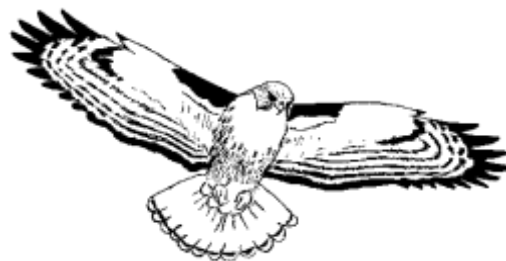




**Hawks Aloft, Inc.
2014-15 Annual
Education Report**



January 2016

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Executive Summary

During the 2014 – 2015 school year, Hawks Aloft successfully conducted 269 programs that reached approximately 15,580 people. We developed deeper relationships with other organizations in the community, such as Valle de Oro National Wildlife Refuge in the South Valley and our 2014-15 Living with the Landscape schools: Mountain View Elementary, Hawthorne Elementary, La Luz Elementary, and Douglas MacArthur Elementary. We continued to connect with new schools for single-visit programs including Cimarron School District in northern New Mexico and Ruidoso School District in southern New Mexico. We also were able to maintain and expand our programming with existing partner schools. In the coming year we intend to strengthen our relationship with these districts, as well as reach out to others.

Hawks Aloft provided programming in five category areas: Multi-visit Living with the Landscape, single-visit Bird of Prey, single-visit Reading with Raptors, Adult Programs, and Outreach Booths. In the 2014-2015 year, we conducted 121 Living with the Landscape classroom presentations, field trips, and conservation projects at four Title 1 elementary schools in the Albuquerque metro area, reaching approximately 3,150 students and teachers. We also attended family and science nights organized by local schools, which allowed us to reach an additional audience of approximately 200-300 parents, guardians, and siblings. Hawks Aloft presented 65 single-visit Bird of Prey programs reaching 2,216 students and teachers. Reading with Raptors was very successful with 32 programs presented, reaching 801 preschool, kindergarten, and first grade students. Outreach booth events reached about 8,000 people and provided 80+ hours of community interaction.

This year, our valued grant funders and team of dedicated volunteers and educators were able to reach audiences across New Mexico and neighboring states such as Colorado and Arizona. This report details the programs Hawks Aloft participated in from June 2014 – May 2015.

Introduction

Hawks Aloft, Inc. is a New Mexico nonprofit 501(c)(3) organization. We have 20 years of experience in the areas of avian research, conservation education, avian mitigations, and collaborative endeavors within New Mexico. Our team is comprised of avian and wildlife biologists, environmental educators, wildlife rehabilitators, and support staff. Our biologists and volunteer citizen scientists maintain a vast research network within the state and annually monitor populations of raptors and songbirds. The information gathered by our biologists is relayed to the public through our education team, which includes our avian ambassadors. Our team of avian ambassadors is composed of 25 non-releasable raptors that appear at outreach events and in-school programs to teach youth and adults about ways to help protect wildlife and their habitats. Our school programs are offered free or at reduced cost to low-income schools whenever possible. Of the students we served in 2014-15, approximately 85-90% were classified as low-income.

Our Avian Ambassadors

Hawks Aloft housed and cared for over 25 education birds, specifically trained for school programs and booth events. The health of our birds has been compromised through human interaction, which resulted in permanent injury, making them non-releasable. We provided our birds with superior housing, a natural diet, and veterinary care so that they can comfortably live out their lives. Our



birds live in specially constructed flight cages, called mews, which have been adapted to suit their disabilities. With the support of local veterinarians, our staff and volunteers have rescued and rehabilitated injured and orphaned raptors, providing non-releasable birds with a second chance at life and the opportunity to positively impact our community.

Our education team worked with native species that could be observed throughout New Mexico during various seasons. Currently, our educational ambassadors include: American Kestrels, Merlins, Prairie Falcons, a Ferruginous Hawk, Red-tailed Hawks, Swainson's Hawks, a Rough-legged Hawk, Western Screech-Owls, an Eastern Screech-Owl, Great Horned Owls, a Burrowing Owl, a Barn Owl, a Long-eared Owl, a Northern Saw-whet Owl, and one American Crow.

