



# PORTS

Parks Online Resources for Teachers and Students



*Pictured above: Live videoconference from Anza-Borrego Desert State Park to an elementary school classroom*

## PORTS Annual Report

2013/2014 School Year

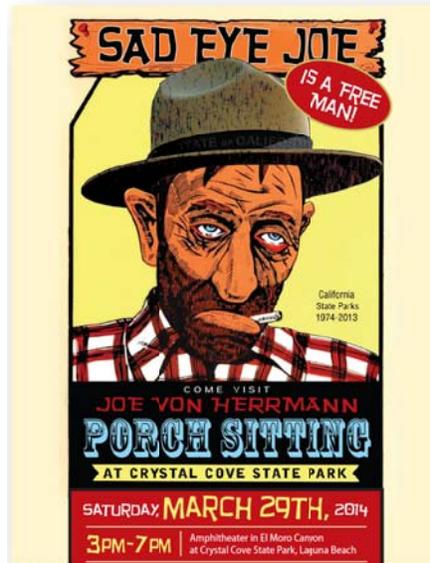
California State Parks

Interpretation and Education Division

Sacramento, CA

July 2014

Dedicated to Joe von Herrmann, founder and visionary for PORTS,  
who retired after 39 years of state service.



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# PORTS

## Parks Online Resources for Teachers and Students

### INTRODUCTION

The Parks Online Resources for Teachers and Students (PORTS) program is a distance interpretation and education program developed as a collaborative effort between public schools and California State Parks. This program uses the power of videoconferencing and California's K-12 High Speed Network (HSN) to deliver academic content standards-based programs in the context of California State Parks. PORTS is coordinated by the Interpretation and Education Division. Individual PORTS distance learning sites are operated by the nine participating state park districts.

In 2013/2014 PORTS served over 38,000 students. This is the ninth year PORTS has reached K-12 youth in communities across California. The program continued to seek outreach opportunities by providing after-school programs to students in rural Central California. In the past decade PORTS has served over a quarter million K-12 students, many in low-income, diverse urban communities, helping to increase student achievement and promote park values and stewardship.

Through the use of an online tracking system, PORTS has compiled this report of the statistics from the 2013/2014 school year. All statistics are approximate.

### ANNUAL STATEWIDE STATISTICS

**2013/2014 Total Number of Students** (average of 31 students/class)

38,085

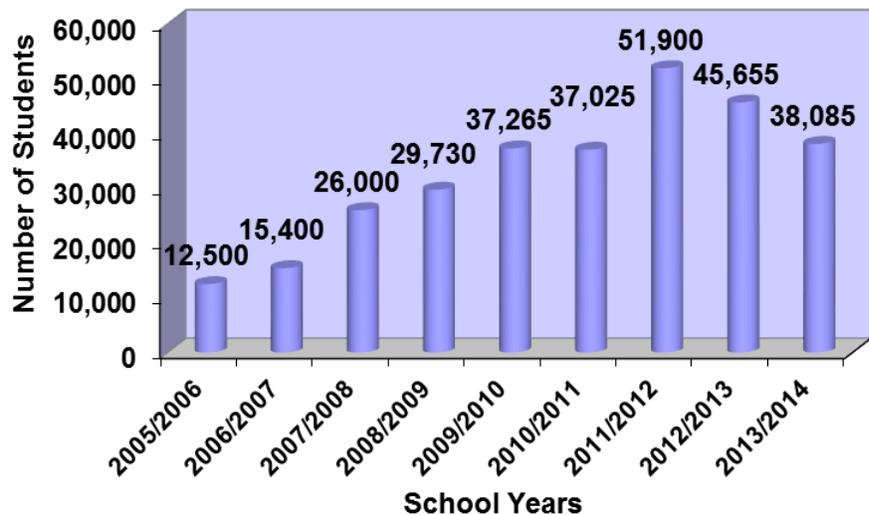
**2013/2014 Total Number of Programs** (one class per interpretive program)

1,230

### Annual Comparison of Program Numbers

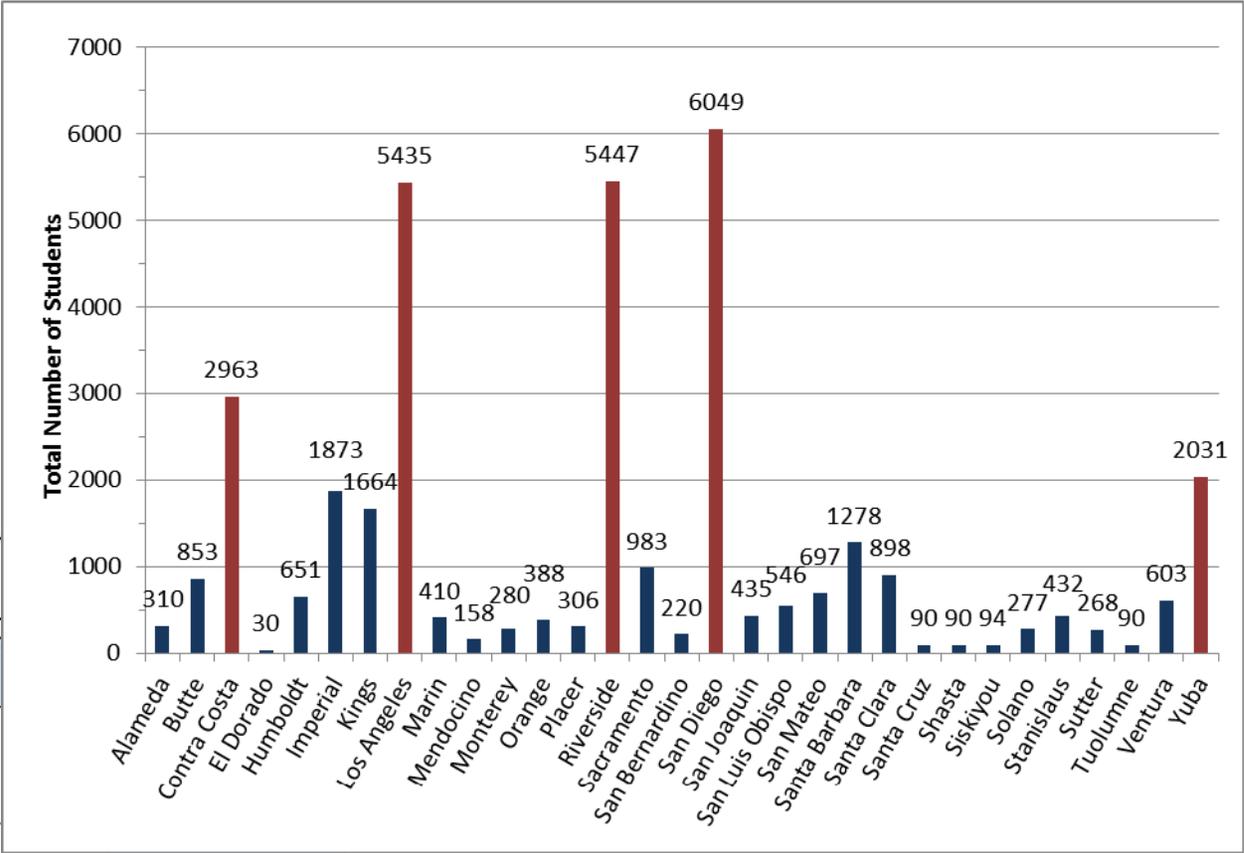
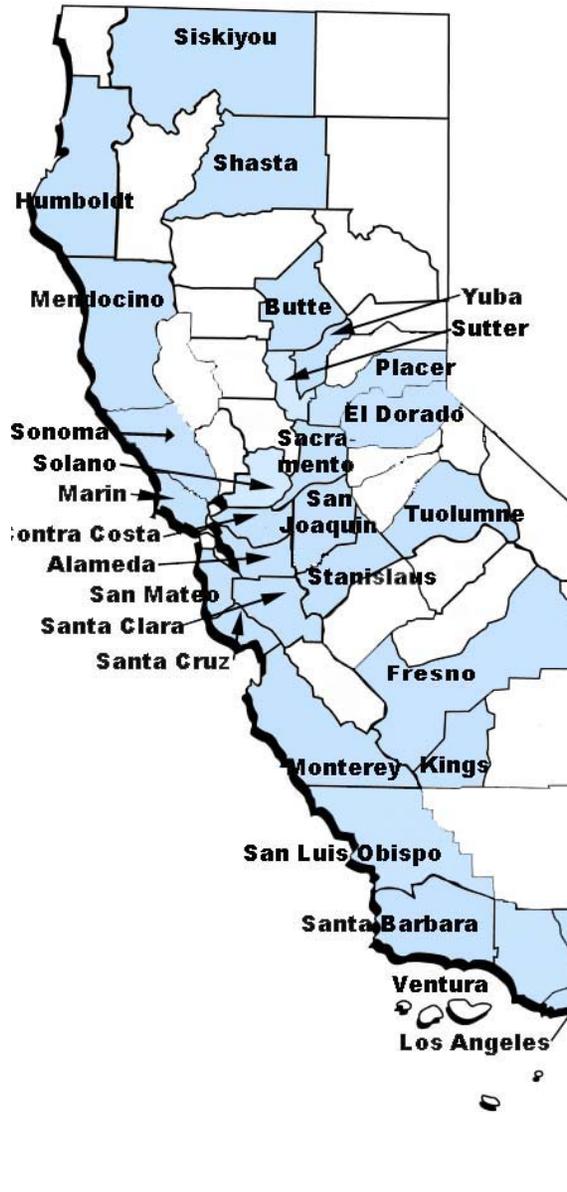
2005/2006	375
2006/2007	460
2007/2008	910
2008/2009	1,000
2009/2010	1,158
2010/2011	1,185
2011/2012	1,640
2012/2013	1,431

### Annual Comparison of Student Numbers



**PARTICIPATING COUNTIES**

The PORTS distance learning program focuses on California’s K-12 educational community. During the 2013/2014 school year PORTS programs were delivered to schools in 33 of the 58 California counties.



## CALIFORNIA SCHOOL DISTRICTS

For the 2013/2014 school year, 77 California school districts participated, fourteen fewer than PORTS served last year. The return rate for school districts for the 2013/2014 school year is 68%. Thirteen school districts were new to PORTS this year. PORTS continued to work closely with large, urban school districts to connect students to state parks.

Armona Union Elementary	Mendocino County Office of Education
Berryessa Union Elementary	Menifee Union Elementary
Bonita Unified	Monterey Peninsula Unified
Brawley Elementary	Novato Unified
Buckeye Union Elementary	Oceanside City Unified
Butte County Office of Education	Ontario-Montclair Elementary
Carlsbad Unified	Orange Unified
Carmel Unified	Oroville City Elementary
Castro Valley Unified	Oxnard Elementary
Colton Joint Unified	Pacific Union Elementary
Columbia Elementary	Pajaro Valley Joint Unified
Conejo Valley Unified	Palermo Union Elementary
Del Mar Union Elementary	Paso Robles Union Elementary
Desert Sands Unified	Pioneer Union Elementary
El Centro Elementary	Pleasanton Unified
Elk Grove Unified	Poway Unified
Empire Union Elementary	Redwood City Elementary
Encinitas Union Elementary	Riverside Unified
Eureka City Schools	Roseville City Elementary
Fairfield-Suisun Unified	Sacramento City Unified
Fremont Unified	San Diego City Unified
Hanford Elementary School District	San Diego County Office of Education
Hawthorne Elementary	San Joaquin County Office of Education
Humboldt County Office of Education	San Juan Unified
Imperial Unified	San Marcos Unified
Jamestown Elementary	San Ramon Valley Unified
Kentfield Elementary	Santa Clara Unified
Kings Canyon Joint Unified	Santa Maria-Bonita Elementary
Kings River-Hardwick Union Elementary	Santee Elementary
Kingsburg Joint Union Elementary	Scotts Valley Unified
Lafayette Elementary	Simi Valley Unified
Lakeside Union Elementary	Stanislaus Union Elementary
Las Lomitas Elementary	Stockton City Unified
Laytonville Unified	Sweetwater Union High
Lemoore Union Elementary	Westside Union Elementary
Lompoc Unified	Wheatland Elementary
Los Altos Elementary	Ventura Unified
Los Angeles Unified	Yuba City Unified
Martinez Unified	

**STATES OUTSIDE OF CALIFORNIA**

During the 2013/2014 school year PORTS delivered programs to 2,029 students in nine states across the country. In the 2012/2013 school year 1,115 out-of-state students participated. One school in Alberta, Canada also participated

These are the states that participated in 2013/2014:

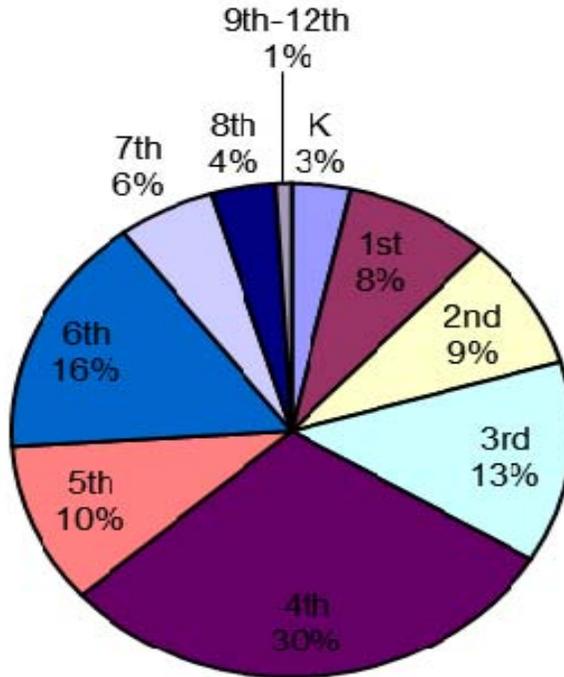
- |            |                |
|------------|----------------|
| Arkansas   | Ohio           |
| Michigan   | Pennsylvania   |
| Minnesota  | South Carolina |
| Missouri   | Texas          |
| New Jersey | Virginia       |
| New York   | Wisconsin      |

**PARTICIPATING TITLE I SCHOOL STATISTICS**

A total of 166 individual schools in California participated in PORTS programs in the 2013/2014 school year. Of the 166 schools, 101 qualified as Title I schools as defined by federal standards. Sixty-five percent of PORTS programs were delivered to Title I schools in California.

**STUDENTS BY GRADE LEVEL**

PORTS programs served all K-12 grade levels during the 2013/2014 school year. The majority of the students served were in grade levels first through seventh.



**PORTS DISTANCE LEARNING SITE STATISTICS**

For the 2013/2014 school year PORTS programs were delivered from nine individual distance learning sites.

**Students per PORTS Distance Learning Site**

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Anza-Borrego	5,400	7,446	8,390	8,750	7,360	8,840	13,900	8,410	8,086
Seacliff	5,550	5,030	6,170	9,220	9,570	8,860	8,200	7,945	6,313
Crystal Cove	1,100	2,103	5,510	5,750	7,440	7,375	6,350	5,750	4,891
State Capitol	255	490	1,310	2,820	4,300	0	0	875	1,190
Columbia	0	0	980	2,140	2,940	3,535	4,600	4,590	4,615
North Coast Redwoods	0	0	0	740	5,360	6,760	8,630	7,850	8,179
Hearst Castle	0	0	0	0	290	1,435	1,905	2,055	1,166
Baldwin Hills	0	0	0	0	0	0	8,150	7,835	3,645
Angel Island	0	0	0	0	0	0	0	0	30

**Anza-Borrego Desert State Park Summary**

The Anza-Borrego Desert State Park PORTS program was delivered using a chroma-key studio housed at the Stout Research Center inside Anza-Borrego Desert State Park. This program was in full operation and delivered by a State Park Interpreter I, Permanent Intermittent. The funding for this position and program is primarily through District funds and the Anza-Borrego Desert Foundation. This year the Anza-Borrego Desert PORTS Program delivered presentations to over 8,086 students. Satellite truck programs were reintroduced for the spring semester. The California State Parks IT Department purchased new high-definition videoconferencing equipment for the studio and the Anza-Borrego Foundation purchased new peripheral equipment.

**Baldwin Hills Scenic Overlook Summary**

The 2013/2014 school year saw the Baldwin Hills Scenic Overlook PORTS program in full operation. The presentations are primarily delivered using chroma-key technology. The studio was in operation five days a week, and utilized for many afternoon and Saturday professional development/conference sessions. The program was staffed by a State Park Interpreter I. This school year, approximately 3,645 students participated in programs from Baldwin Hills Scenic

Overlook. Baldwin Hills PORTS spearheaded the programs to after school students in rural Central California.

### **California State Capitol Museum Summary**

The California State Capitol Museum PORTS program was back to full operation in 2012/2013 and staffed by a State Park Interpreter I three days a week. This school year (2013/2014) the Capitol PORTS program delivered programs to approximately 1190 students.

The long-standing legislative program went out to schools in Riverside Unified School District, Colton Joint Unified School District and a private school in Orange County. Legislators that participated include:

- Assembly member Jose Medina (D, Riverside)
- Assembly member Cheryl Brown (D, San Bernardino)
- Senator Mimi Walters (R, Irvine)

### **Columbia State Historic Park Summary**

The Columbia State Historic Park PORTS program was delivered three days a week by a seasonal Park Interpretive Specialist. This school year the Columbia PORTS program delivered programs to approximately 4,615 students. All 2013/2014 programs were offered from within the state park green screen studio for the first time. Programs using the mobile vehicle were piloted from the streets of Columbia. PORTS expects regular programs with the mobile vehicle to be offered during the 2014/2015 school year.

### **Crystal Cove State Park Summary**

The Crystal Cove State Park PORTS program continues to use the “EduGator” roving videoconference vehicle. The program was in operation two days a week and staffed by a State Park Interpreter I, Permanent Intermittent. The funding for this position and program is primarily through District funds and from the Crystal Cove Alliance. This year the Crystal Cove PORTS Program delivered presentations to approximately 4,891 students. This marks the last year of programs being delivered from the Historic District. As of June 2014 the entire operation is being moved to the El Moro Canyon portion of the park. New programming focusing on the science of habitat restoration will begin next school year along with a revamped tide pool program. The California State Parks IT Department purchased a new high-definition videoconference machine and installed new wireless throughout the park. The Crystal Cove Alliance purchased peripheral equipment.

