumulation of this data, the center staff worked to list needs and priorities as they planned for renovation of their building. The process did not end once the building was constructed...features which do not work well are re-evaluated and plans are made for change.

SIGNIFICANT INSIGHTS AND FEATURES

Beaver Creek Reserve is an interesting facility for several reasons. First, the planning which went into their renovated nature center is noteworthy. Second, their volunteer and Friends programs are exemplary. Also of interest are the strengths and weaknesses of an organization which attempts to fill so many different market segments. For instance, the youth camp has undergone very little renovation in comparison to the costly new nature center. This is a case where the organization's direction was established by the public; the facility expanded according to where the money was. Alternatively, more efforts could have been spent updating the youth camp, but there was not significant financial support for this. Since "money attracts money" it behooves the Reserve to offer beautiful facilities to the guests with the largest pocketbooks. In other words, a fancy youth camp will not inspire as many large donations as a fancy conference facility for business organizations. This is something to keep in mind when planning the direction and future funding for CWES.

Another problem with such broad diversification is that the Reserve cannot offer the same quality that comes from specialization. For instance, since there are only two part-time naturalists, visiting school groups often cannot hire a naturalist to run programs. The teachers are encouraged to run programs themselves. Often there are misunderstandings regarding the limited staff, and teachers are unprepared to teach their own lessons. Other times, a class cannot benefit from small group experiences because the naturalist must teach the whole class at one time. Unlike CWES, where large groups are divided into smaller subgroups, Beaver Creek lacks the staff to provide this kind of service.

These issues of donor-directed planning and diversification should be considered when considering the future of CWES.
## Appendix G: Focus Group Information and Worksheets

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Dr. Rick Wilke  
UWSP-CNR  
Stevens Point, WI 54481 

January 26, 1995 

Dear Focus Group Participant, 

Thank you for expressing interest in the focus group which will be held at the Central Wisconsin Environmental Station (CWES) on March 3rd from 8:00 am - 5:00 pm. This year marks the twentieth anniversary of CWES's operation. As CWES approaches the 21st century, some hard questions about programming and physical restructuring need to be answered. To address these issues, the Station is preparing a Master Plan for Physical Development. Your help is important in the creation of this new plan. 

The focus group participants were selected based on their knowledge and experience with Environmental Education Centers and related facilities. (A list of participants will be sent to you shortly.) Your combined talents and experience promise creative and analytic solutions to many of the barriers CWES faces in the future! 

The goal of our day together will be to answer two main questions: 

1) What are the physical and facility-related barriers that may prevent CWES from continuing to offer quality programs to the audiences identified in its mission? 
2) In plan form, what are the best solutions to address as many of these identified barriers as possible? 

During the day we'll be working as a group and in smaller subgroups to answer these questions. Some of the processes we will use include a modified version of the affinity and nominal group techniques, as well as creative brainstorming. In the enclosed folder, there are two kinds of information. The left side contains information which is critical to the success of the focus group, and includes an agenda, assumptions, processes, and a synopsis of the Station's mission, audiences, and programs. The information on the right is supplemental and includes background, history, and research data. These preparatory materials will help us make optimal use of our day together. 

As most of you know, Connie Dom has been involved with the current effort to develop a master plan for physical development at CWES. This project is also the focus of her thesis work. Connie will serve as a facilitator by guiding the group from one task to the next and by encouraging us to use the group techniques to their best advantage. 

For those of you coming from afar, we understand that 8 am is an early start time. For your convenience, you are welcome to come on Thursday and spend the night in one of our cabins. 

Thank you for taking part in this important focus group endeavor. Your participation can help ensure the continued success of an environmental organization which reaches over 20,000 visitors each year. If you have any questions, please feel free to contact Connie Dom, or Joe Passineau at (715) 824-2428. 

Sincerely, 

Joe Passineau  
CWES Director 

Connie Dom  
Graduate Student 

Central Wisconsin Environmental Station 

7290 County MM, Amherst Junction WI 54407 • (715) 824-2428  
FAX • (715) 824-3201
G-2 Assumptions

Assumptions

Throughout the Focus Group process, the following assumptions will be applied:

Assumption 1: The plan focuses on improving the facilities at the existing site and will not consider relocation.