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Our Educational Programs

We provided a unique experience for students in New Mexico to gain an understanding of the natural world by bringing it into the classroom in the compelling form of live raptors. Our education programs were and continue to be specially tailored for various ages, audiences, and the unique goals of each class. Educational programs were separated into five categories: Living with the Landscape (LWL), Birds of Prey (BOP), Reading with Raptors (RWR), Adult Programs, and Outreach Booths. LWL is a multi-visit program entirely subsidized by our grant funders (see list of grant funders, Table A-1). Birds of Prey is a single-visit program provided to schools across New Mexico at a nominal cost, and always delivered to Title 1 schools for free or at a reduced cost. Our 45 minute program for preschool to first grade students, Reading with Raptors, was developed specifically for the youngest audience. Our adult programming includes everything from bird identification classes to radio talk shows and TV appearances. At outreach booths the public can interact with Hawks Aloft representatives and learn more about native birds of prey in a non-formal setting. Table A-2 in the Appendix summarizes our programs for the 2014-2015 school year.

Birds of Prey Program

The Birds of Prey (BOP) program was designed for a single classroom visit that highlights raptor and other species adaptations. The program can be tailored to any grade level, from kindergarten to college students, focusing on topics requested by the teacher or organizer. In this hour-long program, Hawks Aloft educators bring two avian ambassadors into the classroom, as well as bird bones and feathers for the students to handle. Our staff also leads the students in an age-appropriate educational game. The games are designed to be interactive, hands-on learning experiences.

During the past school year, we presented 65 BOP programs, which reached over 2,216 students throughout Albuquerque and the surrounding cities (see Appendix, Table A-3). The most common topic covered was raptor adaptations, which were conceptualized through the presentation of two education birds. We often played the dress-a-raptor game, where students reviewed the physical adaptations of raptors as they dressed their teacher as one. Some schools requested other topics be covered such as endangered species, habitat loss, and migration.

We also created both art and literacy “fusion” BOP programs. Working directly with school librarians and art teachers, we developed various programs to fit the needs of the educator and their students. For example, an art teacher requested that our birds be presented to students in such a way that their adaptations could be explored through different art mediums. The program that we developed successfully integrated art and science in the classroom. We hope to continue to develop and expand upon this program in classrooms during the upcoming school year and at future events.



Reading with Raptors Program

Reading with Raptors (RWR) was designed for New Mexico's youngest naturalists—preschool, kindergarten, and first grade students. This 30 – 45 minute program consisted of reading a picture book, meeting a small raptor such as a Western Screech-Owl or an American Kestrel, and one of three enrichment activities: the opportunity to touch and feel feathers; a food chain puppet show; or the build-a-raptor activity. Our most popular book has long been *Owl Babies* by Martin Waddell. When this book was read, we also presented a small owl. Our avian ambassadors provided each group with an opportunity to discuss bird habitats, diet, and the similarities and differences between our live owls and the owls in the book. Another popular reading choice was *City Hawk: the Story of Pale Male* by Meghan McCarthy. Along with this book, we presented a small falcon, usually an American Kestrel or Merlin. This book and presentation was well suited for schools that requested that no owls be used in the program in order to maintain cultural sensitivity.



Our “touch and feel a feather” activity was requested most often. Students worked in small groups to examine feathers using their senses of touch, sight, and hearing. These young learners were encouraged to gently open the feather with their “beak” (thumb and pointer finger) and then “preen” or “zip” their feather together. At the end, each student was encouraged to share descriptive words about their feather. Older students participated in a guessing game to determine which feathers were from owls and which were from hawks by utilizing their senses of hearing and touch.

The food cycle puppet show was a consistently popular segment of Reading with Raptors. This activity began by illustrating how the sun and rain helped a corn stalk grow which, in turn, fed the chicken, who then laid eggs. The cycle reached completion when humans used the eggshells as fertilizer for the soil in order to grow more corn.

Another enrichment activity designed for this program was the build-a-raptor game. It provided students with a hands-on way to further explore bird adaptations. During this portion of the class, students helped the educator build a raptor by identifying body parts that all raptors possess and explained why those adaptations are essential for survival.