### **Hearst San Simeon State Historical Monument Summary**

In its fourth year of operation, the Hearst San Simeon State Historical Monument (Hearst Castle®) PORTS program delivered videoconference programs solely from a studio using chroma-key technology. A Guide I on special assignment provided programs three days a week. This year 1,166 students participated in programs from this site. A team of park staff and a credentialed teacher rewrote the unit of study to bring it into alignment with the Common Core State Standards and to improve the content.

### **North Coast Redwoods District Summary**

In its fifth full year of operation, the North Coast Redwoods District PORTS studio delivered programs to approximately 8,179 students. All programs were delivered from the new green screen studio built in the Fort Humboldt State Historic Park visitor center. The program was in operation five days a week and staffed by a seasonal Park Interpretive Specialist. Funding for the position was provided by the Humboldt County Office of Education. A new high-definition videoconference machine was purchased jointly by the Humboldt County Office of Education and the North Coast Redwoods District.

### **Seacliff State Beach Summary**

The Seacliff State Beach PORTS studio delivered videoconference programs solely using chroma-key technology. The studio was in operation four days a week and staffed by a seasonal Senior Park Aide. This school year approximately 6,313 students received interpretive programs delivered from the Seacliff PORTS studio. The California State Parks IT Department purchased a new high-definition videoconference machine. The Friends of Santa Cruz State Parks purchased peripheral equipment.

### **PROFESSIONAL DEVELOPMENT TRAININGS/OUTREACH**

This school year PORTS staff delivered approximately forty-two professional development trainings to teachers and school administrators. We are continuously seeking opportunities for partnerships with school districts by providing professional developments. We continue to cultivate relationships with large educational technology organizations, such as Computer Using Educators (CUE) and California Educational Technology Professionals Association (CETPA), in order to maintain a presence in the K-12 community.

### **SOCIAL MEDIA**

PORTS is engaged in social media on Facebook. The PORTS Facebook page is a media tool that helps keep followers abreast of current events with the PORTS Program and is a means of soliciting input from friends and colleagues. Find us on Facebook at <http://www.facebook.com/PORTSprogram>. At the end of the school year the PORTS Facebook page had over 350 “likes.” PORTS continues to have a presence on Instagram for photo sharing. Search for #PORTSProgram. PORTS is collaborating more often with the Department’s Communications Office to strategize on effectively using social media.

### **PORTS TEACHER SURVEY**

The Department uses a standardized School Group Program Evaluation (SGPE) for school group interpretive programs throughout the state. Four years ago, PORTS staff created a hybrid online version of the school group evaluation, which incorporates many of the key questions on the standard SGPE along with new questions that better serve the needs of the PORTS program. The online PORTS Teacher Survey was sent out in the fall and spring to teachers and school site coordinators. We received 107 responses this school year.

The questions on the teacher survey examine the program’s overall usability; the relevance of its instructional materials; the effectiveness of its live presenters; the efficiency of scheduling

and logistics; and the technology tools for increasing student appreciation of California State Parks values.

An overall summary of the PORTS Teacher Survey (The percentage change from last year is in parenthesis):

- 88% of participants gave PORTS an A grade for “Overall Program Experience” (+8%)
- 81% of participants gave PORTS an A grade for “Videoconference Presentation” (+2%)
- 60% of participants said they used the PORTS online lessons; 61% of those gave the “Online Lessons” an A grade (+8%, -2%)
- 81% of participants gave PORTS an A grade for “Scheduling Process and Logistics” (-3%)
- Twenty-three respondents (approximately 20% of respondents) were able to take their classes on field trips to California state parks, including:

Empire Mine SHP	San Juan Bautista SHP	Anza-Borrego Desert SP
Cuyamaca Rancho SP	Torrey Pines SNR	Big Basin RedwoodsSP
Angel Island SP	Año Nuevo SP	Natural Bridges SB
Sutter’s Fort SHP	La Purísima Mission SHP	Doheny SB
State Capitol Museum	Lake Oroville SRA	Carpinteria SB
Columbia SHP	Sonoma SHP	Point Lobos SNR
California State Railroad Museum		

## SUMMARY

In the 2013/2014 school year, PORTS continued to create and maintain innovative partnerships with the education community, non-profits and private industry corporations, and expand programming for K-12 youth. For the second year in a row PORTS statistics saw a decrease in participation numbers while still serving our target audience. However, we can identify a number of factors that may have played a role in the decline. Some of the factors include a reduction of days per week programs were offered at some sites. The conclusion of the Toyota USA Foundation grant/Classroom Videoconferencing Made Easy (CVME) professional developments to Los Angeles county teachers meant fewer professional developments were delivered illustrating the importance of this kind of outreach to maintain participation. As expressed by a number of teachers, Common Core State Standards just became an overwhelming reality for teachers, making it a challenge for teachers to find the time or place in their curriculum to participate. The retirement of the manager of the PORTS program, Joe von Herrmann, who was the founder and visionary of the program, shifted the workload to current staff members diminishing their ability to pursue outreach opportunities

A few notable occurrences during the 2013/2014 school year were:

- PORTS received the Excellence in Museum Education Award from California State Superintendent of Public Instruction Tom Torlakson.
- PORTS implemented a partnership with the California Department of Fish and Wildlife and received financial support to incorporate messaging about Marine Protected Areas (MPAs) into relevant programming.

- PORTS continued working with school districts on the use of free videoconferencing applications on tablet devices, further reducing the cost and technology barrier to school districts.
- Through a partnership, the Butte County Office of Education provided funding from the California Technology Advancement Project (CTAP) to contract four credentialed teachers to align all the PORTS online units of study to the Common Core State Standards and Next Generation Science Standards.
- PORTS entered into preliminary discussions with potential partners in various state agencies on developing a PORTS program at Lake Oroville State Recreation Area.
- With support from the Training Section, PORTS has been able to begin providing annual training at Mott Training Center to PORTS staff.

### **LOOKING FORWARD**

As predicted in the 2011/2012 Annual Report, participant numbers have been shrinking as district support and outside funding for the program has dwindled over the past two years. Despite these challenges, PORTS continues to be a relevant program that creates meaningful experiences for K-12 youth across California, especially in low-income, urban and diverse communities.

The 2014/2015 school year will mark a decade of PORTS programming. PORTS continues to remain relevant by continuously evolving with changes in technology and educational pedagogy while holding fast to the overarching need for the Department to connect with the state's rapidly changing demographics. We are hopeful that PORTS will provide programs for 50,000 students next school year.



#### Anza-Borrego Desert State Park PORTS Distance Learning Studio 2013/2014 School Year Statistics

The Anza-Borrego Desert State Park PORTS Distance Learning Studio is in its ninth year of operation. The program was in operation five days a week and staffed by a State Park Interpreter I, Permanent Intermittent. PORTS staff has compiled the following data through an online tracking system. All statistics are approximate.

#### OVERALL PROGRAM STATISTICS

The Anza-Borrego Desert State Park PORTS program to approximately 8,121 students in 264 programs.

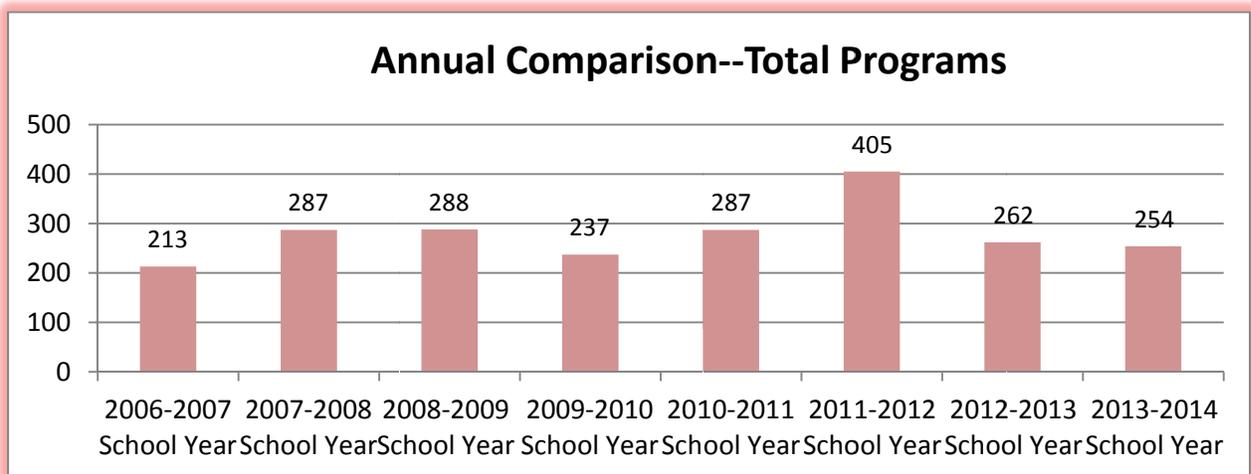
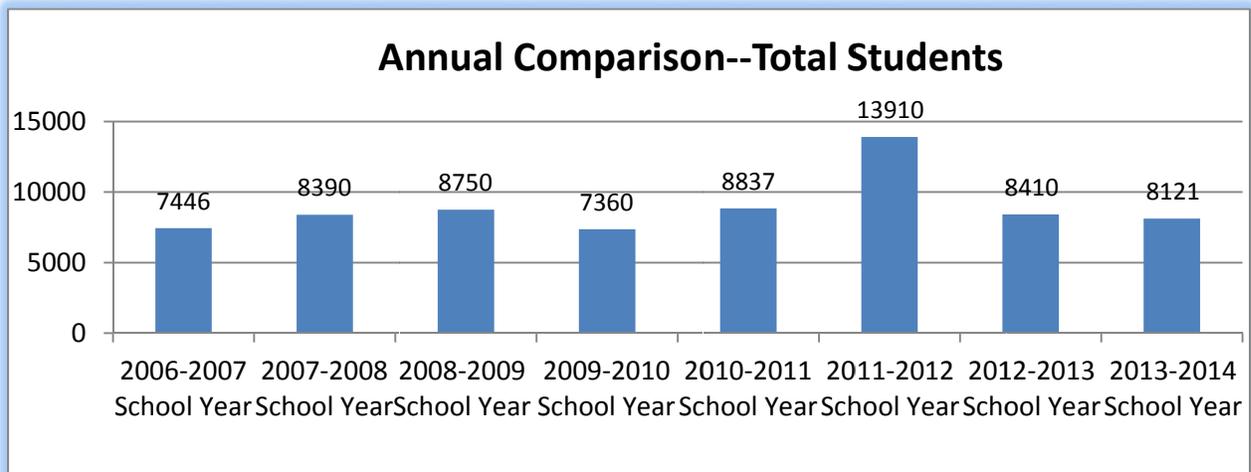
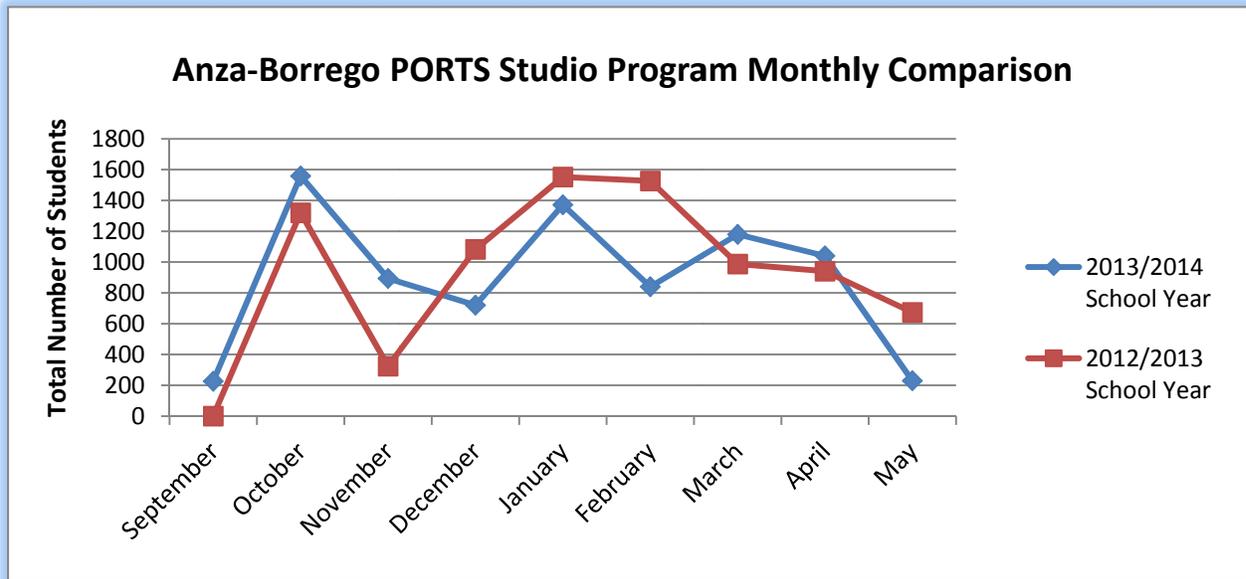


Figure 1 and 2. Anza-Borrego PORTS total programs delivered and students serviced over last 8 years.

**PROGRAM DELIVERY UPDATE**

The programs were delivered from either the chroma-key studio or from a satellite vehicle. The mobile mode of delivery is being used to enhance the live videoconference experience for teachers and students by bringing real time observations from various locations around the park. October and January were the busiest months in the 2013/2014 school year, accounting for 36% of all students receiving programs.



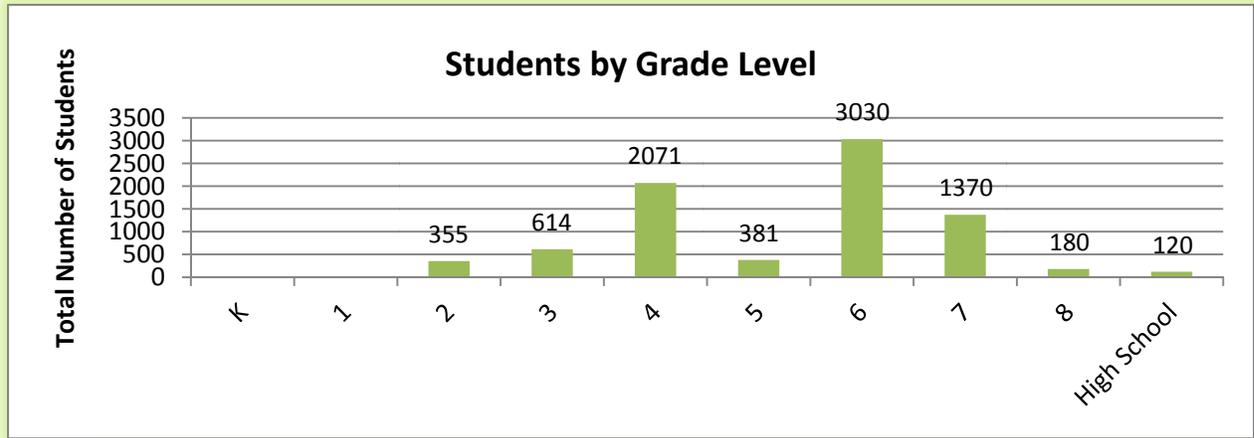
**Figure 3.** Number of students serviced by month compared to last year for the Anza-Borrego PORTS program.

**UNIT OF STUDY**

The “Desert Stories Today and Yesterday” Unit of Study, addressing geology and paleontology, was the main program topic delivered from the studio. Sixty-five percent of the programs focused on Landforms and Geology, and 35 % focused on Paleontology and Desert Ecology.

In April and May, the program went live in the field with the satellite vehicle. The satellite truck program addresses Science in California State Parks, specifically the Swainson Hawkwatch and Bighorn Sheep tracking at Anza-Borrego Desert State Park and the Cedar Fire restoration work at Cuyamaca Rancho State Park. Forty-four percent of the programs focused on Bighorn Sheep Tracking, 29% on the Cedar Fire restoration work, and 27% on the Swainson Hawkwatch.

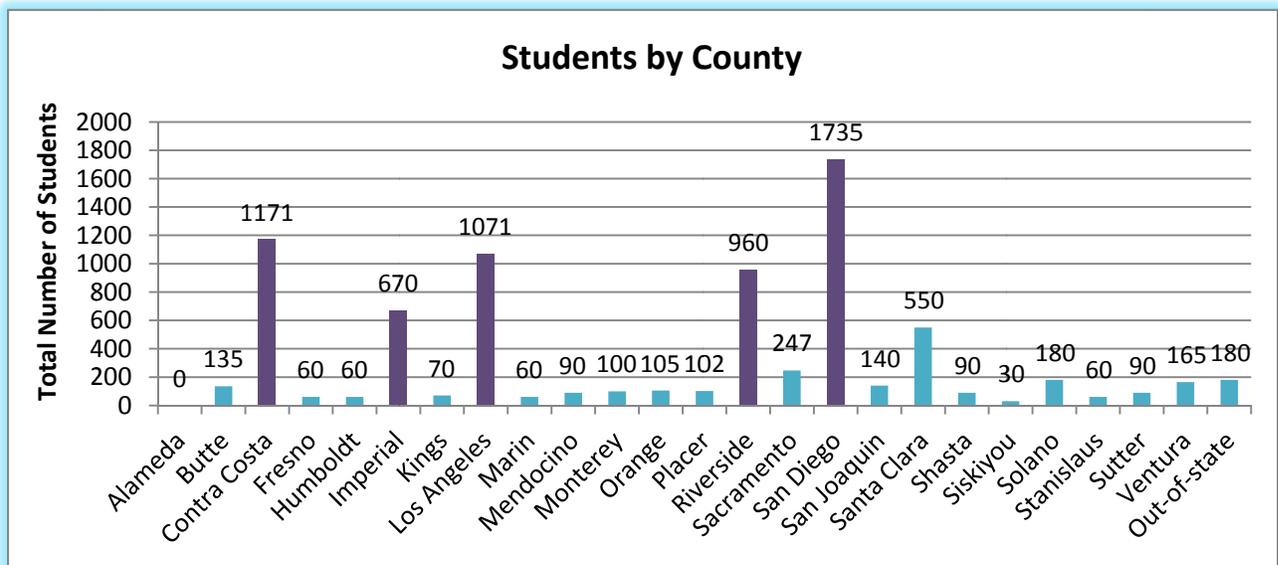
Sixth grade accounted for 37% of the student participants in 2013/2014. Fourth grade was the next largest participant group.