Explanation: Many possibilities exist when considering the future of CWES. To focus our efforts, planning options will be confined to existing and adjacent properties currently used by the Station. While it is acceptable to recommend additional land acquisition to enhance the existing core facilities, relocation will not be considered at this time.

Assumption 2: It assumed that decision-makers will continue to support the operation of CWES through the long-term future.

Explanation: Although a re-evaluation of CNR field stations may occur in the future, this planning work and related focus group is based on the assumption that CWES will continue to operate far into the next century. This assumption is based on the current successes and obvious support of CWES. This support includes annual visitation by over 20,000 users, enrollment of over 50 UWSP students annually in the EE practicum course, current attempts to secure land rights to surrounding properties, and the recent letter of support resulting from a meeting with the Trustees who own the land (see Section B of your information packet for details on history and land ownership of CWES).

Assumption 3: The current mission statement, programs, and audiences will not change significantly in the future.

Explanation: Section A of your information packet describes in detail the mission, audiences, and programs at CWES. To summarize, the key audiences served by CWES, and the related programs include:

- University programs including credit and no-credit courses such as the practicum experience in Environmental Education, the EE Teaching Methods course for professional educators, Natural Resource Career Workshops, and the pre-European Environmental Studies and Field Techniques course.
- Programs to serve K-12 school students and teachers in the region
- Summer youth-camp programs offered statewide to children and teens, including:
  - Nature Adventure Camp
  - Timbertop Camp for children with learning disabilities
  - Natural Resource Career Camps for High School students
  - Off-site adventure programs such as the Sylvania canoe trip
- Weekend educational programs for adults, families, and environmental professionals
- Conference and meeting facilities for university, agency, and business groups, and for youth, conservation, and civic organizations

While there is currently no indication that the mission, programs, or audiences at CWES will change significantly in the future, the possibility does exist. A future CWES Strategic Planning Process or a CNR review of field stations might alter the future direction of CWES. Although the planning research includes market analysis identifying additional audiences and programs, it is assumed for the purposes of this focus group exercise that the current audiences and programs will remain at the core of our mission.
Objectives for the CWES Focus Group Meeting

The questions below will guide the focus group through the planning process:

Given the direction indicated by the mission statement, what physical and facility-related barriers prevent CWES from effectively meeting these opportunities?

Which barriers (problems) listed above are most critical to address immediately to ensure the continued operation of CWES?

What is the best plan for CWES which will address these high-priority needs and solve many of the other site-related problems while enhancing opportunities for CWES?

How should the components of the plan be prioritized? What is the timeline for implementing this plan?
The Central Wisconsin Environmental Station is located 17 miles east of Stevens Point on Sunset Lake adjacent to Sunset County Park. Visitors from Stevens Point and the west may take Highway 10 or Highway 66. We recommend that visitors traveling from the east on Highway 10 begin the last leg of their trip by using Highway 161 at Amherst Junction. White on green highway signs at the highway 10/161 intersection will direct you to the Station. Either Route will take you past woods and wetlands as you travel over the rolling moraines left by the last glacier. Please see the map below for specific directions to CWES.
SUMMARY OF MISSION, PROGRAM, AND FACILITIES

Overview

The Central Wisconsin Environmental Station is a year round environmental education center providing daytime and residential programs for diverse audiences. As a non-profit educational facility, the Station is operated and supported by the UW-SP College of Natural Resources, the University of Wisconsin-Stevens Point Foundation, Inc., the Portage County United Way, and by grants and program fees. Located 18 miles east of Stevens Point on scenic Sunset Lake, the Station provides excellent opportunities for environmental education, outdoor recreation and group activities.

Mission and Programs

The mission of the Environmental Station, as a model regional environmental education center, is to develop in visitors an appreciation and understanding of the environment and to develop the skills and attitudes necessary to deal with present and future environmental problems. The Station serves a broad array of audiences including K-12 school students from over 20 school districts in central Wisconsin. The Station also provides an opportunity for University students to develop teaching skills in environmental education, and offers workshops and conferences for teachers, resource professionals and the public. The Station's facilities are also open to university, Scout, and citizen groups and the general public for meetings and conferences (see Appendix A for full statement of mission, audiences, and goals.)