Reading with Raptors is purposefully short to maintain engagement with very young students, while still powerfully communicating information about raptor adaptations and food cycles. This year, Hawks Aloft presented 32 RWR programs, which reached 801 preschool, kindergarten, and first grade students (see Appendix, Table A-4).

Living with the Landscape

Living with the Landscape (LWL) is our application-based, multi-visit school program, provided free to local Title 1 schools through the generous funding of various foundations, corporations, and individuals. Students in selected schools participated in programs throughout the school year. Kindergarten, first, and second grade classrooms received one visit each. These visits emphasized raptor biology and adaptations. Third grade students received two visits; one explored raptor adaptations, and the other examined migration or habitat fragmentation. Fourth and fifth grade students received three classroom programs. These visits covered migration, bioaccumulation, and watersheds. In addition, fifth grade learners participated in a field trip to Tingley Beach or Valle de Oro Wildlife Refuge. These field trips were fully funded through Living with the Landscape. Fifth graders also implemented a conservation project that they maintained throughout the school year, allowing the students the opportunity to improve their school and community. Projects in the past have included planting native plants in the school courtyard to attract wildlife, building and installing bird houses or feeders, and raising awareness about recycling.



All teachers and students in fourth and fifth grade classrooms that participated in this program filled out pre- and post-surveys to measure retention of basic raptor facts and any shifts in attitude toward the environment. Across all schools that received the program, students scored significantly higher on post-surveys than on pre-surveys ($t(362) = 5.83, p < 0.0001$) for four basic raptor facts. These facts emphasize raptor adaptations that include binocular vision, beak shape, sharp talons and a carnivorous diet. (see Appendix, Graphs 1-10 for additional information).

Hawks Aloft administered the Living with the Landscape program to four schools during the 2014-2015 school year. In our work at these four schools, we reached approximately 3,150 students over the course of 121 programs (see Appendix, Table A-5). A Description of each school follows.

Hawthorne

Hawthorne Elementary School is located in northeast Albuquerque. The student population totaled 499 during the 2014-2015 school year, with four to six separate classes in each grade level. Over 12 visits, we held 47 individual programs, and spent a total of 45.5 hours with the students. For their conservation project, the fifth grade students researched what happens to garbage in landfills and how long it takes certain items to decompose. The students later used that information to make informational signs that were posted throughout school hallways in English and Spanish. These signs helped educate younger students about the importance of recycling, reducing waste, and reusing everything possible. The fourth and fifth grade students visited Tingley Beach for their field trip. There, they learned about the Middle Rio Grande Bosque and had the opportunity to view various waterfowl on their migration route north.

La Luz

La Luz Elementary School is located in northwest Albuquerque. The school had one to two classes per grade level, with a total of 236 students. Throughout the course of the school year, we visited La Luz seven times and delivered 19 programs, totaling 25 teaching hours. The fifth grade students planted native bushes in their courtyard and native trees in their playground. Each class took great care of these plants and, as a result, the plants thrived. The native shrubs in the courtyard survived the winter and one of the four trees planted in the playground survived. The other trees, unfortunately, were vandalized and removed from the area.



For their field trip, the fourth and fifth grade students of La Luz went to the Tingley Beach Bosque. During this outing, the students saw minnows, tadpoles, and turtles in the ponds. They also spotted a hawk flying overhead and watched swallows hunting insects near the ponds. The fourth grade students spotted a large snake near the water on their hike and both groups discovered a beaver lodge and chews and had the opportunity to learn about these interesting animals.

Douglas MacArthur

Douglas MacArthur Elementary School is located in northwest Albuquerque. This school was also part of the LWL program during the previous school year and was the smallest LWL school served during the 2014-15 school year with a total of 230 students. Each grade level consisted of one to two classes. We visited seven times and delivered 20 programs for a total of 25 hours of enrichment. The fifth grade students planted four native trees and four native shrubs in their courtyard, all of which survived the winter.