**Figure 4.** Total number of students by grade level for Anza-Borrego PORTS Program. Number of students by grade is labeled for the 2013/2014 school year.

### COUNTY STATISTICS

During the 2013/2014 school year, the Anza-Borrego Desert PORTS program was delivered to schools in 24 counties. The five counties with the most students participating in the Anza-Borrego Desert PORTS program include: San Diego, Contra Costa, Los Angeles, Riverside, and Imperial. One out-of-state school in Texas participated in the Desert Stories program.



**Figure 5.** Student Participation by County for school year 2013/2014 for Anza-Borrego PORTS Program. . The 5 largest counties by student participation are shown in purple.

### TITLE I STATISTICS

Thirty of 53 schools that participated in the Anza-Borrego Desert PORTS program qualify as Title I schools. Fifty-four percent of the Borrego programs were delivered to Title I schools.



### Baldwin Hills Scenic Overlook PORTS Distance Learning Program 2013/2014 School Year Statistics

The 2013/2014 school year marked the third full year of operation for the Baldwin Hills Scenic Overlook PORTS Distance Learning Program. The program was in full operation five days a week and staffed by a State Park Interpreter I. PORTS staff has compiled the following data through an online tracking system. All statistics are approximate.

#### OVERALL PROGRAM STATISTICS

In the 2013/2014 school year approximately 3,645 students participated in 130 presentations.

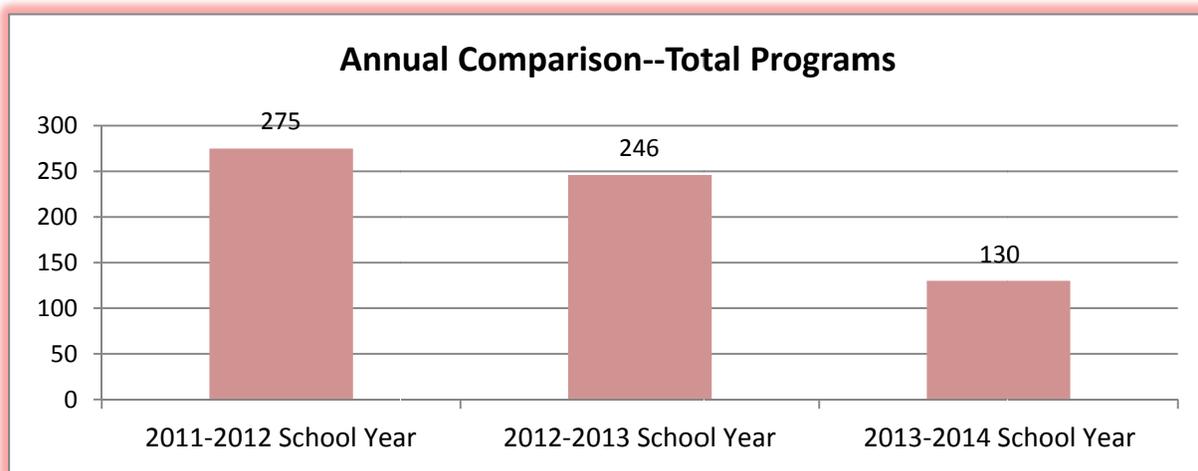
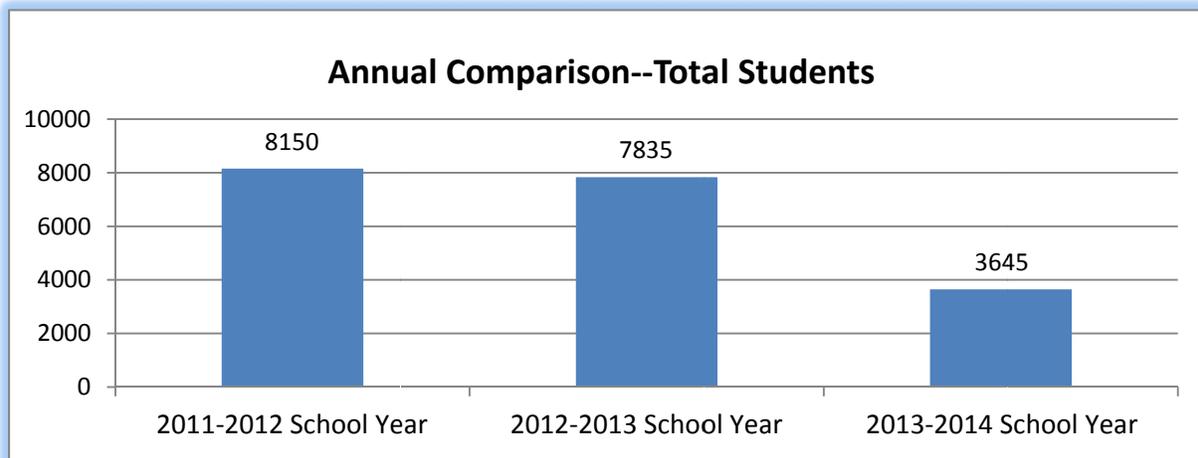
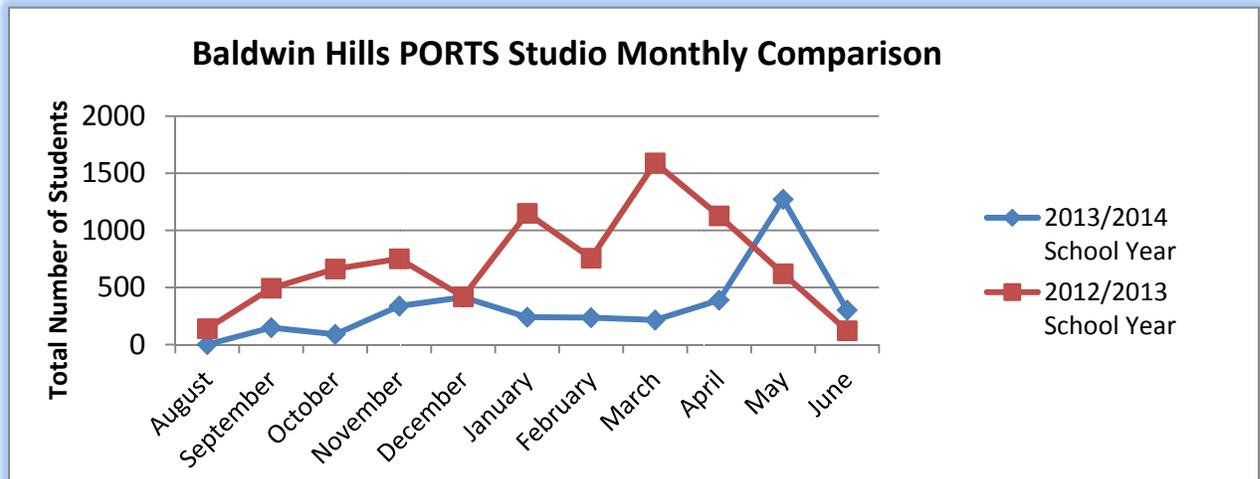


Figure 1 and 2. Baldwin Hills PORTS' total programs delivered and students serviced over three years.

**PROGRAM DELIVERY UPDATE**

The programs were delivered from a chroma-key studio located inside the visitor center, and from a mobile videoconferencing vehicle called the Baldwin Hills Advanced Technology Mobile (BHAT Mobile). The mobile mode of delivery is being used to enhance the live videoconference experience for teachers and students by bringing real time observations from various locations around the overlook.

May was the most popular month for the program.



**Figure 3.** Number of students serviced by month compared to last year for the Baldwin Hills PORTS Program.

**UNIT OF STUDY**

The Weather and Climate Unit of Study continues to be a successful tool for teachers to help students learn about weather, climate and climate change. Over 2,300 students participated in the Weather and Climate Unit of Study program. Baldwin Hills Scenic Overlook delivered programs on the 150 years of California State Parks to over 1,100 students participating in after-school programs. The remaining students participated in modified and customized programs that taught lessons about Baldwin Hills Scenic Overlook’s natural resources, plant and animal adaptations, recreational opportunities, and park careers.

Fifth grade students continued to account for the most participants this school year. As with all PORTS venues, Baldwin Hills Scenic Overlook PORTS interpreters deviated from their typical fifth grade Weather and Climate program to provide an experience that is meaningful to students and relevant to the park for all other grade levels.

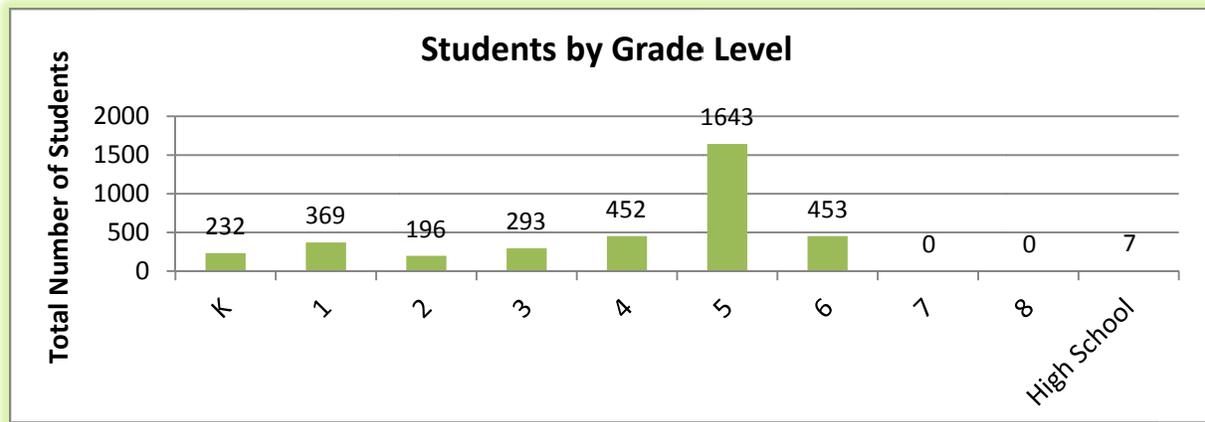


Figure 4. Total number of students by grade level for Baldwin Hills PORTS Program.

### COUNTY STATISTICS

During the 2013/2014 school year, the Baldwin Hills Scenic Overlook PORTS Program was delivered to students in 13 different counties.

Los Angeles County students accounted for 25% of all students that participated in programs from Baldwin Hills Scenic Overlook. After-school programs to students in the Santa Maria-Bonita Unified School District in Santa Barbara County account for 30% of student participation.

Over 100 students participated in the Baldwin Hills Scenic Overlook program from South Carolina.

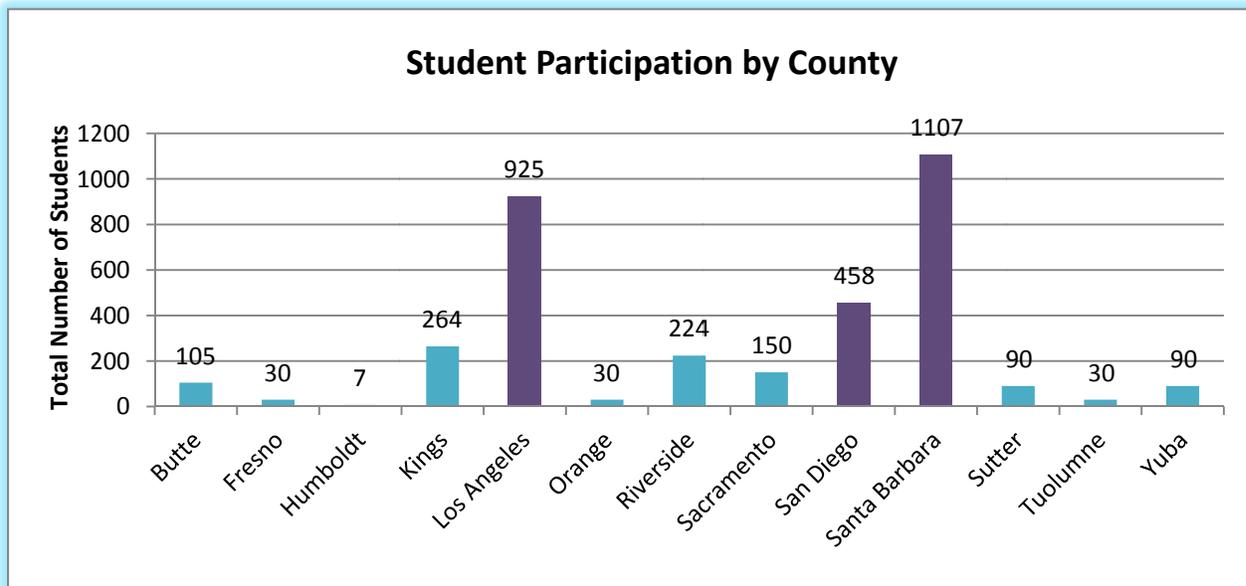


Figure 5. Student Participation by County for school year 2013/2014 for Baldwin Hills PORTS Program. . The largest counties by student participation are shown in purple.

**PARTICIPATING SCHOOL DISTRICTS**

Forty-five schools in 20 school districts in California participated in programs from Baldwin Hills Scenic Overlook.

Thirty-five out of the 45 schools (78%) are classified as Title I. Approximately 81% of all students participating in programs from Baldwin Hills Scenic Overlook are in a Title I school.

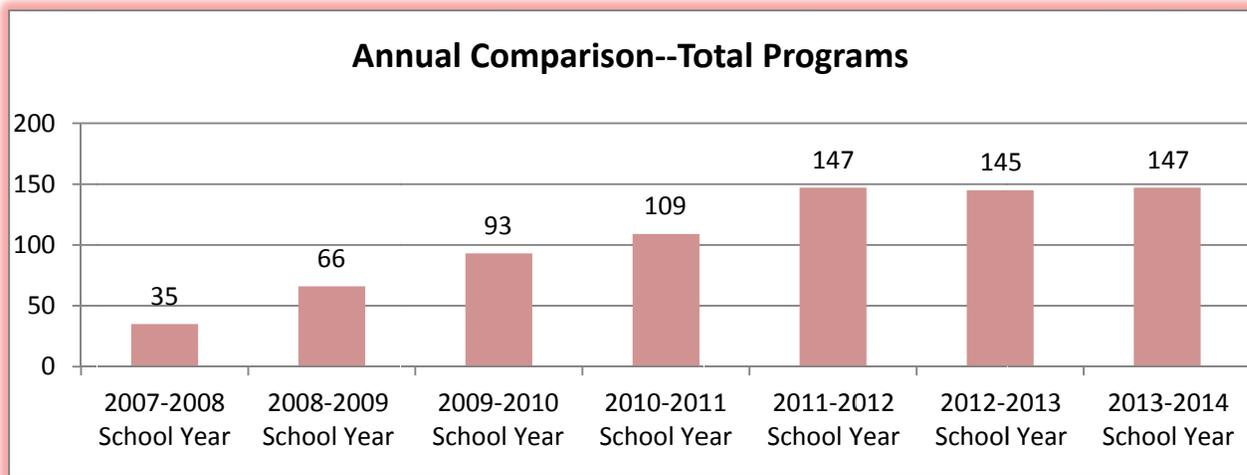
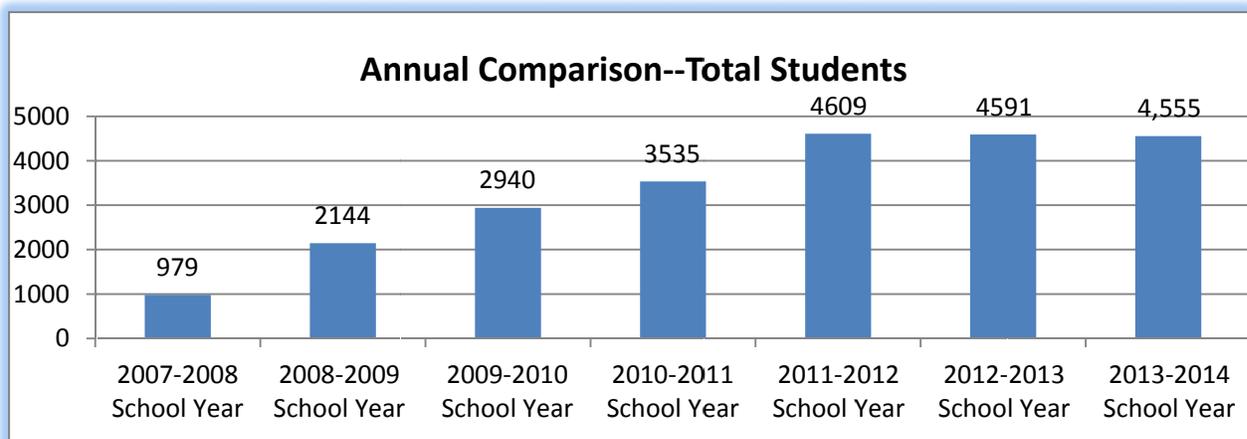


### Columbia State Historic Park PORTS Distance Learning Studio 2013/2014 School Year Statistics

The Columbia State Historic Park PORTS Distance Learning Studio is in its seventh year of operation. The program was in operation two to three days a week and staffed by a State Park Interpretive Specialist. PORTS staff has compiled the following data through an online tracking system. All statistics are approximate.

#### OVERALL PROGRAM STATISTICS

This school year the Columbia PORTS program delivered programs to approximately 4,555 students. This accounted for 12% of all students served by all PORTS programs.