During the summer months, the Station sponsors the CNR European pre-trip course, Natural Resource Careers Workshops for high school students including one for minority students, Nature Adventure Camps for 9-13 year old youth, Timbertop Nature Adventure Camp for students with learning disabilities, Wilderness Adventure trips, and Elderhostel courses. In total, each year approximately 20,000 users take advantage of educational programs at the Station.

lands and Facilities

The Station's lands and facilities offer a beautiful and relaxing area for study and enjoyment. Through owned and leased lands several hundred acres including forests, lakes, ponds and fields are available for program use. Facilities include a dining hall and meeting rooms, a solar designed dormitory and log cabins for lodging, a reference library, an outdoor amphitheater, waterfront and several miles of walking trails. The facility was formally operated as Camp Hickagami by the Samoset Council of the Boy Scouts of America.

Since opening in 1975, the Environmental Station has gained national recognition as a model environmental center for its service to schools, universities, teachers, and youth and civic groups. It is an essential component of the College's graduate and undergraduate curriculum in environmental education and works in concert with other field stations and centers of the College.

Central Wisconsin Environmental Station
7290 County MM
Amherst Junction, WI 54407
(715) 824-2428

College of Natural Resources
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-4617
MAJOR DEVELOPMENTS NEEDS

Legacy and the Future

Part of the success of the Environmental Station can be attributable to the legacy of the past – to the towering red pines, the beauty of Sunset Lake and the Boy Scout heritage of Camp Chickagami. By building upon these values, the Station has maintained its tie to the land and to the community it serves. At the same time it has added new facilities and programs aimed at fostering an environmental consciousness. Over the past 20 years many improvements had occurred with the construction of new buildings, the renovation of others, and the upgrading of support services. Still, there are many constraints limiting the achievement of goals and objectives. Specifically there is a need for several new buildings, the renovation of older structures, and, of critical importance, the acquisition of lands which will support the Station's instructional programs and carry its legacy of environmental awareness and service into the next century.

Summary of Critical Needs

(For the sake of this planning exercise, previously identified needs have been deleted).

CAPITAL DEVELOPMENT STRATEGY

To address the needs outlined for land acquisition and capital development projects the Central Wisconsin Environmental Station, in concert with the College of Natural Resources and the UW-SP Foundation has initiated a capital development campaign.

Potential sources of financial assistance are being identified and contacted with the assistance of the UW-SP Foundation, the Central Wisconsin Environmental Station Steering Committee, and the College of Natural Resources Development Office.

The Capital Development Campaign has as its objectives:

1. To strengthen the land-base position of the Station.
   Efforts are being made to:
   (a) Strengthen and extend existing lease agreements.
   (b) Acquire land through bequests, exchange and/or purchase.

2. To complete capital development projects through facility construction and renovation.
   (a) Fund Raising. Funds for these projects will be secured through a capital development fund raising campaign targeting friends and supporters of the Station, UW-SP alumni, corporate gifts, and grants from non-profit foundations.
   (b) Gifts-In-Kind. Complementary assistance will be secured through gifts-in-kind to cover architectural and professional services, materials, and labor.

AN INVITATION

Friends of the Central Wisconsin Environmental Station interested in assisting in the Capital Development Campaign are encouraged to contact the Station, the College of Natural Resources, or the UW-SP Foundation.

Your contribution will assist the Station in accomplishing its development goals leading to a new century of environmental awareness and earth stewardship.
G-6 Agenda and Process

Agenda

Morning: (8:00 AM)

• introductions
• team building exercise
• review and discussion of mission, audiences and programs, and assumptions
• site tour (use of worksheet #1)
• creative problem solving exercise
• barrier identification and prioritization (nominal group technique)

Lunch

• solution identification / clustering (using modified affinity process)
• plan development (subgroup planning session)

Break

• plan presentation
• prioritization of plan components / creation of schedules of implementation
  (worksheet #2)

Closing: (5:00 PM)

The Process

The focus group will participate in a modified affinity process, nominal group technique, and team brainstorming to review, revise, and prioritize problems, and to propose solutions to these problems. The group will be divided into subgroups, and each subgroup will be asked to create a plan and schematic map which will meet the following criteria:

1) Must address all of the high-priority facility-related problems as ranked during the nominal group process

2) Should address as many of the other identified facility-related problems as possible

3) Should be flexible to allow for program and audience changes in the future

From this plan, each subgroup will be asked to list and prioritize, according to both significance and urgency, the facility-related needs to accomplish their plan (Worksheet #2).