For their field trips, both fourth and fifth grade students visited Tingley Beach. The students hiked the length of the shallow marsh looking for evidence of animals, and were thrilled to discover a small turtle camouflaged in foliage. They spotted tadpoles in the water and enjoyed watching swallows hunt for

insects. Unfortunately, storms developed in the area early in the day. Due to lightning and high winds, we left the Bosque and had buses return early to pick students up to ensure their safety. Even though the field trip ended early, the fourth and fifth grade students were able to dive into two exploratory stations and had the option to visit two other abbreviated stations while they waited for the bus. The students readily took to bird watching at the duck ponds and discovered Mallard ducklings and a Canada Goose nest with eggs.

Mountain View

Mountain View Elementary School is located in southwest Albuquerque. It served 480 students with three to four classes per grade level. We

visited the school 11 times for 35 programs and spent about 40 hours with the students there. The fifth grade students built wooden bluebird houses from wood cut by Hawks Aloft volunteers and made bird feeders out of recycled milk cartons from their school cafeteria, practicing collaborative and recycling skills. In March, we placed the bluebird boxes in trees around the school with bungee cords. Not all of the recycled bird



feeders made it through the winter but some remained in place near the school, providing an opportunity for students to observe the birds that foraged there. Wild Birds Unlimited graciously donated a year's supply of birdseed to the school in order to support Mountain View students in learning about native wildlife. In March, students expanded their efforts by helping erect a bird feeder holder and more bird feeders around the school.

Fourth and Fifth grade students from Mountain View went to their neighboring national wildlife refuge, Valle de Oro, for their field trip. There, students discovered isopods on their nature hike and had the opportunity to discuss "natural recyclers" such as insects and fungi that assist in the process of decomposition. On this trip students both heard and saw hummingbirds whizzing around flowering plants, observed insects munching on tree leaves, and discovered the eggs of various insects. The students utilized many of their senses on the trip; they spotted woodpeckers excavating nest cavities in trees and listened to the calls of American Kestrels, Summer Tanagers, and hawks, and even spotted a coyote loping off into the bosque.

Adult Programs

Adult Programs are customized and delivered to meet the needs of each distinct group. This year, they included birding tours, lectures, and specialized training classes that covered a wide range of topics including basic bird biology, identification, natural history, and laws and regulations. Our tours were often conducted in conjunction with a larger event, such as the Festival of the Cranes at Bosque del Apache National Wildlife Refuge, New Mexico and the Monte Vista Crane Festival in Monte Vista, Colorado. The tours taught participants the basics of raptor identification in the field. We also led a two

week tour of Costa Rica for our members, focusing on the birds of that country. Lectures took place in a variety of locations and explored a variety of topics for adult learners. We also provided a number of specialized training classes for our members and volunteers. These courses taught volunteers the basics of raptor handling, raptor monitoring methods, raptor rescues, and general outreach. These programs, along with our more typical adult lectures and tours, helped us gain diverse audiences throughout New Mexico.

Outreach Events

This past year, we reached approximately 8,000 people at outreach events. Hawks Aloft volunteers and staff fielded questions about the habits and injuries of the raptors on display and used these events as a platform to engage in a community dialogue on conservation issues (see Appendix, Table A-7). We traveled to events throughout New Mexico and in the neighboring states of Colorado and Arizona. We typically brought four to five educational ambassadors to these events, although as many as 10 avian ambassadors were present at some events. Some of our largest events of the past year were the weeklong Festival of the Cranes at Bosque del Apache National Wildlife Refuge, Monte Vista Crane Festival in Monte Vista, Colorado, and the Navajo Nation ZooFest in Window Rock, Arizona.



Funding Information

Our school programs were delivered at a reduced cost or entirely free of charge to Title 1 schools as a direct result of contributions from our generous funders. During the 2014-2015 school year, Albuquerque Community Foundation (ACF), PNM Corporate Giving, Larry and Anna Harris Family Foundation, and Chevron funded a majority of the LWL programs. The single-visit Bird of Prey programs were funded by Monster Energy Drink, which provided free or reduced cost programs for 42 individual events, reaching over 1,325 students. Table A-2 in the Appendix details the number of programs and individuals reached by each donor.