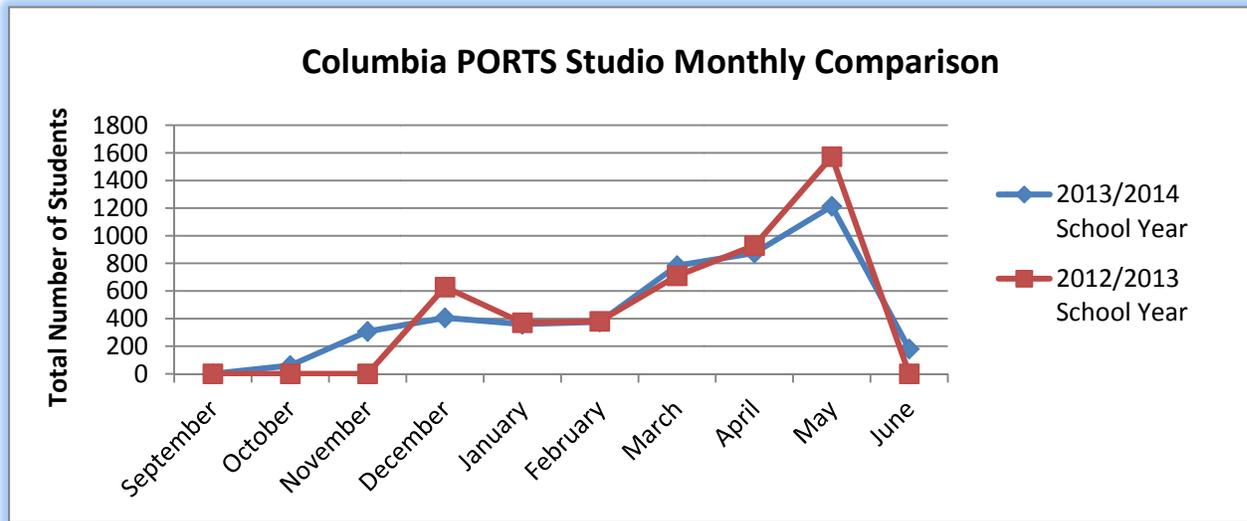
**Figure 1 and 2.** PORTS Columbia total programs delivered and students serviced over last 7 years. Programs averaged 31 students.

#### PROGRAM DELIVERY UPDATE

The programs were delivered from either the chroma-key studio, established at Columbia SHP in 2010, or from a mobile videoconferencing vehicle. The mobile mode of delivery is being used

to enhance the live videoconference experience for teachers and students by bringing real time observations from various locations around the park.

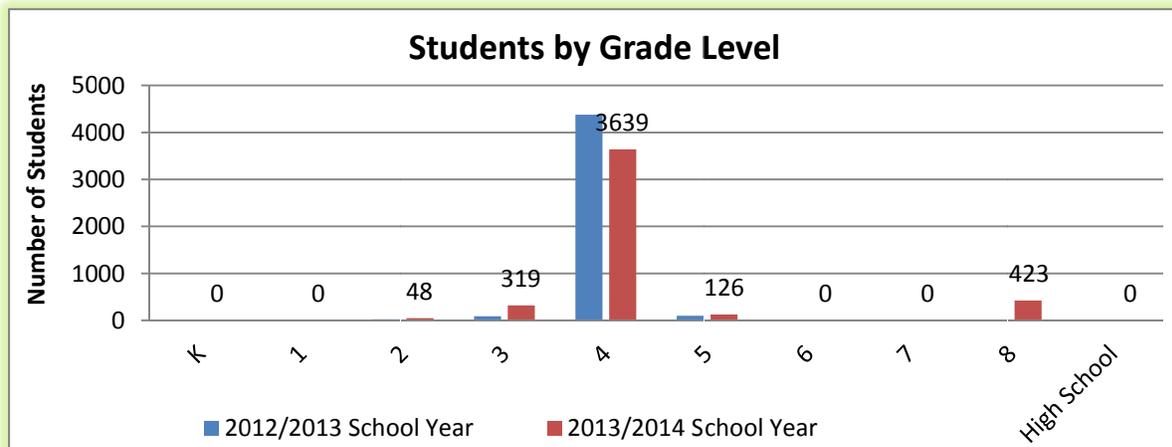
May was the busiest month in the 2013/2014 school year accounting for 27% of all students receiving programs. May saw a decline in student participation by 23% from last year; this is due to programming being only offered three days a week versus five days a week.



**Figure 3.** Number of students serviced by month compared to last year for the Columbia PORTS Program. With the Columbia PORTS staff already trained, programs started in October this year.

**UNIT OF STUDY**

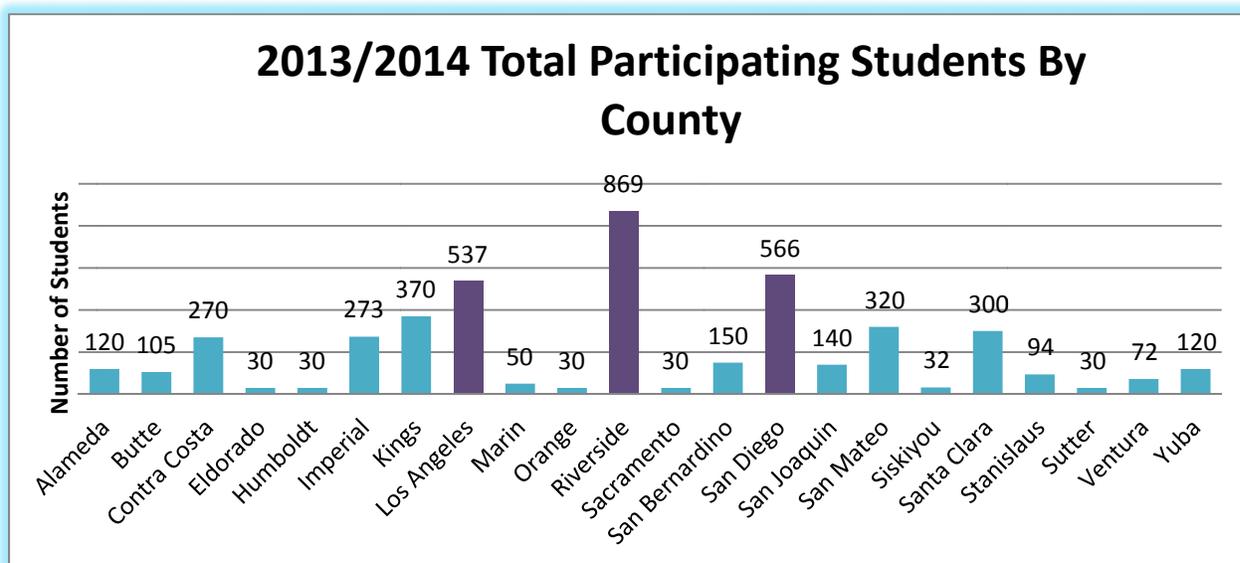
The Gold Rush History Unit of Study is on the PORTS website, [www.ports.parks.ca.gov](http://www.ports.parks.ca.gov). Fourth grade accounted for 80% of the students serviced in 2013/2014 and is a decrease of about 17% over last year. All other grades increased. The largest growth occurred in 8<sup>th</sup> grade which increased from zero students in 2012/2013 to 423 students in the 2013/2014 school year.



**Figure 4.** Total number of students by grade level for Columbia PORTS Program. Number of students by grade is labeled for the 2013/2014 school year.

**COUNTY STATISTICS**

During the 2013/2014 school year, the Columbia PORTS program was delivered to schools in 22 counties in California. Last year, program was delivered to 20 counties. The three counties with the most students participating in the Columbia PORTS program include: Riverside, Los Angeles, and San Diego. These counties account for 43% of all students serviced by the Columbia PORTS program. Approximately 17 out-of-state students participated from the state of Arkansas.



**Figure 5.** Student Participation by County for school year 2013/2014 for Columbia PORTS program. . Eldorado, San Bernardino, Santa Clara, and Stanislaus counties had no participation last year and account for 12% of this year’s student participation. The 3 largest counties by student participation are shown in purple. San Diego County, while is one of 3 largest counties by participation, decreased 40% compared to last year. Los Angeles County on the other hand increased by 47% compared to last year.

**TITLE I STATISTICS**

Thirty-three school districts participated in the Columbia PORTS program. Of these, two are categorized as “Private” and one is out-of-state. Public schools accounted for 98% all students. Thirty-one of 49 schools that participated in the Columbia PORTS program qualify as Title I schools. Sixty-two percent of the students participating in the Columbia PORTS program attend Title I schools.



# PORTS

Crystal Cove SP PORTS Report 2013/2014

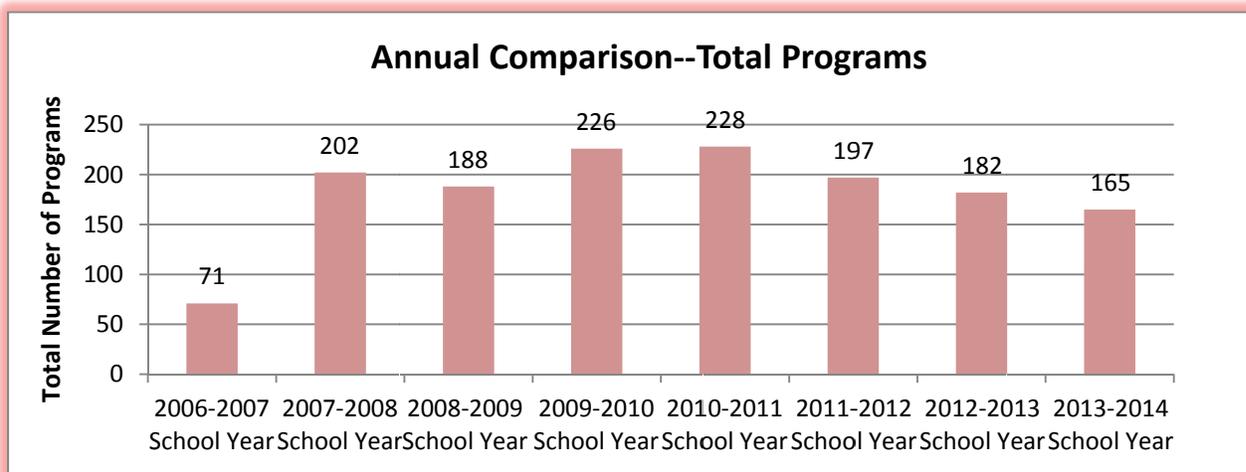
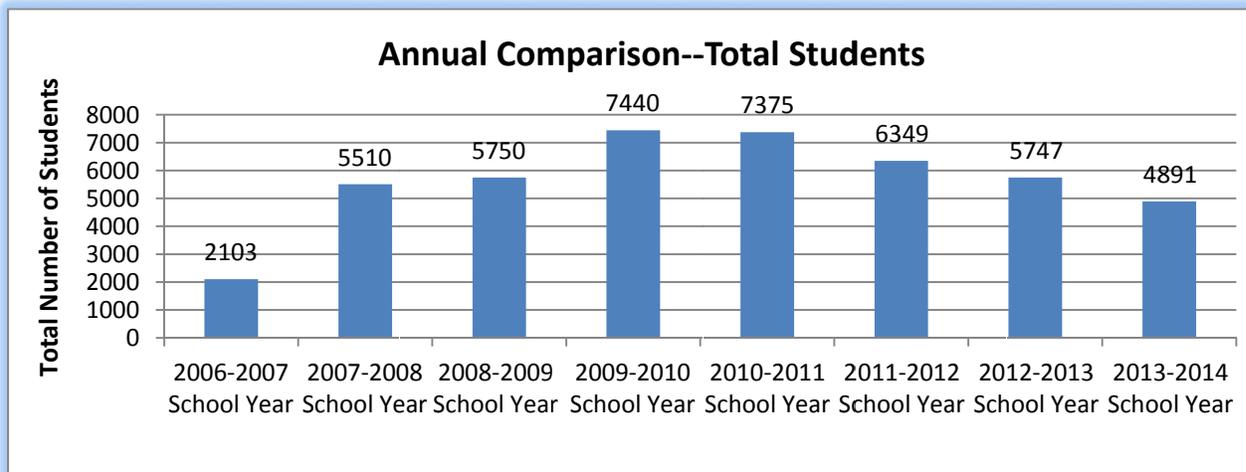
Parks Online Resources for Teachers and Students

## Crystal Cove State Park PORTS Distance Learning Program 2013/2014 School Year Statistics

The Crystal Cove State Park PORTS program is in its eighth year of operation. The program was in operation two days a week and staffed by a State Park Interpreter I, Permanent Intermittent. PORTS staff has compiled the following data through an online tracking system. All statistics are approximate.

### OVERALL PROGRAM STATISTICS

This school year, the Crystal Cove PORTS program delivered programs to approximately 4,891 students.

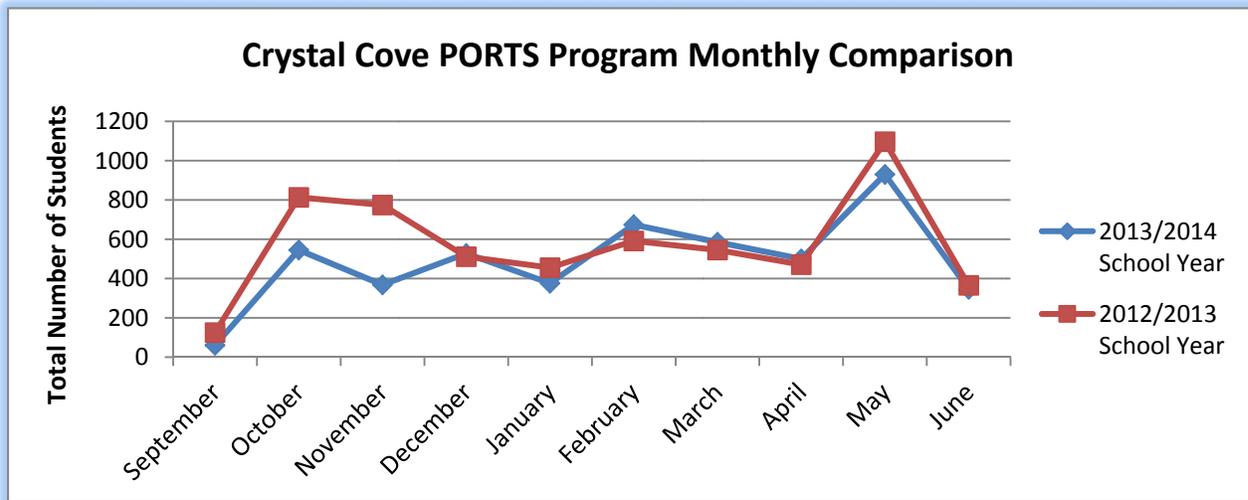


**Figure 1 and 2.** The Crystal Cove PORTS total programs delivered and students serviced over the last 8 years.

**PROGRAM DELIVERY UPDATE**

All programs were delivered from the mobile “EduGator” vehicle on the beach. This is the last year we will be delivering programs from the tide pools near the Crystal Cove Historic District. In the 2014/2015 school year the PORTS program at Crystal Cove will be moving to El Moro Canyon’s environmental study loop.

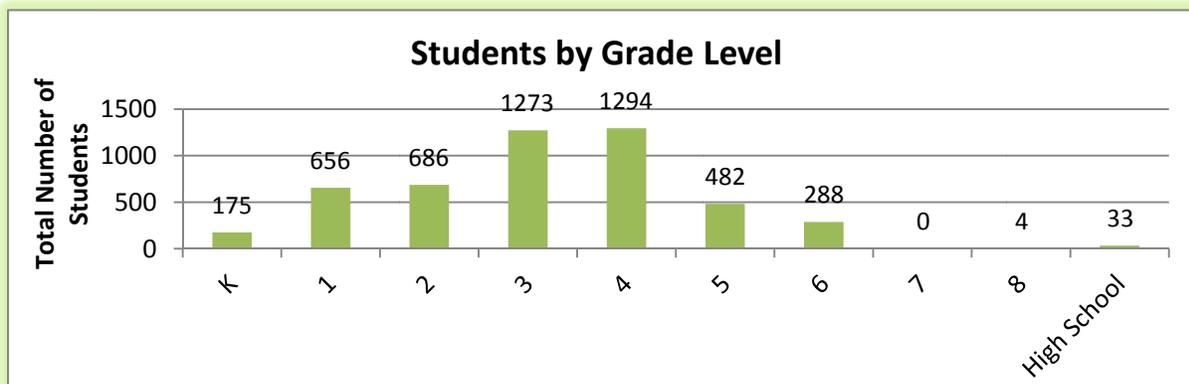
May was the busiest month in the 2013/2014 school year accounting for 19% of all student participants.



**Figure 3.** Number of students serviced by month compared to the 2012/2013 school year for the Crystal Cove PORTS Program.