Elements of these plans will be incorporated into a recommended plan of action in the thesis document, and the subsequent Master Plan for Physical Development at CWES.
Section A: Background

- Mission Statement
- Audiences Served
- Programs Offered

Section B: Land and Facility Information

- Land Base and Ownership
- Maps
- Summary of Thesis Research Recommendations
MISSION STATEMENT
Central Wisconsin Environmental Station

The goal of the Central Wisconsin Environmental Station is to provide a foundation for appreciation and understanding of our environment and to develop the skills and attitudes needed to deal with present and future environmental problems.

The Environmental Station is an integral part of the course of study and services offered by the UW-SP College of Natural Resources. UW-SP graduates and undergraduates are given the opportunity to develop leadership skills and work with school age children through teaching and through the development of curriculum materials and other program support materials. UW-SP faculty work directly with these students and with the development, implementation and evaluation of Environmental Station programs. The Central Wisconsin Environmental Station programs are one portion of a total program of environmental education/interpretation study, training and services conducted by the faculty of Resource Management Discipline and of the School of Education. The Environmental Station programs are designed to meet the needs of UW-SP students and other audiences. They complement the programs and services of Schmeeckle Reserve and Treehaven.

AUDIENCES

The Environmental Station is a model regional environmental education center serving:

1. Undergraduate and graduate students from UW-SP who are majoring or minoring in Environmental Education/Interpretation, Natural Resource Management, Youth Programming and Camp Management, Education, Wildlife, Forestry, Soils, Water, and Outdoor Education.

2. K-12 students and teachers from public and private school systems.

3. Practicing teachers and other educators through inservice, workshops and coursework in environmental education.

4. Boy Scouts of Samoset Council who utilize the Station as a troop camping facility.

5. Practicing environmental educators and interpretation professionals through meetings, conferences and training workshops.

6. School age children and youth through special programs primarily in the summer.

7. Adults who participate in programs conducted by the Station and UW-SP faculty and staff including programs from outside the CNR but which have an environmental component.

8. Practicing youth programming leaders.

9. Civic, service, educational, religious, social and family groups.

10. Students from other universities who seek internships.

(Over)
THE STATION GOALS

1. Provide opportunities for practical experience and training for undergraduates and graduates desiring to become nature center directors; interpretive naturalists; camp directors; youth programming specialists; environmental education specialists; local county, state or natural resource specialists; teachers; and others.

2. Provide the opportunity for environmental education experiences for elementary, middle and secondary education students at UW-SP in coordination with their course objectives.

3. Assist with the ongoing development of an environmental education curriculum library on campus for use by UW-SP students and area teachers.

4. Provide resident and non-resident environmental education programs for grades K-12 students and teachers from public and private school systems.

5. Develop, implement, evaluate and revise environmental education programs for K-12 which take into account the learner's physical, emotional, social and cognitive development levels and which serve to fulfill the mission of the Environmental Station.

6. On a continual basis, develop, implement, evaluate, and revise K-12 educational materials.
   a) The lessons and activities will emphasize the development of environmental sensitivity, the acquisition of ecological concepts, and the use of the processes of valuing and problem solving.
   b) The lessons and activities will demonstrate agreement with the Wisconsin Department of Public Instruction Guide to Curriculum Development in Environmental Education.
   d) The lesson plans developed for use at the Station will include pre-trip and post-trip activities for use by participating schools.

7. Disseminate lesson plans to environmental educators including teachers, administrators, interpreters and environmental and nature center professionals.

8. Provide assistance to schools and school systems in the infusion of environmental education into their curricula in the following ways:
   a) Conduct preparatory workshops for participating schools:
   b) Disseminate currently available environmental education enrichment programs through workshops and/or courses;
   c) Offer credit bearing courses for inservice teachers and administrators which address one or several of the goals of environmental literacy;
   d) Conduct courses which will assist school districts in the development and implementation of their environmental education infusion plans as required by the DPI.

(Continued)
Provide ongoing training to teachers whose classes visit the Station.

Continue to serve the Boy Scouts of Samoset Council by:

a) Providing use of the Station as a weekend troop camping site.

b) Providing limited program assistance.

c) Acknowledging that the Scouts have primary use of the Station property and designated Scout buildings on weekends from October through April and therefore the Station will conduct non-conflicting programs.