Discussion

We administered pre- and post-surveys at Living with the Landscape schools that provided us with information about the effectiveness of Hawks Aloft programs. Data collected from fourth and fifth graders in the Living with the Landscape program is represented in figures 1 - 10. One expected outcome of participation in this program was that students would develop an increase in positive attitudes toward birds of prey and the environment. Figure 10 provides an example of this shift: "Mary tosses her apple core on the side of the road. I think this helps wildlife." Those who disagreed with the statement increased from 86 students to 136. During our programs, students learned that many of our avian ambassadors had been hit by cars, resulting in injuries that rendered them permanently injured and non-releasable. These surveys indicated an increased awareness of how human behaviors impact local

wildlife. The positive shift in survey results strongly illustrated that first-hand observation of handicapped birds increased awareness and changed the attitudes of many students. These figures illustrate that interfacing with youth in the community through our established programs progressed our mission of conservation and education.

During the course of the school year we also had the opportunity to cultivate new partnerships. We did this by participating in professional development workshops, career fairs, school programs, and community outreach events. Each allowed us to spread our conservation message. Last year, through attendance at Environmental Education Association of New Mexico (EEANM) workshops, we connected with school districts outside of Albuquerque. While attending a September 2014 workshop at Philmont Ranch near Cimarron, New Mexico, we networked with school districts in the area and were later invited to deliver school programs to them. Additionally, we worked on a new initiative with Albuquerque Public School's Homeless Prevention Project. This organization heard about our work with Hawthorne Elementary School, a Living with the Landscape school during the 2014-15 school year, and thought we would be an appropriate fit for their career fair held for at-risk students. In addition, we established a partnership with our local National Wildlife Refuge, Valle del Oro, and attended numerous events there.

Conclusion & Future Directions

The success of our education and outreach programs at Hawks Aloft is due in large part to the motivation and dedication of participating community members. Over the next year, we will continue to cultivate relationships with teachers, principals, and community leaders in order to reach as many individuals as possible. Despite many successes in the past year, funding remains a concern. Currently, many schools lack the finances to bring Hawks Aloft to their classrooms. We strive to clear this hurdle by applying a small grant used to reduce the price of programs for Title 1 schools. In addition to our school programs, we hope to gain additional funds that would further support our attendance at career fairs and our participation in other worthy causes throughout the community. Frequently, these programs rely on organizations like ours to volunteer time and resources, yet we cannot always afford to do so. An increase in funding through grants and donations would help Hawks Aloft increase the reach and effectiveness of our mission by allowing us to participate in a greater number of diverse events such as these.

Budget issues continue to challenge schools and other institutions in the Albuquerque area. These shortages have impacted the demand for Hawks Aloft programs that are not grant-funded, particularly the Birds of Prey and Reading with Raptors programs. Eventually, we hope that all of our educational programs will be provided to the public free of cost, enabling us to expand the conversation on environmental issues in our area.

During the 2015-2016 school year, we plan to deliver our Living with the Landscape program to five Title 1 elementary schools in the Albuquerque area. We also hope to bring our Birds of Prey program free of cost to all Title 1 schools that request it.

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Acknowledgements

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Appendix

Table A-1: Number of Programs Provided by Each Funder

The impact of each donor is described in the table below including information on the type of program and its reach

Funder	Program Type	# Programs	# People
ACF	LWL	55	790
PNM Corporate Giving	LWL	44	550
Harris Family Foundation	LWL	18	260
Chevron	LWL	4	80
Monster Energy Drink	BOP	42	1325

Table A-2: Summary of Programs 2014-2015

Table A-2 outlines the programs delivered by Hawks Aloft, their frequency, and the volume of people reached

Program Type	Audience Type	Number of Programs	Number of People
Living with the Landscape: Multi-visit program	Elementary Students	121	3,150
Birds of Prey: Single visit program	Elementary, Middle and High school Students	65	2,216
Reading with Raptors: Single visit program	Preschool and Kindergarten Students	32	801
Adult Programs: Single visit program	Adults	24	1,584
Outreach: Booth events	All Ages	22 (77 hours total)	7,829
	Total	269	15,580