**UNIT OF STUDY**

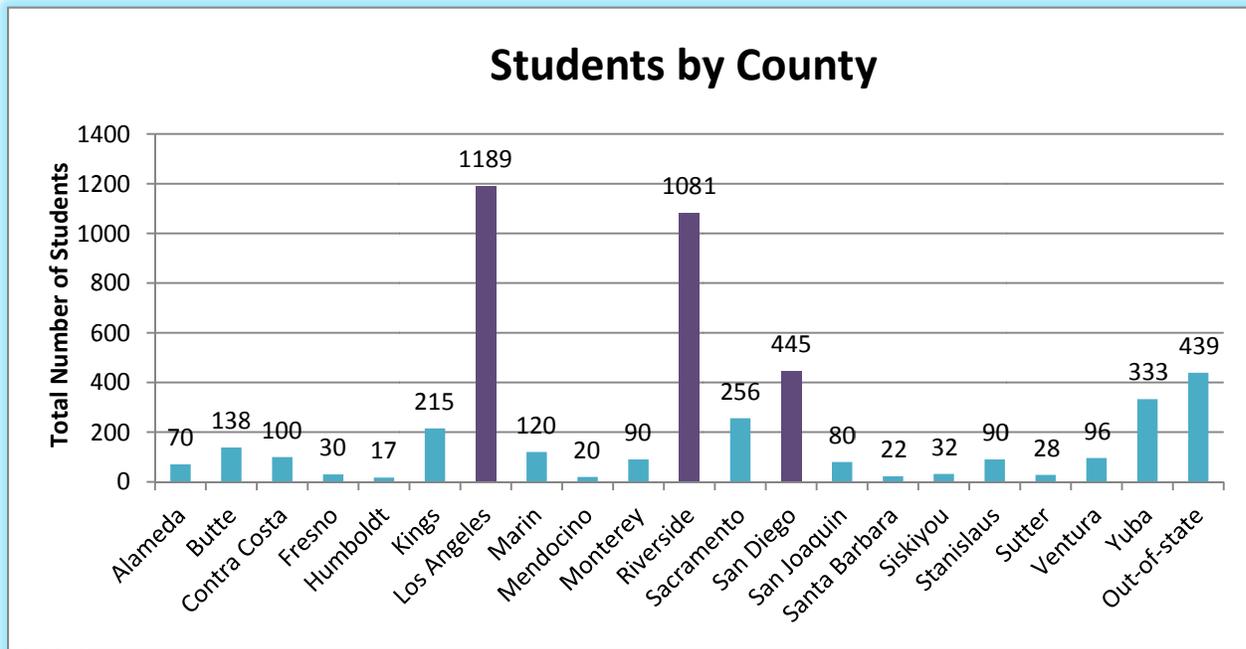
The Tide Pool Unit of Study is on the PORTS website, [www.ports.parks.ca.gov](http://www.ports.parks.ca.gov). Over 2,500 3<sup>rd</sup> and 4<sup>th</sup> grade students participated in the Tide Pool Ecology program accounting for 52% of the programs delivered. As with all PORTS venues, the Crystal Cove PORTS interpreter deviated from her typical fourth grade program to provide an experience that is meaningful to students and relevant to the park for all other grade levels.



**Figure 4.** Total number of students by grade level for the Crystal Cove PORTS program.

**COUNTY STATISTICS**

During the 2013/2014 school year, the Crystal Cove PORTS program was delivered to schools in 20 counties. The three counties with the most students participating in the Crystal Cove PORTS program include: Los Angeles, Riverside, and San Diego. These counties account for 56% of all students served by the Crystal Cove PORTS program. Over 430 out-of-state students participated from the following states: Michigan, New Jersey, Ohio, Pennsylvania, South Carolina, and Virginia.



**Figure 5.** Student Participation by County for school year 2013/2014 for Crystal Cove PORTS Program. The 3 largest counties by student participation are shown in purple.

**TITLE I STATISTICS**

Thirty of 48 schools that participated in the Crystal Cove PORTS program qualify as Title I schools. Forty-seven percent of the Crystal Cove programs were delivered to Title I schools.

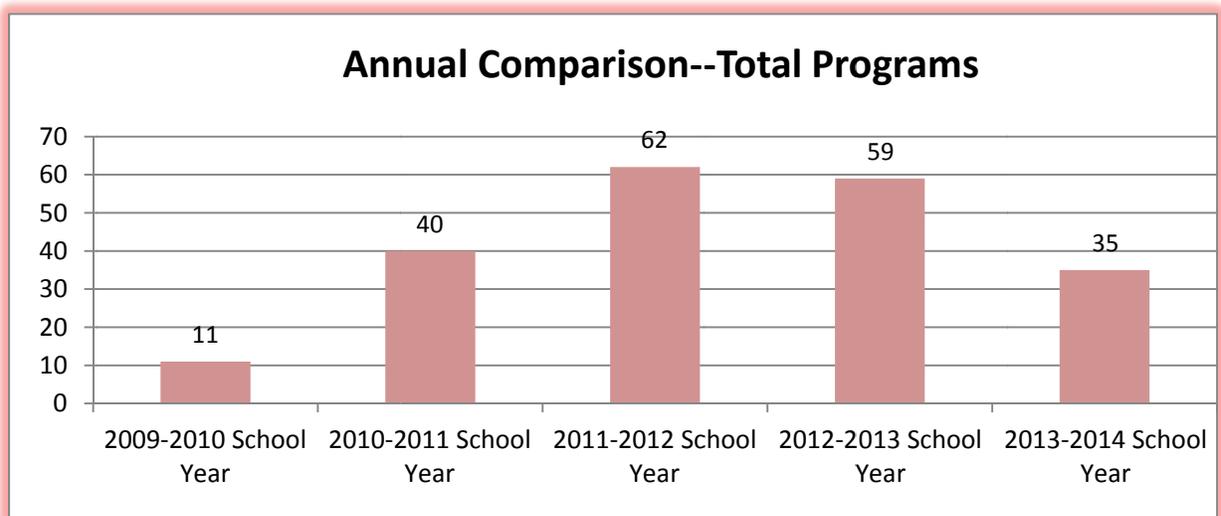
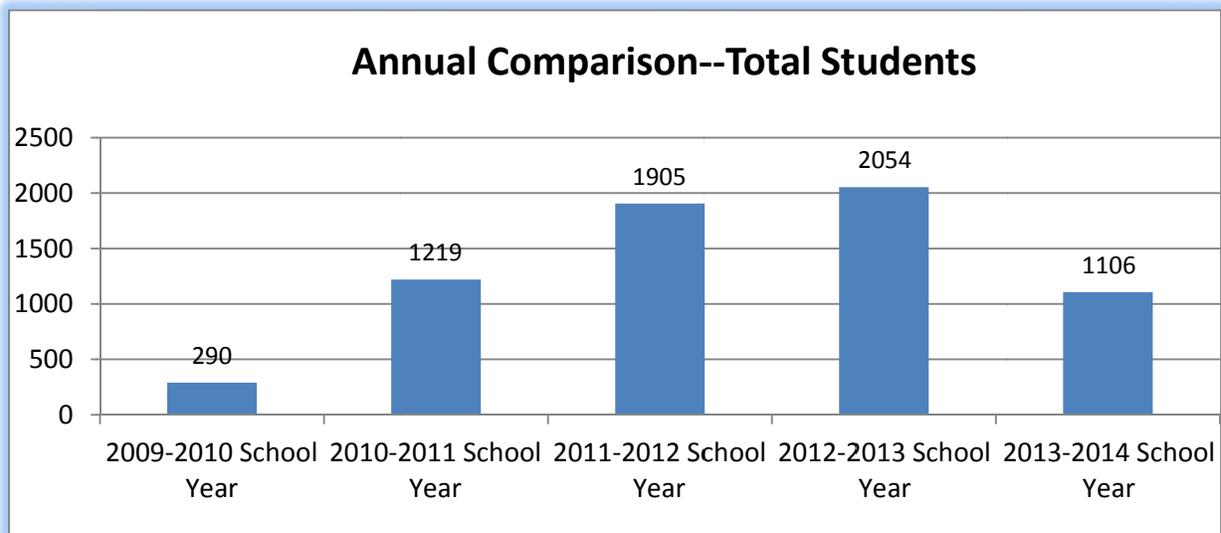


## Hearst San Simeon State Historic Monument PORTS Distance Learning Studio 2013/2014 School Year Statistics

The Hearst San Simeon State Historic Monument (Hearst Castle®) PORTS Distance Learning Studio is in its fourth full year of operation. The program was in operation three days a week. The program was staffed by a State Park Guide 1, Permanent Intermittent on Special Assignment. PORTS staff has compiled the following data through an online tracking system. All statistics are approximate.

### OVERALL PROGRAM STATISTICS

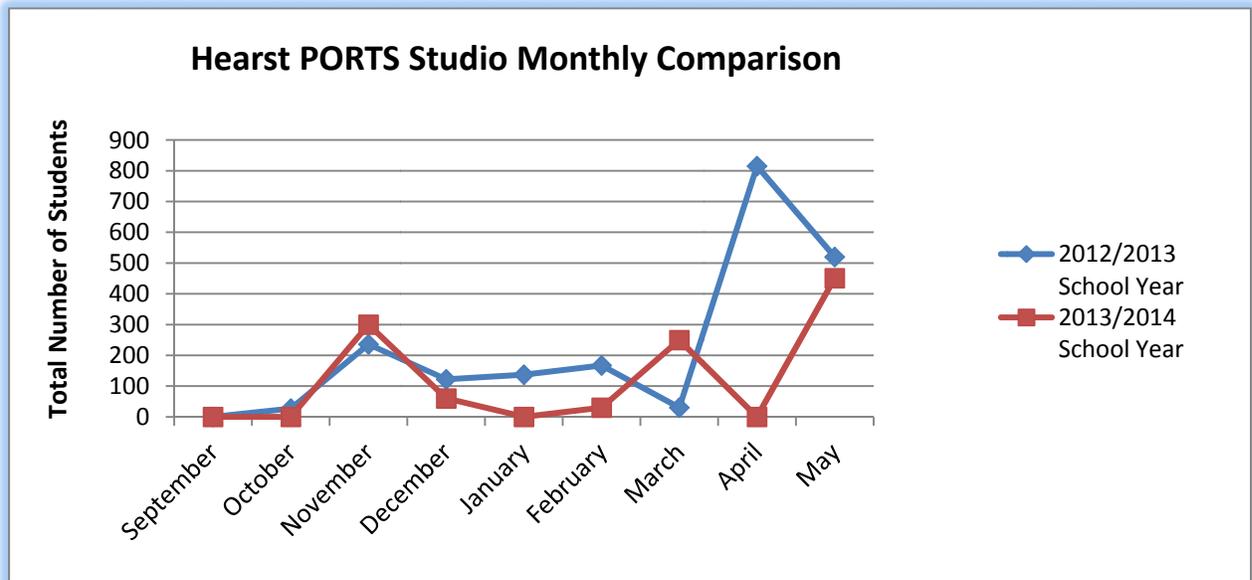
This school year, the Hearst Castle PORTS program delivered programs to approximately 1,106 students.



**Figure 1 and 2.** The Hearst Castle PORTS total programs delivered and students serviced over the last five years.

**PROGRAM DELIVER UPDATE**

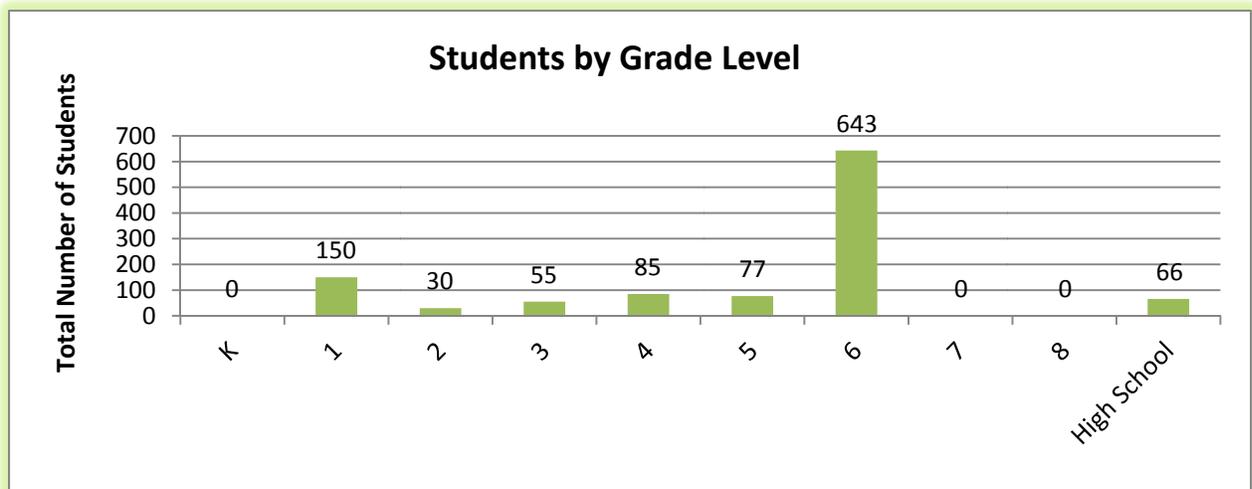
All programs were delivered from a chroma-key studio. May was the busiest month in the 2013/2014 school year accounting for 41% of all student participation.



**Figure 3.** Number of students serviced by month compared to the 2012/2013 school year for the Hearst Castle PORTS program.

**UNIT OF STUDY**

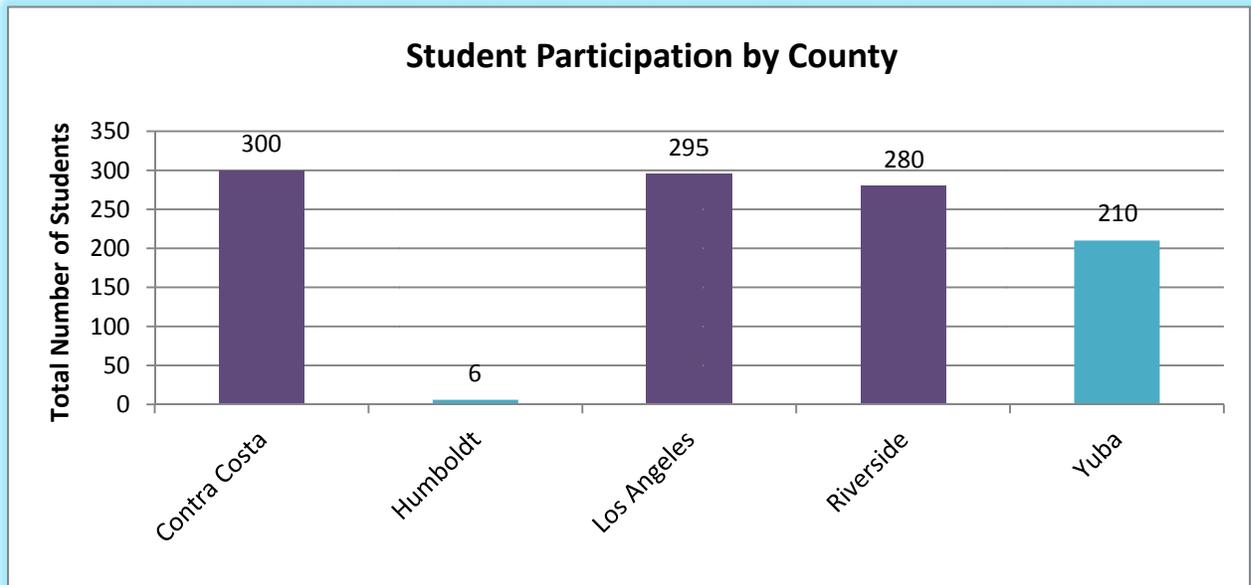
The Ancient Civilization Unit of Study is on the PORTS website, [www.ports.parks.ca.gov](http://www.ports.parks.ca.gov). Over 640 sixth grade students participated in the Ancient Civilization program accounting for 58% of the programs delivered. As with all PORTS venues, the Hearst Castle PORTS interpreter deviated from her typical sixth grade program to provide an experience that is meaningful to students and relevant to the park for all other grade levels.



**Figure 4.** Total number of students by grade level for the Hearst Castle PORTS program.

### COUNTY STATISTICS

During the 2013/2014 school year, the Hearst Castle PORTS program was delivered to schools in five counties. The three counties with the most students participating in the Hearst Castle PORTS program were: Contra Costa, Los Angeles, and Riverside. One class from Minnesota participated.



**Figure 5.** Student participation by county for school year 2013/2014 for the Hearst Castle PORTS program. The three largest counties by student participation are shown in purple.

### TITLE I STATISTICS

Seven of the ten schools that participated in the Hearst Castle PORTS program qualify as Title I schools. Sixty-nine percent of the Hearst Castle programs were delivered to Title I schools.



### North Coast Redwoods District PORTS Distance Learning Studio 2013/2014 School Year Statistics

The North Coast Redwoods District PORTS Distance Learning Studio is in its sixth year of operation. The program was in operation five days a week and staffed by a seasonal Park Interpretive Specialist. Humboldt County Office of Education funds this position. PORTS staff has compiled the following data through an online tracking system. All statistics are approximate.

#### OVERALL PROGRAM STATISTICS

In the 2013/2014 school year, the North Coast Redwoods District (NCRD) PORTS program delivered programs to approximately 8,179 students in 260 programs.

