

## **Marketing Conservation Education to Diverse Audiences**

Germaine White, Confederated Salish and Kootenai Tribes

My presentation centered on the State-Tribal Cooperative Agreement (Agreement) as a model for the management of fish and wildlife on the Flathead Indian Reservation and gradually how the Agreement has helped to make an enormous difference in the interactions between the State of Montana Fish, Wildlife and Parks and the Confederated Salish and Kootenai Tribes Division of Fish, Wildlife, Recreation and Conservation in how we manage the fish and wildlife resource.

I began by putting the Agreement in some historical context. There was a lot of history to overcome, but in 1990, the Confederated Salish and Kootenai Tribes and the State of Montana entered into an historic agreement to cooperatively manage bird hunting and fishing on the Flathead Indian Reservation.

Cooperative management involves the Tribes and the State of Montana working together with private citizens to set goals and objectives and to develop and implement plans and policies to achieve them. Both the Tribes and the State believe that the problems surrounding bird hunting and fishing on the Reservation can best be solved through a spirit of cooperation rather than litigation. There was a need to develop licensing and regulation of bird hunters and anglers on the Reservation. At stake was access to over 1.2 million acres of some of the best bird hunting and fishing in the nation.

In conclusion I offered an invitation and challenge to the fish and wildlife agencies in attendance to continue the work that started in Montana and build new bridges of understanding and cooperation with tribal communities.

2009 North American Conservation Education Conference  
Marketing Conservation Education to Diverse Audiences  
Presented by Gary Williams  
Michigan State University Extension  
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The highlights of the presentation were:

- Design programs that attract a diverse audience
- Design meaningful programs
- Design programs that participants experience success
- Recipe for Successful Youth Programs
  1. Parents
  2. Volunteers
  3. Educators
  4. Partners
- Utilizing existing youth organizations to attract participants
- Challenges that are sometimes encounter when developing programs for diverse audiences.
  1. Transportation
  2. Equipment
  3. Locations
  4. Elimination of Stereotypes
  5. Mentors/ Leaders

# MARKETING CONSERVATION EDUCATION TO DIVERSE AUDIENCES

PRESENTED BY  
GARY L. WILLIAMS

MICHIGAN STATE UNIVERSITY EXTENSION



## OUTDOOR EDUCATION

The MSU Extension outdoor education programs in southeastern Michigan are designed to reconnect the Michigan citizenry, especially those living predominantly in urban areas, with the land.

Through fishing, archery, hunter and outdoor education programs, youth and adults in Wayne County are increasing their experiences with Michigan's natural resources.

## Passing On The Heritage of Fishing and Hunting

- Programs that involve/immerse youth in the outdoors over an extended period
- Programs grounded in the community and share the stories of that community
- Programs that enable youngsters to access the outdoors

## PROGRAM DIVERSITY



# Making a Difference in Kids' Lives



# SUCCESSFUL EXPERIENCES



# Recipe for Successful Youth Programs

- Parents
- Volunteers
- Educators
- Partners

## PARENTS



# PARENTS



# PARENTS



## GRANDPARENTS



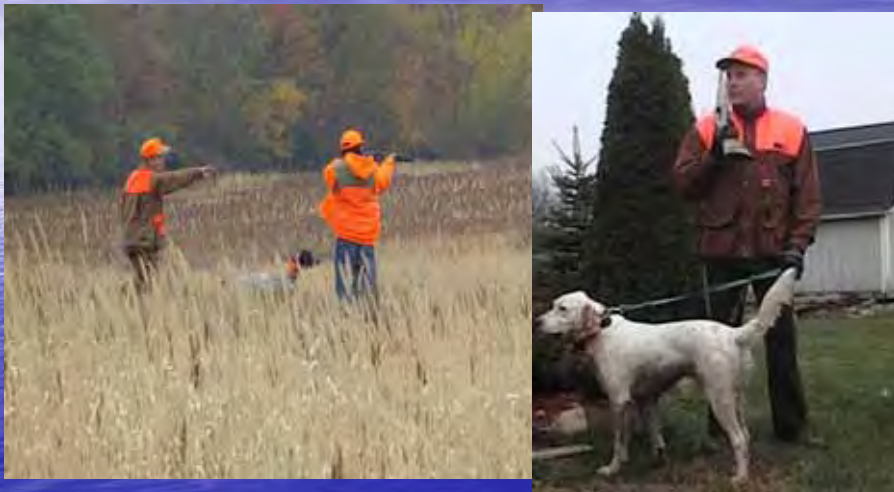
## VOLUNTEERS



# VOLUNTEERS



# VOLUNTEERS



# EDUCATORS



# EDUCATORS



## PARTNERS



## PARTICIPANTS IN PROGRAMMING

- Salvation Army
- Wayne County 4-H
- Detroit Recreation Department
- Children's Home of Detroit
- Ferndale Recreation Department
- Warren Recreation Department
- Boys & Girls Clubs of Southeast Michigan
- Casa Maria
- Oakland County 4-H
- Frazier Recreation Department
- Detroit Public Schools
- Highland Park Schools

## CHALLENGES

- TRANSPORTATION
- EQUIPMENT
- LOCATIONS
- ELIMINATION OF STEROTYPES
- MENTORS / LEADERS

## MEANINGFUL EXPERIENCES



# NATURAL RESOURCES PROGRAM OVERVIEW

Year	Total	Youth	Adults
1999	2,171	1,189	1,002
2000	2,692	2,586	106
2001	4,494	3,817	677
2002	6,434	5,517	917
2003	6,035	5,293	742
2004	7,063	6,295	768
2005	6,662	5,741	921
2006	6,917	5,858	1,059
2007	6,531	5,365	1,166
2008	6,707	5,777	930
<b>TOTAL</b>	<b>55,706</b>	<b>47,418</b>	<b>8,288</b>