1. Coordinate professional development training, workshops and conferences for the state's environmental and nature center professionals.

2. Conduct specialized programs for non-school audiences especially during summer.

3. Serve as resources for UW-SP courses, cooperative programming and professionally related functions.

4. Provide workshops and programs for the citizens of central Wisconsin which emphasize the Station's mission of developing citizens who have the capability of taking informed, responsible environmental action.

5. Provide a meeting site for community groups and organizations.
Site History and Land Holdings

Early History

Prior to settlement by European settlers, a variety of native American tribes lived in Central Wisconsin. The region surrounding Sunset Lake was a favored hunting and camping site due to the rich abundance of flora and fauna in the area. At first inhabited mostly by the Winnebago and Menominee, many other tribes moved into the area by the mid-1600's as European settlers influenced the tribes' traditional ways of life.

The map below shows the original land used by CWES. Since its inception, CWES has acquired the right to use other land parcels as well, as will be discussed shortly. This map will be referred to as the history is presented.

In the 1800's, European settlers moved into this area where once the Native Americans had lived. A Norwegian immigrant by the name of Mark Nelson, bought 40 acres along Sunset Lake in 1910 from Marlin Gunderson. (Sections A and B on the map). Following his divorce in the 1920's, he lived in a cabin he had built previously on the
property, 100 yards north of County Highway MM in a small grassy clearing overlooking Sunset Lake (marked with a star on the map).

**Scout Involvement and Trust Creation**

Tax records indicate that Nelson leased the north 1/2 of the 40 acres (Section B) to the Boy Scouts of America as a summer camp. In 1928 the seven acres of land and thirteen acres of water was bought by the Samoset Boy Scout Council. In 1941, Nelson sold the rest of his land (Section A) to Home Lumber Company, who promptly logged it. After it was logged, it was donated to the Boy Scouts by George Mead. The scouts replanted the land with red pine plantation between 1942 and 1945.

In 1950, a Boy Scout Trust Fund was created, which was established for the benefit of the youth of Portage and Wood counties, in particular but not exclusively the Boy Scouts. This trust mandates that the land never be sold, although it may be rented or leased to other groups, such as girl scouts, who qualify as "youth of Portage and Wood counties."

The 20 northern acres that belonged to the Samoset Boy Scout Council (section B) was donated to this Trust, as were 40 more acres (Section C) that had been given to the local Scouts. In 1955, the southern 20 acres (Section A) was also donated by the Samoset Council to the Trust. In the 1950's, Hiram Anderson donated 37 acres (Sections E and F) to the Trust, and in 1965, he donated 3 small pieces of land (marked with D's) which totaled 6.5 acres. The total land in the Trust now totals 123 acres.

For many years, the land included in this Trust was known as "Camp Chickagami," and was used almost exclusively by the Boy Scouts. In the 1950's and 1960's, the camp was in its heyday. There were many new buildings, the forest was lush, and the trails new. By the mid-1970's, however, many things had changed.

Declining membership in Scouting in the 1960's resulted in fewer troops wishing to use the Camp. In addition, the Scout District lacked the funds to maintain Camp
Chickagami. In light of these trends, the Scout Council and Trustees initiated efforts to identify alternative uses of the land that would be compatible with the condition established in the Trust, that of use by the youth of the region. Following a suggestion by Hiram Anderson and discussions with UW-SP, a very fitting alternative was identified, and will be described in the next section, "University Involvement."

**University Involvement**

Following discussions, it was decided that the Camp would complement UW-SP interest in developing an Environmental Education program; serving area schools while involving the College of Natural Resources' students in practical field experiences.

In May 1975, a 20-year lease was signed by the Trustees of Camp Chickagami, transferring the use of the land to the UWSP Foundation to create a "Central Wisconsin Regional Environmental Education Center." In 1978, another lease was created extending the rights to the land for a period of 25 years, through the year 2003. The purpose of this lease was to enable the Foundation to obtain funding to add additional improvements to the property. In 1985 this lease was again extended to the year 2015, giving the Station the right to use the land for the next 30 years. To facilitate use of the land by the University and the College of Natural Resources, a sub-lease was signed in 1984 to transfer responsibility for the land from the UWSP Foundation to the UWSP for operation by the College of Natural Resources.