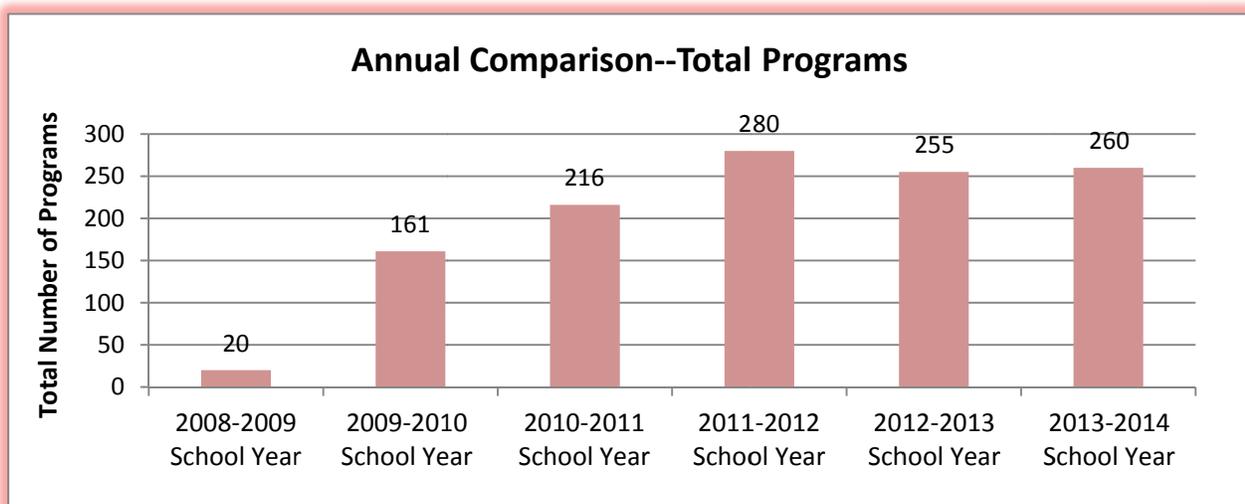
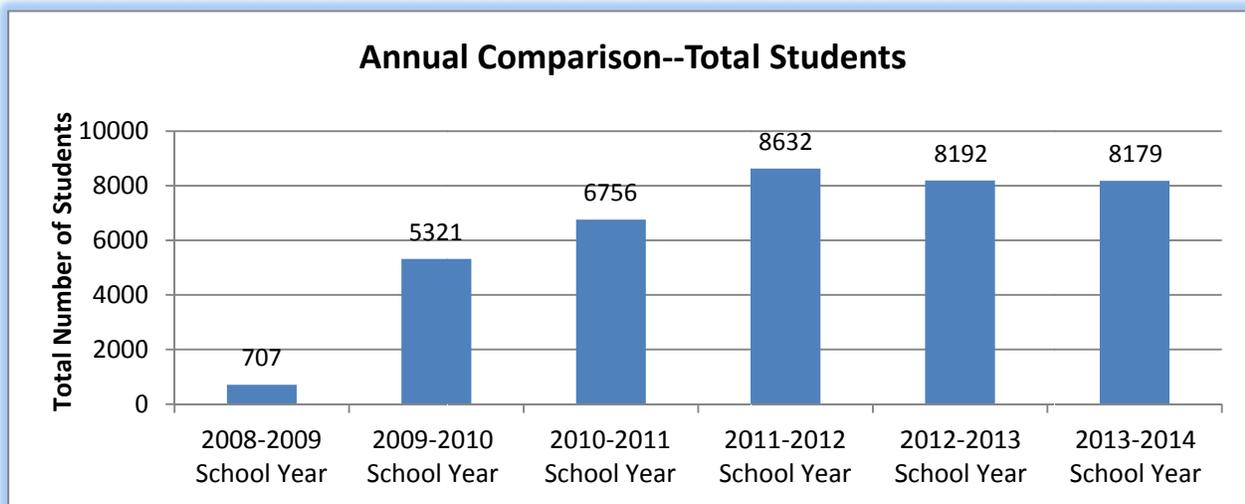
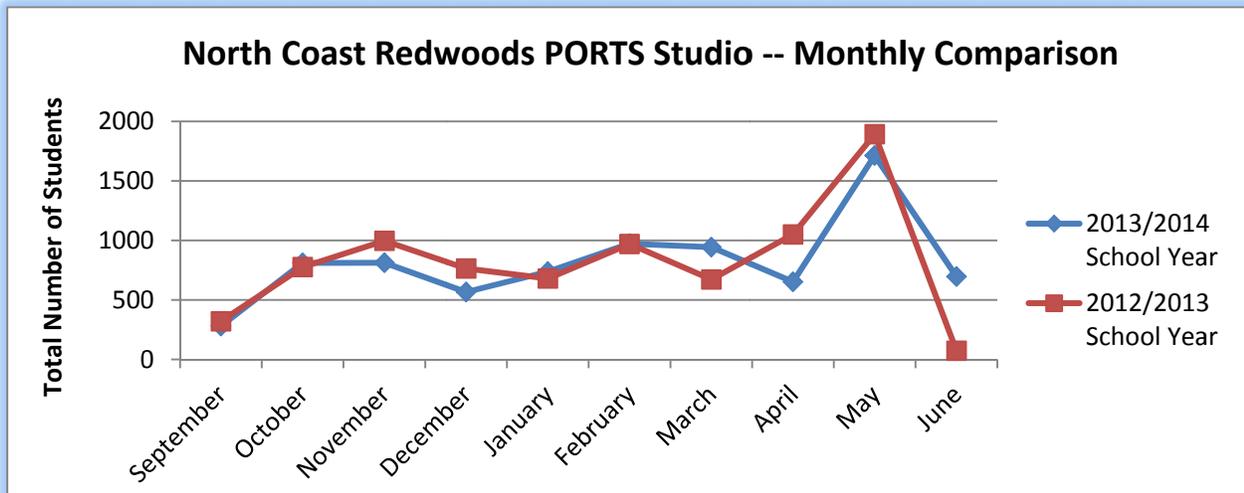


Figure 1 and 2. PORTS NCRD total programs delivered and students served over six years.

**PROGRAM DELIVERY UPDATE**

Programs were delivered from a chroma-key studio in the visitor center at Fort Humboldt State Historic Park. Like other PORTS sites, May was the busiest month for the NCRD PORTS program accounting for 21% of student participation.

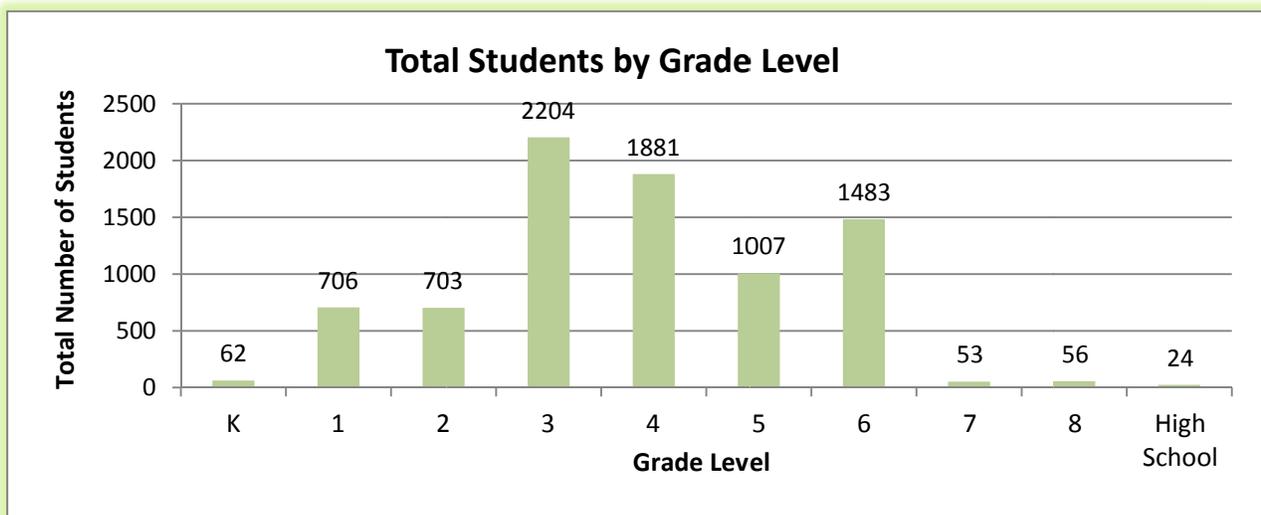


**Figure 3.** Number of students served by month for the NCRD PORTS program with a comparison to the previous school year.

**UNIT OF STUDY**

The Redwood Ecology Unit of Study and Salmon Life Cycle Unit of Study are on the PORTS website, [www.ports.parks.ca.gov](http://www.ports.parks.ca.gov). Other program topics presented were special requests by teachers.

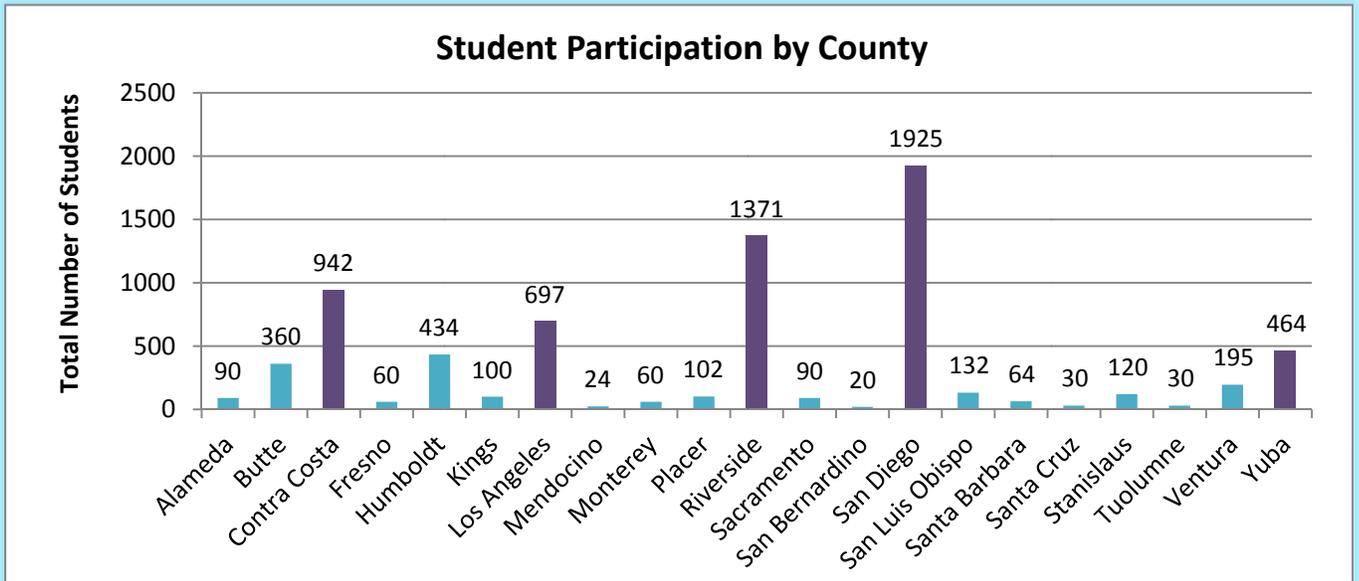
Over 5,400 students participated in the Redwood Ecology program accounting for 67% of the programs delivered. Over 2,700 students participated in the Salmon Life Cycle program. Twenty-seven percent of the programs were delivered to 3<sup>rd</sup> grade students. Fourth grade and 6th grade students also had high levels of attendance.



**Figure 4.** Total number of students by grade level for NCRD PORTS program.

**COUNTY STATISTICS**

During the 2013/2014 school year, the North Coast Redwoods PORTS program was delivered to schools in 21 counties. The five counties with the most students participating in the North Coast Redwoods PORTS program include: San Diego, Riverside, Contra Costa, Los Angeles, and Yuba. Approximately 860 out-of-state students participated from the following states: Missouri, Ohio, Pennsylvania, South Carolina, and Wisconsin.



**Figure 5.** Student Participation by County for school year 2013/2014 for the NCRD PORTS program. The largest counties by student participation are shown in purple.

**TITLE I STATISTICS**

Thirty-seven of the 57 schools participating in the North Coast Redwoods PORTS program qualify as Title I schools. Fifty-three percent of the North Coast Redwoods programs were delivered to Title I schools.



### Seacliff State Beach PORTS Distance Learning Studio 2013/2014 School Year Statistics

The Seacliff State Beach PORTS Distance Learning Studio is in its eighth year of operation. The program was in operation four days a week and staffed by a seasonal Senior Park Aid. PORTS staff has compiled the following data through an online tracking system. All statistics are approximate.

#### OVERALL PROGRAM STATISTICS

This school year the Seacliff PORTS program delivered programs to approximately 6,313 students.

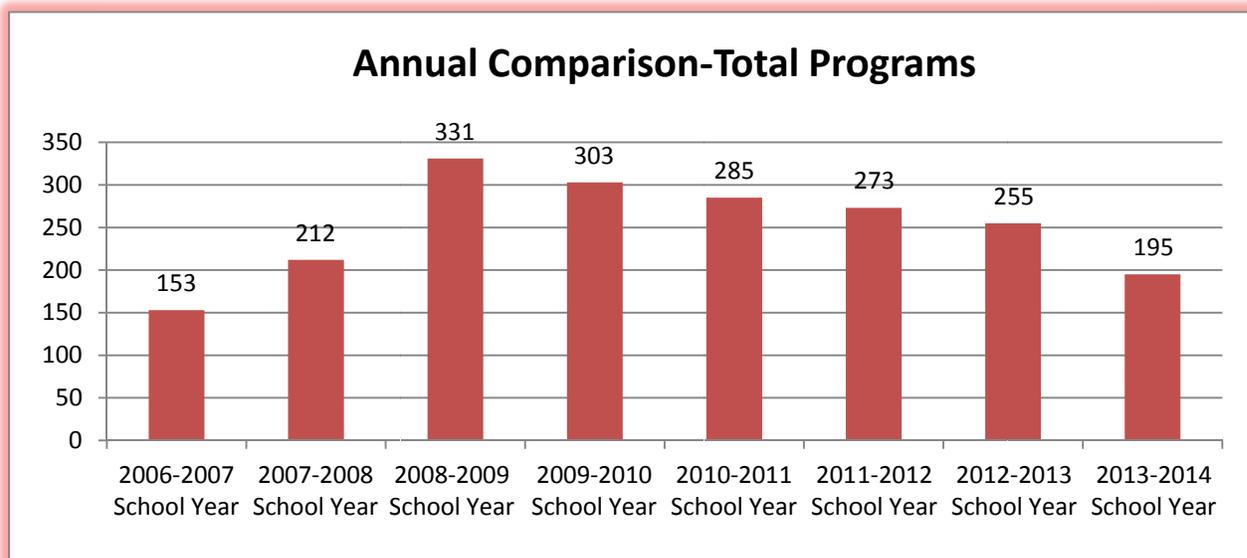
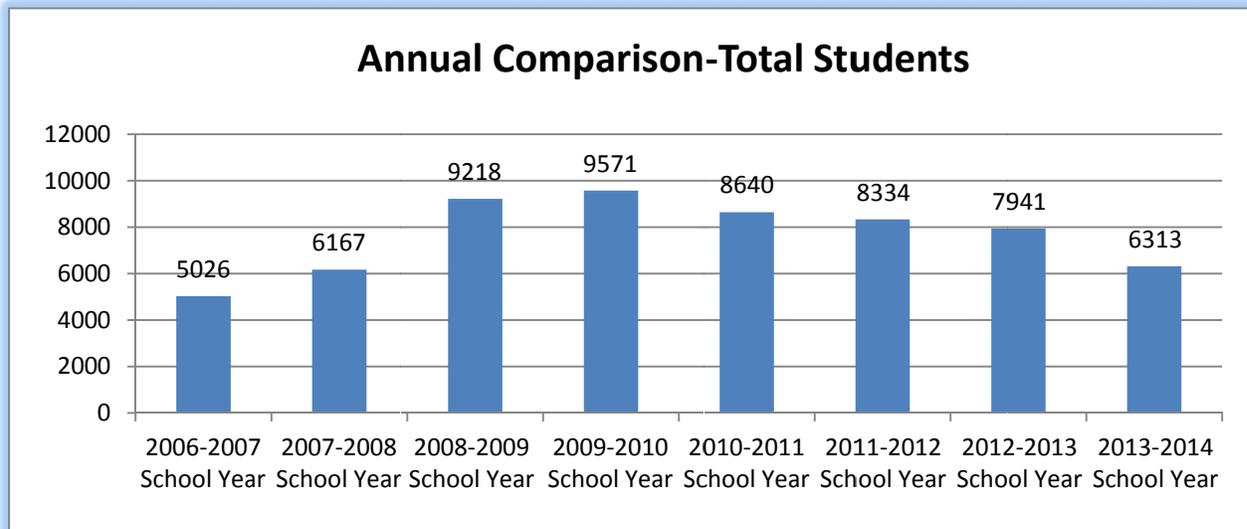
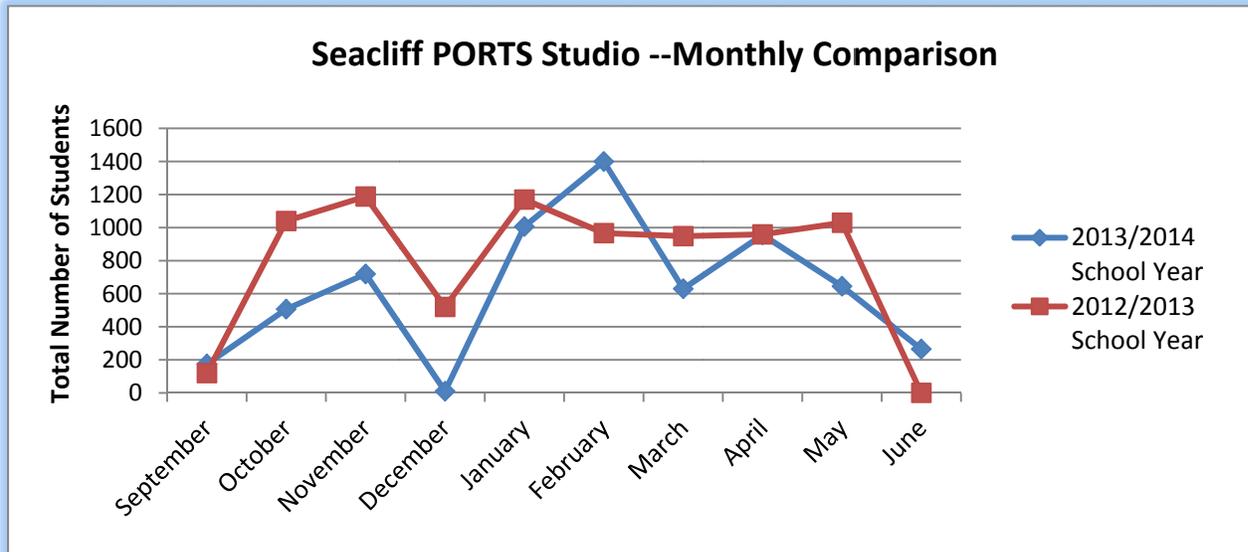


Figure 1 and 2. The Seacliff PORTS total programs delivered and students serviced over the last 8 years.

**PROGRAM DELIVERY UPDATE**

All programs were delivered from a chroma-key studio. February was the busiest month in the 2013/2014 school year accounting for 22% of all student participants. This coincides with the busiest month for elephant seal birthing at Año Nuevo State Park. No programs were offered in December.