Table A- 3: 2014-2015 Bird of Prey Programs

Information, including the location of events, number of hours spent at each event, the content delivered, the approximate age of participants, and the total reach, was carefully tracked throughout the year and is summarized in Table A-3

Location	# Programs	# Hours	# People	Grade Level	Program Content
Esther Memorial Library	1	1	30	4-7	Dress a Raptor, bird bits
UNM Continuing Ed. Owl Camp	1	1	30	4-8	Dress a Raptor, bird bits
La Mesa Elementary	2	3	60	5	Habitat Loss Game
Highland Autism Center	2	2	32	K-12	Dress a Raptor, bird bits
MacArthur Elementary	4	3	252	All	Owls/Literacy
Cimarron High	2	2	30	9th - 12th	Bird Bits and Dress a Raptor
Cimarron Middle & Elementary	3	3	100	K - 8	Dress a Raptor and Bird Bits
Zuni Elementary	2	2	84	1st	Habitats and Bird Bits
Van Buren Middle	1	1.5	30	7	Bird Bits and Dress a Raptor
Sierra Vista Primary	4	4	120	1	Bird Bits and Dress a Raptor
Sierra Vista Primary	4	4	120	2	Bird Bits and Dress a Raptor
Dorn Charter School	2	2	50	K - 5	Bird Bits and Avian Art
Ventana Ranch Community	1	1	25	1 - 5	Bird Bits and Endangered/Extinct
South Valley Academy	2	2	85	10	Dress a Raptor and Bird Bits
Alvarado Elementary	1	1.5	30	K - 5	Dress a Raptor and Bird Bits
Dennis Chavez Elementary	2	2	40	1	Dress a Raptor and Bird Bits
La Promesa After School	2	2	40	K - 3	Bird Bits
Manzano Day School	2	2	65	3	Dress a Raptor and Bird Bits
Explore Academy	3	3	105	9th - 12th	Bird Bits
Eubank Elementary	2	2	90	1	Dress a Raptor and Bird Bits
Sandia Vista Elementary	2	2	50	1st - 5th	Dress a Raptor and Bird Bits
Petroglyph National Monument	1	1	20	All	Dress a Raptor and Bird Bits
North Valley Academy	4	4	220	K-5	Dress a Raptor and Bird Bits
Monte Vista Elementary	1	1	27	1,2	Dress a Raptor and Bird Bits
Jefferson Middle School	5	5	100	7	Bird Bits
Sunset Mesa Elementary	2	2	52	2	Dress a Raptor and Bird Bits
MacArthur Elementary	4	4	275	K - 5	Bird Bits and Literacy
Pueblo of Cochiti	2	2	40	2-12	Dress a Raptor and Bird Bits
Explora!	1	1	14	8-9	Dress a Raptor and Bird Bits
Total:	65	66	2216		

Table A- 4: 2014-2015 Reading with Raptors Programs

RWR, our program for students in preschool through first grade, reached more than 800 students during the 2014-2015 school year. Table A-4 indicates the location, number of programs, and total students we worked with for each participating school

Location	# Programs	# Hours	# People	Grade Level
Los Ninos Montessori	1	1	25	Preschool - 3
Nob Hill Early Education Center	3	2	120	3
Bel Air Elementary	2	2	65	1
Arroyo Del Oso Elementary	4	2	80	K
Mary Ann Binford Elementary	6	3	130	K
Los Ninos Montessori	1	1	55	Preschool - 1
Sandia Vista Elementary	3	3	60	Preschool - 1
La Promesa Early Learning Center	4	3	85	Preschool - 1
Monte Vista Elementary	4	2	85	K
Sunset Mesa Elementary	4	2	96	Preschool
Total:	32	21	801	

Table A- 5: 2014-2015 Living with the Landscape Programs

Table A-5 highlights the various schools reached during the 2014-15 LWL program and summarizes the programs, grade levels, content, and number of students reached at each.