**Land Holdings**

In addition to the land included in the Boy Scout Trust, CWES has access to other land parcels. When the Foundation purchased an 80 acre parcel of land west of Severson Lake, they also leased it to UWSP for operation by CWES as a forestry and wildlife study area. This site is also used for all of the Station's backpack camping programs. To facilitate access to the Severson Lake property, the Station has a verbal agreement with Kathleen Hart who owns a large tract of land East of Sunset Lake. The use of the Hart
property for this purpose is critical to the success of the Station's program related to camping skills and wilderness values.

In addition, the Station has leases a 40 acre parcel of property encompassing Minister Lake from the north New Hope Lutheran Church, since 1983. Since then, the lease has been renewed every five years. Minister Lake and the land surrounding it is important due to its proximity and resources, and is essential site for the Station's popular pond study activities.

The map on the following page shows the land which CWES has access to as described above. The area used by the Station covers approximately 500 acres. Two hundred and one acres of that total is either owned or leased by the UWSP Foundation. The remaining 300 acres is used by consent from other owners. The Station is planning additional land acquisition rights as part of a long-term vision.

In December of 1992, a strategic planning meeting between the Trustees and representatives from CWES, UWSP, the UWSP Foundation, and Boy Scout Council was held at CWES to discuss past achievements and current challenges. These challenges include the need for new buildings, and the difficulty of securing state funds for building projects since the land is not owned by the University. At that time, the trustees restated that the title to the land could not be transferred due to the binding nature of the original trust. The meeting did, however, result in renewing and strengthening the working relationship between CWES, the Trustees, and the Boyscouts. If desired, a lease even longer than 30 years might be possible, and this will probably be pursued as part of a long-term development plan. In addition, the Boy Scout Council prepared a "Resolution of Support" stating that it:

A) Acknowledges the importance of CWES in assisting the Boy Scouts the mission to serve youth

B) Supports efforts of the Station and UWSP to secure state funding to "enhance and expand the current facilities", and

C) Considers "with favor the wishes of the trustees of Camp Chickagami to extend the leased beyond the current date of July 20, 2015."
As a result of this meeting and subsequent decisions on the part of CWES Steering Committee and College of Natural Resources, there appears to be a strong commitment and support for the Station and its future operation. As an indication of this vision, the Steering Committee, as noted above, recommended in 1994 that the lands leased from the Church be purchased.
The following table explains the land used for CWES programs and the land rights arrangements for each parcel.

**CWES LAND BASE**

<table>
<thead>
<tr>
<th>Terms of Use</th>
<th>Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land leased from Trustees of Camp Chickagami:</td>
<td>123 acres including parts of the lake</td>
</tr>
<tr>
<td>Land leased from the North New Hope Lutheran Church:</td>
<td>approx 40 acres, including 14 acres to the west of Sunset Lake Road</td>
</tr>
<tr>
<td>Land owned by the UW-SP Foundation and leased to the CNR:</td>
<td>80 acres around Severson Lake</td>
</tr>
<tr>
<td>Verbal Consent or Easements:</td>
<td>Hart Property connecting CWES to Severson Property, Krogwold property around sloughs</td>
</tr>
</tbody>
</table>
Summary of Thesis Research

The research involved in with the creation of a thesis document pertaining to the Physical Development of CWES has yielded a variety of results; which are consolidated in the following observations and recommendations. The ultimate mission and direction of CWES will be determined by the CWES steering committee and the UWSP faculty and Foundation.

Insight for Market Demographics and Programs

* Programs for an older population will require easily accessible teaching areas and trails, as well as private showers and comfortable beds.

* Handicapped accessible accommodations are important. This includes simple things such as windows that go to the floor and railings that are not solid but allow for viewing between slats.

* As the population of central Wisconsin grows, an increased market will be available to CWES. Plans should be made to accommodate increased growth if the need arises.

Land and Facility Opportunities

* As the population increases, available land will decrease, and it is important to safeguard against having land-base limits to growth.

* Warm, comfortable accommodations and teaching environments are important for a positive experience at CWES, and also for increased utilization of buildings during winter. Efficient heating will save money and model resource conservation.