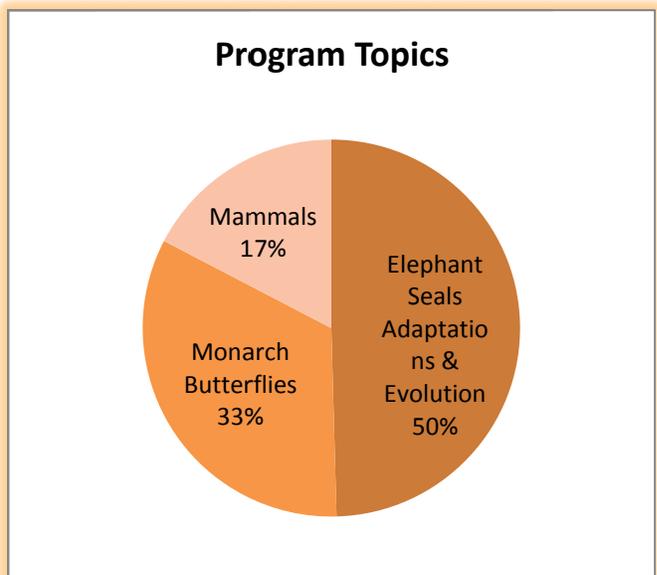


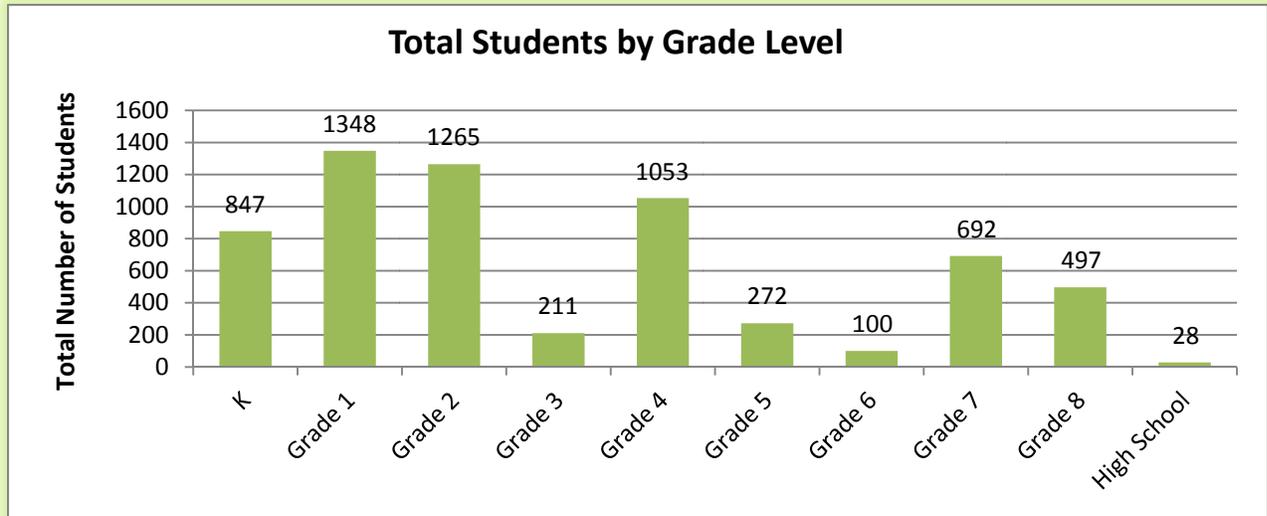
**Figure 3.** Number of students serviced by month compared to the 2012/2013 school year for the Seacliff PORTS program.

**UNIT OF STUDY**

The Elephant Seals Adaptations and Evolution Unit of Study is on the PORTS website, [www.ports.parks.ca.gov](http://www.ports.parks.ca.gov). The Monarch Butterfly program and What is a Mammal program are special request options, but have become so popular with K-2 grade teachers that we are starting to develop units of study for each.

PORTS has seen an increase in the demand for videoconference programs for Kindergarten through second grade, accounting for 55% of student participants. The numbers for the Seacliff PORTS program reflects this trend. The two special request programs, Monarch Butterflies and What is a Mammal, are drawing the younger grade levels.

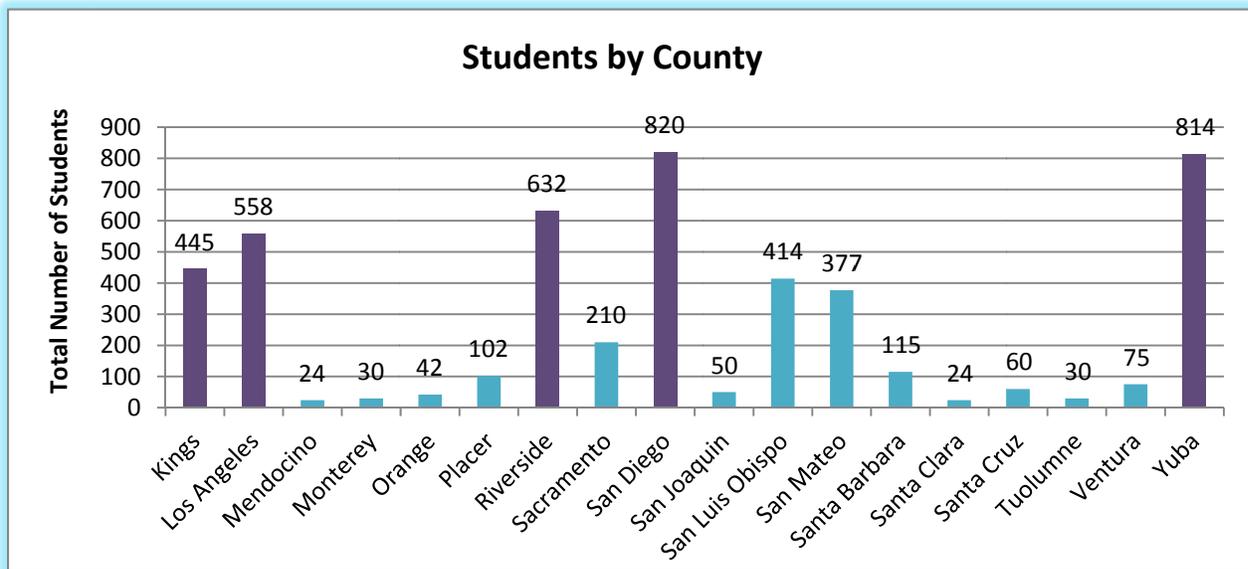




**Figure 4.** Total number of students by grade level for the Seacliff PORTS program.

**COUNTY STATISTICS**

During the 2013/2014 school year, the Seacliff PORTS program was delivered to schools in 18 counties. The five counties with the most students participating in the Seacliff PORTS program include: Yuba, San Diego, Riverside, Los Angeles, and Kings. Approximately 374 out-of-state students participated from the following states: Minnesota, Missouri, New York, Ohio, Pennsylvania, and Wisconsin.



**Figure 5.** Student participation by county for school year 2013/2014 for Seacliff PORTS program. The largest counties by student participation are shown in purple.

**TITLE I STATISTICS**

Thirty-one of 47 schools that participated in the Seacliff PORTS program qualify as Title I schools. Seventy-two percent of the Seacliff PORTS programs were delivered to Title I schools.

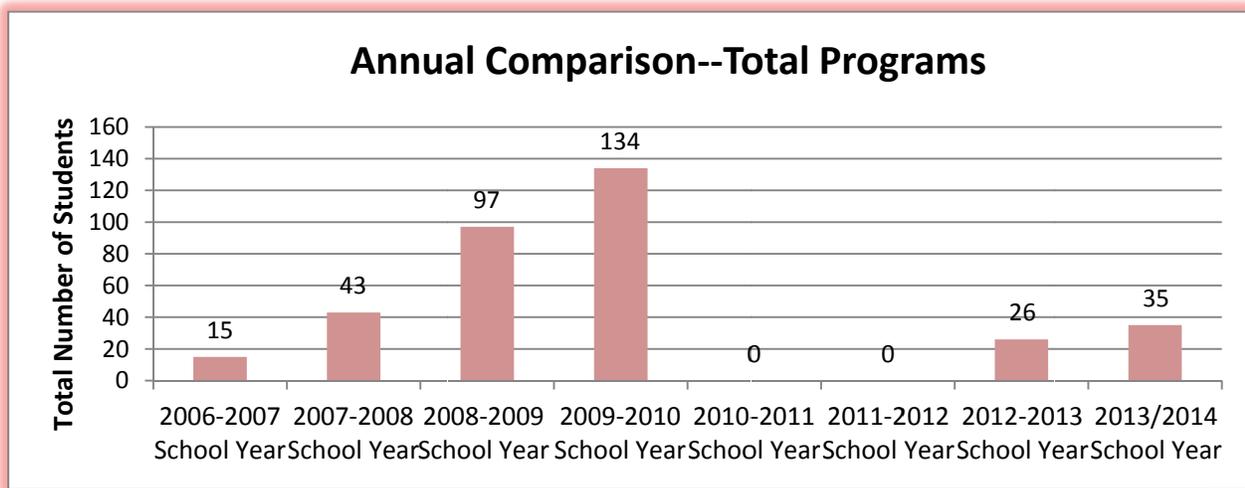
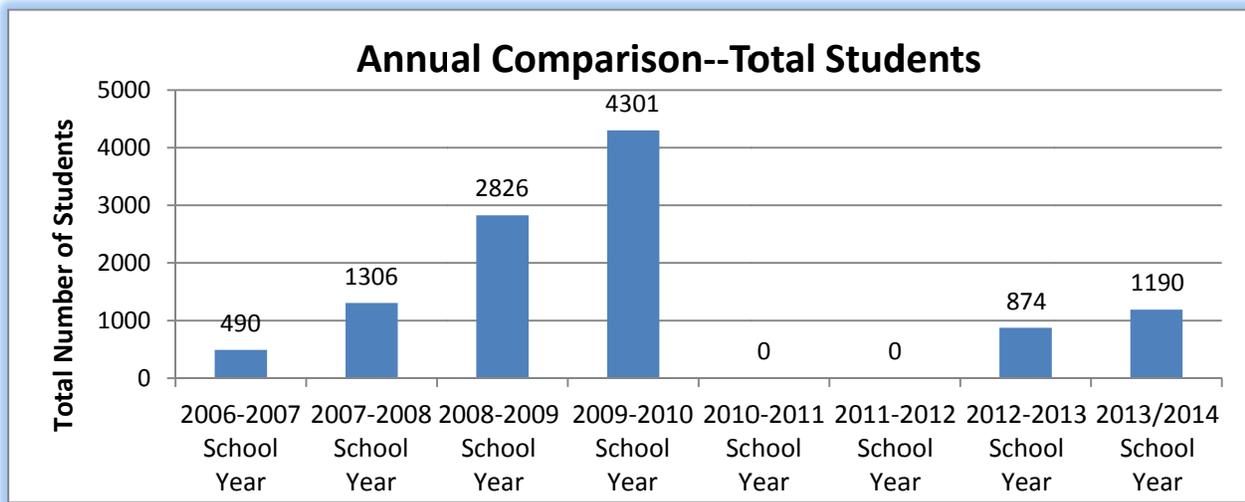


### California State Capitol Museum PORTS Program 2013/2014 School Year Statistics

The California State Capitol Museum PORTS program is in its eighth year of operation. The program was in operation five days a week and staffed by a State Park Interpreter I. PORTS staff has compiled the following data through an online tracking system. All statistics are approximate.

#### OVERALL PROGRAM STATISTICS

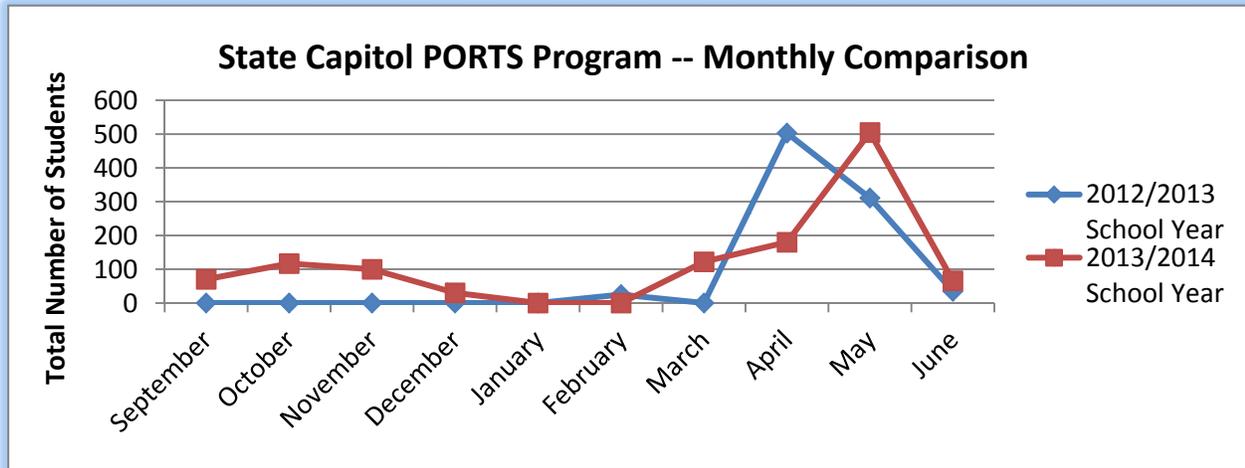
This school year the State Capitol PORTS program delivered programs to approximately 1,190 students in 35 programs.



**Figure 1 and 2.** The Capitol PORTS total programs delivered and students serviced over the last 8 years. Programs were not offered during the 2010/2011 and 2011/2012 school year due to loss of staffing.

**PROGRAM DELIVERY UPDATE**

The programs were delivered from a mobile unit in the Historic Governor’s Office in the California State Capitol Museum. May was the busiest month in the 2013/2014 school year accounting for 42% of all student participants.



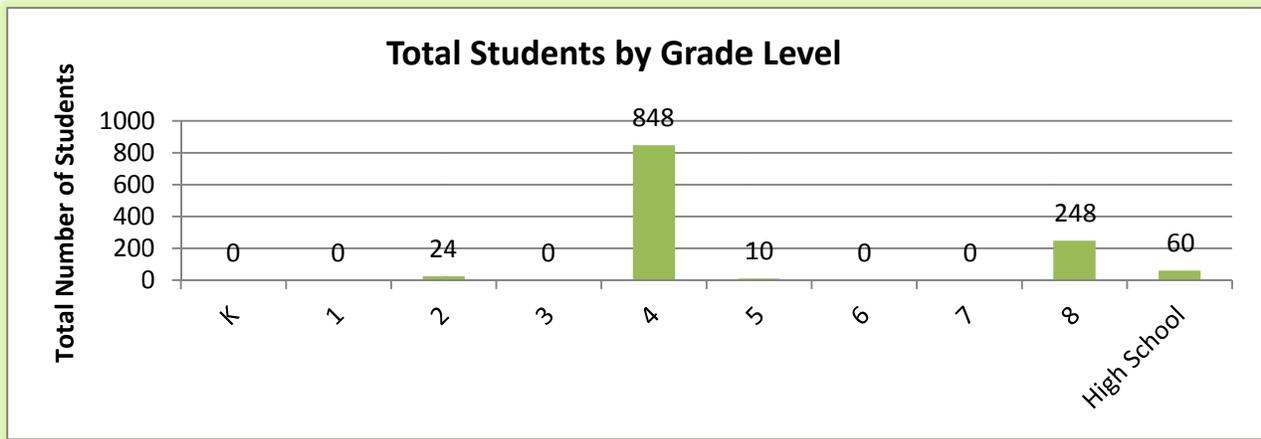
**Figure 3.** Number of students serviced by month compared to the 2012/2013 school year for the State Capitol PORTS Program.

**UNIT OF STUDY**

The State Capitol “Your Voice in Government” Unit of Study is on the PORTS website, [www.ports.parks.ca.gov](http://www.ports.parks.ca.gov). The “Your Voice in Government” program brings in a state legislator to videoconference with students in 8<sup>th</sup> grade and high school. A non-legislator program providing an overview of state government is also offered.

Over 1,050 students participated in the State Government program accounting for 89% of the programs delivered. Approximately 130 students videoconferenced with their state legislators. Assembly member Cheryl Brown videoconferenced with 8<sup>th</sup> grade students at Joe Baca Middle School in Colton Joint Unified School District, San Bernardino. Assembly Jose Medina videoconferenced with high school students at Poly Tech High School in Riverside Unified School District, Riverside. Senator Mimi Walters videoconferenced with 4<sup>th</sup> grade students at St. Margaret’s Episcopal School, a private school in San Juan Capistrano.

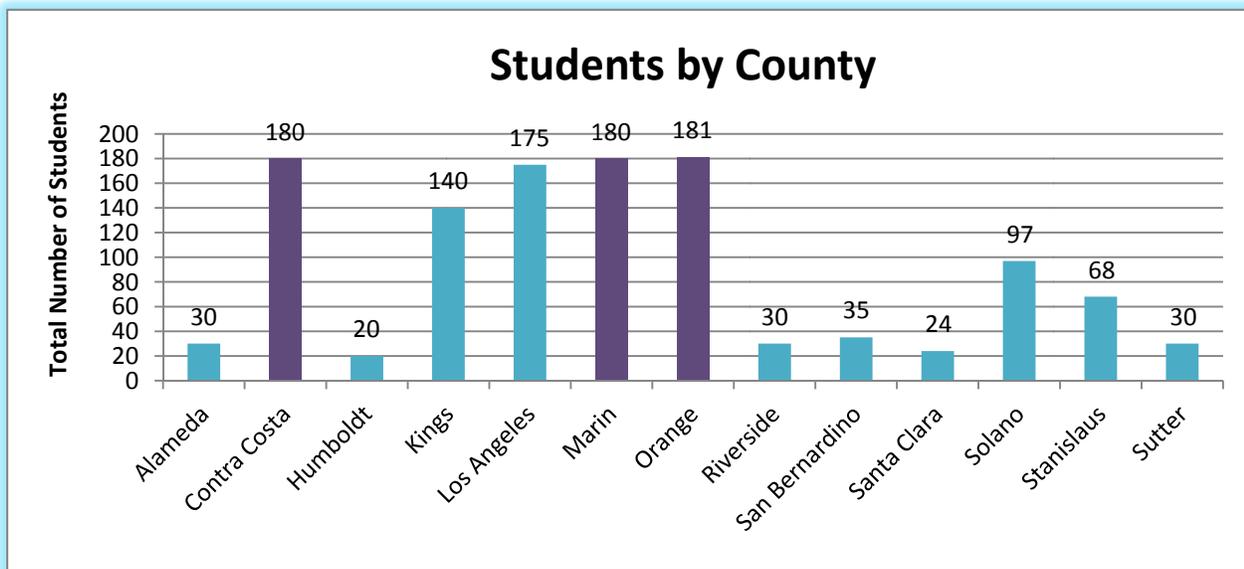
Fourth grade students continued to account for the most participants this school year. As with all PORTS venues, the State Capitol PORTS interpreter deviated from his typical fourth grade program State Government to provide an experience that is meaningful to students and relevant to the park for all other grade levels.