* Over the past ten years, the Station has done very little marketing and still manages a full schedule of programs. This implies that with an aggressive marketing campaign, the Station could expand greatly in any of the three main market segments, or attract new clients in altogether new niches. With this in mind, the site plan will be designed to be flexible enough to accommodate future changes in focus and direction, while offering specific suggestions for the near future.

* There is a need for facilities to accommodate the needs of future instructors. These vary from a teacher resource center, as identified in Jay Gregg's study (199?) and which is currently being developed in the Wilderness Room of Sunset Lodge, to residential housing for intern staff, and an office complex for interns, support staff, and volunteers. Some of these needs have been previously identified in the 1991 Prospectus for Development and a 1985 Five year planning document.

* Attractive and inspirational landscaping and buildings provides a quality outdoor experience and increases chances for additional donations. Also, society has become more "comfort-oriented," and children learn better in a place that "feels like home." Teachers like to see facilities improving from visit to visit, because it makes the facility seem innovative and dynamic.
February 22, 1995

Dear CWES Focus Group Participant,

Recently you received materials pertaining to the focus group meeting which will be held at the Central Wisconsin Environmental Station (CWES) next Friday, March 3rd, from 8 am - 5 pm. Enclosed is the list of focus group participants. Once again, the objectives for this focus group meeting are:

1. To identify the barriers related to facilities that prevent CWES from continuing to offer quality programs to the audiences identified in its mission.

2. To identify which of these barriers are most critical to address in the near future

3. To create strategies for overcoming these barriers

4. To develop a plan, prioritize components of the plan, and create a schedule of implementation

We recommend that you review the assumptions, background, and processes provided in your information packets prior to the meeting, to ensure an efficient and effective day together. Please bring these information packets with you. We will provide lunch and snacks throughout the day. Please contact either Joe Passineau or Connie Dorn at (715) 824-2428 if you have additional questions. We look forward to working with you!

Sincerely,

Joe Passineau
Director

Connie Dorn
Graduate Assistant
G-9  List of Focus Group Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Address and Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randy Champeau</td>
<td>Director</td>
<td>Wisconsin Center for Environmental Education, University of Wisconsin-Stevens Point, Stevens Point, WI 54481 (715) 346-4973</td>
</tr>
<tr>
<td>Gordon Dietzman</td>
<td>Education Coordinator</td>
<td>International Crane Foundation E11376 Shady Lane Road, Baraboo, WI 53913 (608) 356-9462</td>
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<tr>
<td>Connie Dorn</td>
<td>Graduate Student</td>
<td>Central Wisconsin Environmental Station, 7290 County Road MM, Amherst Junction, WI 54407 (715) 824-2428</td>
</tr>
<tr>
<td>Libby Dorn</td>
<td>Director</td>
<td>Fallen Timbers Environmental Center, 10 Circle Drive, Seymour, WI 54165 (414) 984-3700</td>
</tr>
<tr>
<td>Sally Ellingboe</td>
<td>Coordinator of Environmental Education, Boston School Forest</td>
<td>Stevens Point Area Schools 1900 Polk Street, Stevens Point, WI 54481 (715) 345-5445</td>
</tr>
<tr>
<td>Corky McReynolds</td>
<td>Director</td>
<td>Treehaven Field Station 2540 Pickeral Creek Road, Tomahawk, WI 54487 (715) 453-4106</td>
</tr>
<tr>
<td>Tehri Parker</td>
<td>Program Director</td>
<td>Central Wisconsin Environmental Station, 7290 County Road MM, Amherst Junction, WI 54407 (715) 824-2428</td>
</tr>
<tr>
<td>Joe Passineau</td>
<td>Director</td>
<td>Central Wisconsin Environmental Station, 7290 County Road MM, Amherst Junction, WI 54407 (715) 824-2428</td>
</tr>
<tr>
<td>Corky Potter</td>
<td>Director</td>
<td>Shaver’s Creek Environmental Center, 201 Mateer Building, Penn State University, University Park, PA 16802 (814)863-2000</td>
</tr>
<tr>
<td>Dan Sivek</td>
<td>Secondary Education Specialist</td>
<td>Wisconsin Center for Environmental Education, University of Wisconsin-Stevens Point, Stevens Point, WI 54481 (715) 346-4973</td>
</tr>
</tbody>
</table>
G-10 Worksheet #1

What are the physical and site-related barriers to effective programming?

As we provide a guided tour of the facilities, please record your impressions on this worksheet. Evaluate each area according to how well it seems to serve its purpose. As you record problem areas, also indicate whether each problem is (1) critical, (2) important, or (3) would simply be nice to change in the future.

1. Walker Lodge

Used as a conference facility for professional meetings and various groups on weekends
Used as accommodations and teaching location for all overnight school programs
Used as teaching location for small group school programs
Problems and Insights

2. Office

- provides office space for Receptionist, Program Director, Program Coordinator, Director
- houses the two CWES computers and printer, and copy machines
- basement serves as office space for interns and grad students when no using computer
- basement serves as storage of office-related files
- all drop-in visitors are required to check in at the office
Problems and Insights

Sunset Lodge
3. Dining Hall Area
- used to present large-group programs
- used for Energy Cycle presentations
- used as a dining hall for up to 100 people
- dividing wall will enable two classes to use the room simultaneously

Problems and Insights


4. Wilderness Room
- houses reference books for staff and visiting teachers
- intended for use as a library "quiet" room
- used to teach small-group lessons to students
- used as a planning / conference room for staff

Problems and Insights


Restrooms
- used by up to 65 students during lunch and games breaks
- used by all staff
- during winter, it is one of two available restroom areas (the other is inside Walker Lodge)

Problems and Insights


5. Kitchen
- used to prepare and serve food for up to 100 people
- there are areas for dry, frozen, and refrigerated food storage
- all dishes must be washed in a manner that meets state health codes

Problems and Insights


6. Becker Lodge
Houses most teaching materials including animal mounts and props
Large room is used as a teaching area for small group lessons

Problems and insights


7. Anderson Lodge
Used by boyscouts during winter weekends for lodging (scouts use the restrooms in Sunset)
Used as a teaching location for small group lessons
Used as lodging for various other visitors, including CNR Germany summer program students

Problems and Insights


8. Log Cabins
Used by male youth in summer-camp programs
Used as teaching locations for small-group lessons
Used occasionally by weekend groups and as overflow accommodations from Walker

Problems and Insights


9. East (boys) Bath-house
Used in summer by boys who are lodged in the log cabins for summer camp programs
Problems and Insights

10. Land and Trails
Trails are used for both day and night hikes with youth of varying ages
Land is used for outdoor components of lessons, often including off-trail activities
Parking areas used for buses, visitor and staff parking
Pine plantation used for challenge course and to compare monoculture with biodiversity
Trails continue across Sunset Road leading to beaver Lodge
Problems and Insights

11. Minister Lake and Surrounding Trails
Used for pond studies activities and nature hikes
Problems and Insights

12. Challenge Course
Used for team building and environmental simulations for children and adults
Problems and Insights
13. Maintenance Area
Used by staff to repair and build projects for the Station
Garage section used for vehicle repair and storage
Outside area used for wood storage and storage of trailers and large materials
Problems and Insights

14. West (Girls) Bath-house
Used in summer for the girls who stay in the frame cabins during summer camp
Problems and Insights

15. Frame Cabins
Used by female youth in summer camp programs
Only used in summer because they are not winterized
Problems and Insights

16. Program Office and Health Lodge
Half of this building is used as a health lodge for sick summer campers and wounded students
Half is used by summer camp staff as a office
Problems and Insights
17. Waterfront
Canoeing and swimming docks used primarily by summer campers
Problems and Insights

18. Nelson Cabin
Upstairs is used for storage of camping equipment
Downstairs is used occasionally as a teaching location for small group lessons
Problems and Insights

19. Residence House
Used for intern, maintenance, or summer camp manager housing
Problems and Insights

Other notes:
Worksheet #2:
Prioritization of Plan Components and Development of Timeline for Implementation

Based on the plans your subgroup designed, categorize the components of your plan in two ways. First, list each major component in the A, B, or C section below, according to how crucial each component is to the overall design of your plan. Next, place a 1) next to those components which are urgent and must be addressed immediately for the continued operation of CWES, a 2) next to those that are less urgent, ad a 3) next to those components which are not at all urgent. Use this worksheet to help develop a plan for implementation.

A. Essential Needs

B. Important Needs

C. Things That Would Be Nice To Have