**Figure 4.** Total number of students by grade level for the State Capitol PORTS program. Fourth Grade accounted for 71% students served in 2013/2014.

**COUNTY STATISTICS**

During the 2013/2014 school year, the State Capitol PORTS program was delivered to schools in 13 counties. The three counties with the most students participating in the State Capitol PORTS program include: Orange, Marin, and Contra Costa. These counties account for 45% of all students served by the State Capitol PORTS program.



**Figure 5.** Student Participation by County for school year 2013/2014 for State Capitol PORTS Program. The 3 largest counties by student participation are shown in purple.

**TITLE I STATISTICS**

Eight of the 16 schools that participated in the State Capitol PORTS program qualify as Title I schools. Fifty-five percent of the students participating in the State Capitol programs attend Title I schools.



### INTRODUCTION

The Department uses a standardized School Group Program Evaluation (SGPE) for school group interpretive programs throughout the state. Five years ago, PORTS staff created a hybrid online version of the school group evaluation, which incorporates many of the key questions on the standard SGPE along with new questions that better serve the needs of the PORTS program. The online PORTS Teacher Survey was sent out in the fall and spring to teachers and school site coordinators. We received 107 responses this school year.

The questions on the Teacher Survey examine the program's overall usability; the relevance of its instruction materials; the effectiveness of its live presenters; the efficiency of scheduling and logistics; and the technology tools and infrastructure in increasing student knowledge and appreciation of resources protected by California State Parks.

### PORTS PROGRAM EXPERIENCE GRADES

The key questions asked of the respondents were graded using report card style grading (A-F).

- 88% of participants gave PORTS an A grade for "Overall Program Experience"
- 81% of participants gave PORTS an A grade for "Videoconference Presentation"
- 60% of participants said they used the PORTS online lessons; 61% of those gave the "Online Lessons" an A grade
- 81% of participants gave PORTS an A grade for "Scheduling Process and Logistics"

### PROGRAM PARTICIPATION

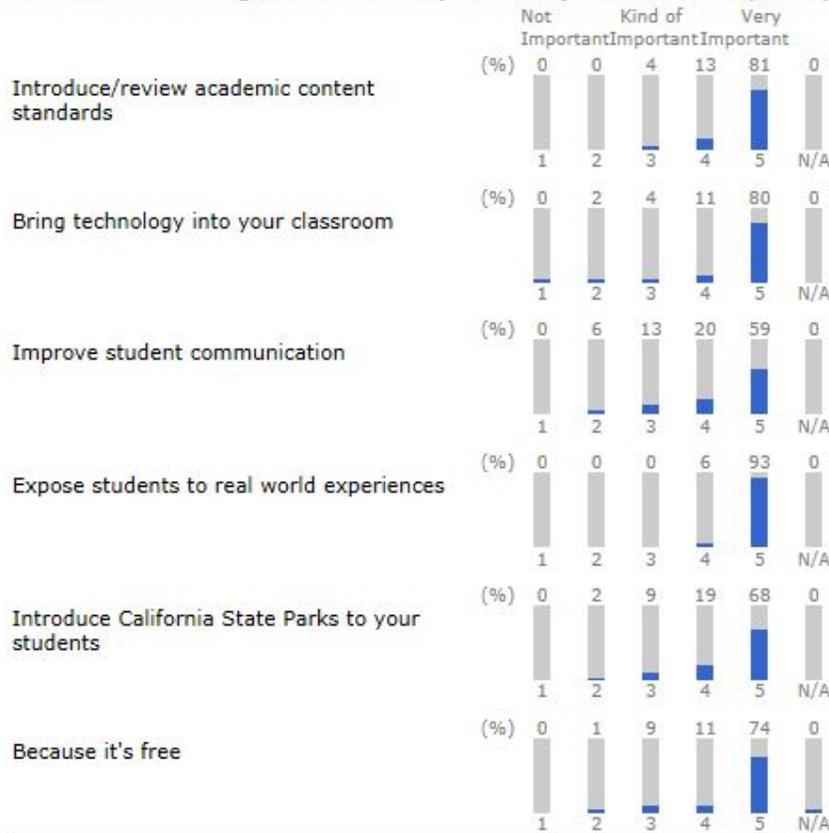
**Which of the following factors were important in your decision to participate in the PORTS Program?**

The following statistics were obtained regarding the "very important" factors for respondents' participation in the PORTS Program. Exposing students to real world experiences still remains the most important reason teachers cite for participating in PORTS. (The most important factor is in bold. The percentage change from last year is in parenthesis):

- Introduce/review academic content standards—81% (+10.5%)
- Bring technology into your classroom—80% (+3.5%)
- Improve student communication—59% (+4%)
- **Expose students to real world experiences—93% (+8%)**
- Introduce California State Parks to your students—68% (-.5%)
- Because it's free—74% (+9%)

## PORTS Teacher Survey Summary 2013/2014

### 4. Which of the following factors were important in your decision to participate in the PORTS Program?



Total: 107

### Additional reasons for participation

On the survey, participants had the option to include additional reasons why they chose to participate in PORTS. Enhancement of learning opportunities, previous positive experiences, and colleague recommendations continue to be the top repeated themes.

### Some participant responses:

The third grade teacher last year recommended it to me. I also felt the school should be using the equipment that was available (the polycom camera). Lastly, our field trip budget had been frozen and I was looking for ways for my students to have real world experiences.

Berndt Stolfi came to visit me and he was willing to help us get started. Without that support I would not have attempted it. We were able to do 15 sites. We hope to combine online lessons with the PORTS as enrichment for our students next year.

California State Parks Rangers are experts that can reinforce the important standards that students must know.

## PORTS Teacher Survey Summary 2013/2014

Our third grade has done this before and it was fantastic. Now multiple grade levels use the PORTS program. It is professional, fits our academic curriculum, engages children and we are basically thrilled with the videoconference.

Our school has little money for field trips, and students come from low-income families that rarely travel to places such as state parks.

I also used the opportunity to expose other educators to the benefits of the PORTS program.

Past experiences have been amazing!

The programs are so well done and meet Common Core Standards.

Virtual Field trips extend learning beyond the confines of the classroom. Students can be exposed to natural-resource related topics that broadens their content knowledge and increases vocabulary acquisition. Additionally, students can hone observation, questioning and critical-thinking skills in an environment of low-affective filter.

### **ONLINE LESSONS**

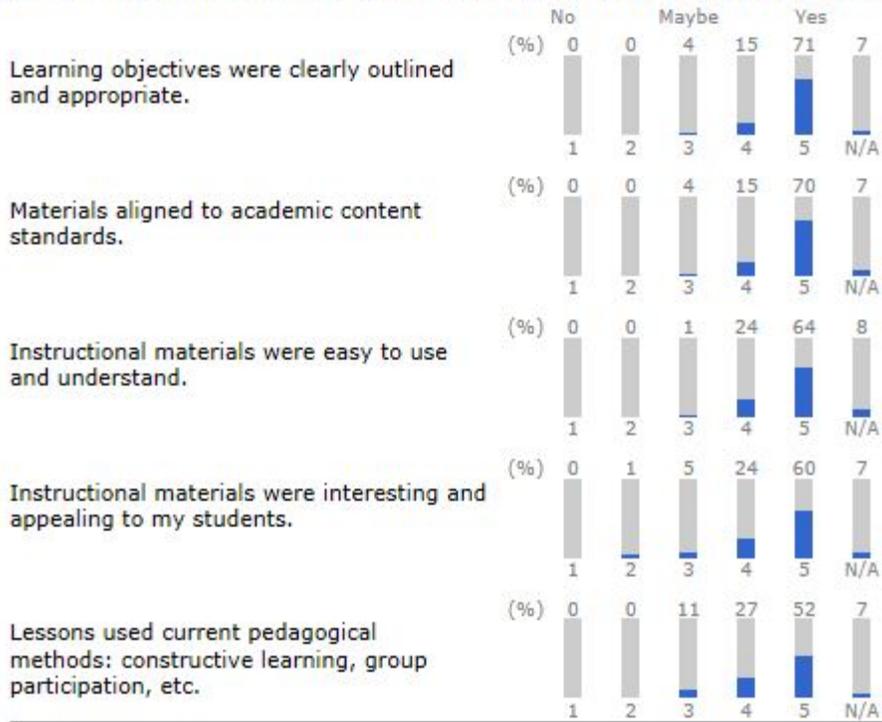
**Please respond to the following comments relating to the PORTS online lessons.**

The graph below summarizes the responses regarding whether the Online Lessons fulfilled the following statements:

- Learning objectives were clearly outlined and appropriate
- Materials aligned to academic content standards
- Instructional materials were easy to use and understand
- Instructional materials were interesting and appealing to my students
- Lessons used current pedagogical methods: constructive learning, group participation, etc.

## PORTS Teacher Survey Summary 2013/2014

### 8. Please respond to the following comments relating to the PORTS online lessons.



Total: 70

Fifty-nine percent of teachers surveyed said they used the PORTS online lessons. This number has remained consistently low over the years. PORTS is currently working with Butte County Office of Education and contracted teachers to align all of the online lessons to the Common Core State Standards and Next Generation Science Standards. We hope more teachers will use the online lessons more upon completion of this project. The newly aligned online lessons will be available to teachers in August 2014.

### VIDEOCONFERENCE PRESENTATION

#### Please respond to the following questions relating to the PORTS videoconference presentation.

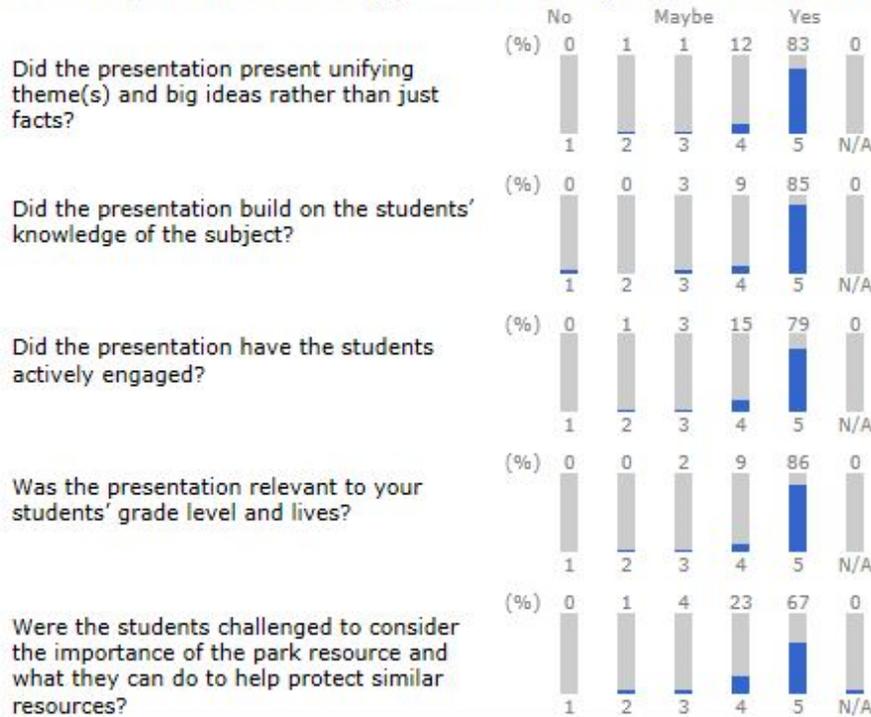
The following statistics were obtained regarding whether the Videoconference Presentations definitively fulfilled the following objectives (i.e. answered “Yes”. Percentage change from last year is in parenthesis):

- Did the presentation present unifying theme(s) and big ideas rather than just facts?— 83% (+6%)
- Did the presentation build on the students’ knowledge of the subject?— 85% (+6)
- Did the presentation have the students actively engaged?—79% (+4)
- **Was the presentation relevant to your students’ grade level and lives?— 86% (+12.5%)**

## PORTS Teacher Survey Summary 2013/2014

- Were the students challenged to consider the importance of the park resource and what they can do to help protect similar resources?— 67% (+8%)

### 10. Please respond to the following questions relating to the PORTS videoconference presentation.



Total: 105

### Favorable Program Feedback

Real time interaction with a positive, enthusiastic content expert remains a critical and desired component of this program as identified by participants. This year teachers recognized the efforts of PORTS staff to address Common Core Standards and techniques in programming.

### Participant's comments:

The student resources we used in the class really prepared them to connect with what they saw during the conferences! :)

They loved seeing the ocean. Many of them have never been.

I loved being able to bring a direct experience with a park to minority children who don't get to go to parks or experience travel. The presenter was fabulous. She made the experience wonderful for each unique audience.

## PORTS Teacher Survey Summary 2013/2014

They loved the activities that Vonnie had them do. She taught them a little game that reinforced the stages of butterfly development.

Whenever the rangers were interactive with students, got them out of their seats, made jokes, or related to the students' lives. Students loved getting to see a new place.

You made it very kid friendly and taught the concepts in a manner the children could relate to/understand.

They get to see and learn about elephant seals which are not seen in the Imperial Valley

They loved how interactive it was and the dance to "Staying'Alive" that they learned for "adaptation". They were dancing to this the next few days. They loved the videos of the salmon and that they could ask questions.

My students were excited to ask a bunch of questions and learned a lot. We took our Language Arts benchmark that had text about the Gold Rush. It was very similar to what our presenter was teaching us. The kids remembered the information so much better because they actually saw it in the video conference. It worked out wonderfully!

My students will say that they enjoyed everything. I'd like to point out the tremendous opportunity the PORTS Program provides to meet the Speaking and Listening Standards. Preparing the students to ask "meaty" questions of the ranger was a core element of achieving the best results possible. The online resources were a significant help in giving my students enough background information to spark a firestorm of new ideas and relevant questions. Ranger Phil was outstanding in his presentation. He seamlessly provided artifacts and connections to every child's question. It was as if we had rehearsed the event together. As we do follow up activities in class, we will be meeting even more Speaking and Listening standards. I can't wait to do this again!

My students love the programs that do not use a green screen. They love seeing the rangers in the actual location. They love getting new information and sharing what they know. They love being involved both verbally and through movement.

Students like the interactive, inquiry-based style of learning in which they construct knowledge through active engagement in questioning, analyzing, discussion and kinesthetic participation.

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### PROGRAM IMPROVEMENT

Program improvement comments generally fall into the following categories:

- Improvement of online units of study (alignment to Common Core State Standards, ensure no broken links, etc.)
- Align programs to Common Core State Standards, especially incorporation of more open-ended, critical thinking questions.
- Use more live media (live cameras, be in the park)

#### Participant's Comments:

Continue the excellent distance learning presentation in which students are asked questions and only those that feel comfortable are asked to do simulations. Some of the questions should be open-ended to include students that have limited background knowledge or are reluctant participants. Some of the Units of Study lesson links did not work or I was unable to access.

Develop questions during the conference that can have more than one answer. The kids feel stumped when they know there is only one possible answer; consider how to show the individual answer during the talk but ask questions that can invite more students to share. Both of my programs were fantastic and the kids still talk about them, these are just next step ideas.

It needs to be more interactive and maybe less structured or a need to "get through" material. The students need to be talked to for a few minutes but then lead to ask questions based on the presentation shown.

Too many questions that were "fishing" for "right" answers instead of open ended questions that sparked critical thinking.

I think giving the students more to do (talk to your shoulder partner, everyone vote instead of just one student raising their hand, thumbs up for yes and down for no, etc.), would be great.

For kids in 3rd grade, especially when we cannot get there and go into the forest, less content & allowing more time for curiosity would be better. Some kids do want to visit though. Some staff as well! The kids did enjoy Ryan. He had enthusiasm and was easy to work with.

I have been in Columbia I would like the students to see the dentist office, shops and other parts of the town during these times it would be great for the ranger to talk about prices, health needs, etc.

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Live feeds. Talking the camera outside and showing us real redwood trees or views around the park. (If possible)

Please work on aligning the programs with Common Core State Standards and Next Generation Science Standards.

### CONNECTING STUDENTS BEYOND THE PORTS PROGRAM

Twenty-three respondents were able to take their class on a field trip to a California state park. This is only approximately 20% of all the survey respondents, a low percentage. The state parks visited on field trips include:

Angel Island SP  
Empire Mine SHP  
Año Nuevo SP  
Anza-Borrego Desert SP  
Big Basin SP  
California State Railroad Museum  
Carpinteria SB  
Columbia SHP  
Cuyamaca Rancho SP  
Doheny SB

La Purísima Mission SHP  
Lake Oroville SRA  
Natural Bridges SB  
Point Lobos SR  
San Juan Bautista SHP  
Sonoma SHP  
State Capitol Museum  
Sutter's Fort SHP  
Torrey Pines SR

### CONCLUSION

The PORTS Teacher Survey continues to be a valuable tool for program improvement and feedback. This is the fifth year we collected comprehensive responses from our participants. Our Overall Program Experience "A" Grade went up eight percent this year, the second year of increase. We attribute this to the hard work of the PORTS interpreters in improving their presentation techniques and program content. To address concern about interpreters' questioning techniques, we will devote significant time in the Fall PORTS training and work on improving it this upcoming school year. With the alignment of all the online Units of Study to the Common Core State Standards and Next Generation Science Standards, there will be greater emphasis on ensuring programs support and address the appropriate standards.