Location	# Programs	# Hours	# People	Grade Level	Program Content
Mountain View Elementary	1	2	200	All	Open House
Mountain View Elementary	3	6	71	5	Conservation Project
MacArthur Elementary	1	2	150	All	Open House
MacArthur Elementary	2	8	42	5	Conservation Project
Mountain View Elementary	4	8	60	K, 4	Watersheds/RWR
MacArthur Elementary	4	8	88	1,4,5	Watersheds/BOP
MacArthur Elementary	4	8	88	2,3	BOP/Dress A Raptor
La Luz Elementary	2	4	47	1,2,3,4,5	Conservation Project
Hawthorne Elementary	4	8	85	5	Conservation Project
MacArthur Elementary	4	8	66	4,5	Bioaccumulation/Migration
Mountain View Elementary	4	8	91	K,5	Bioaccumulation/RWR
MacArthur Elementary	4	8	88	3,4	Fragmentation/Migration
Hawthorne Elementary	4	8	78	4	Watersheds
Mountain View Elementary	4	8	81	1,4	Bioaccumulation/BOP
Hawthorne Elementary	4	8	75	3	Dress a Raptor, bird bits
La Luz Elementary	5	10	72	K, 1, 3, 4	Watersheds, BOP, RWR
Hawthorne Elementary	4	8	75	2	Dress a Raptor, bird bits
Hawthorne Elementary	4	8	75	1	Dress a Raptor, bird bits
Hawthorne Elementary	4	8	75	K, 1	RWR, BOP
La Luz Elementary	4	8	86	4,5	Bioaccumulation
Mountain View Elementary	4	8	93	K,5	Migration, RWR
Hawthorne Elementary	8	8	163	4,5	Bioaccumulation
Hawthorne Elementary	4	8	75	3	Fragmentation
La Luz Elementary	3	6	96	K,2,3	Frag, BOP, RWR
Mountain View Elementary	4	8	81	1,4	Migration/BOP
Hawthorne Elementary	8	8	163	4,5	Migration
Mountain View Elementary	4	8	60	1,2,3	BOP
La Luz Elementary	3	6	79	4,5	Migration
Mountain View Elementary	5	10	112	K, 2, 3	BOP - RWR - Fragmentation
Hawthorne Science Night	1	3	10	All	Booth
Tingley Beach	1	12	100	4	Hawthorne 4th Grade Field Trip
Tingley Beach	1	12	100	5	Hawthorne 5th Grade Field Trip
Tingley Beach	1	12	60	5	La Luz 5th Grade Field Trip
Valle De Oro	1	9	80	5	5th grade field trip
Valle De Oro	1	12	65	4	4th Grade Field Trip
Tingley Beach	1	12	50	4	4th Grade Field Trip
Tingley Beach	1	12	70	4,5	MacArthur Field Trip
Total:	121	298	3150		

Table A- 6: 2014-2015 Adult Programs*Table A-6 lists adult program that took place*

Location	# Programs	# Hours	# People	Program Content
Albuquerque Community Foundation	1	0.5	10	Check Received for LWL
Rio Rancho	1	2	5	Personal Tour - Garber Facilities
Rio Grande Nature Center	1	2	50	Hawks, Falcons, Eagles
Santa Fe Service Center	1	1	25	Kestrel Nest Box Program
Ruidoso Service Center	1	1	25	Kestrel Nest Box Program
Grants Service Center	1	1	15	Kestrel Nest Box Program
New Mexico Natural History Museum	1	3	1000	Booth Ask and Expert
Albuquerque Service Center	1	1	25	Kestrel Nest Box Program
ABQ Service Center	1	1	25	Kestrel Nest Box Program
Open Space Visitor Center	1	1	50	Education Birds in the Classroom
Festival of the Cranes	1	3.5	25	Raptor Tour of the Refuge
Festival of the Cranes	1	2.5	25	Raptor ID
Festival of the Cranes	1	4	25	All About Raptors
Festival of the Cranes	1	3.5	25	Raptor ID tour
Festival of the Cranes	1	4	20	All About Raptors
Festival of the Cranes	1	1.5	36	All About Owls
Festival of the Cranes	1	1.5	30	Life and Times of NM Raptors
Bosque Del Apache	1	3	30	Doug Brown Photo Shoot
HAI Office	1	2	4	Raptor Handling Class
HAI Office	2	4	14	Raptor Handling Class
UNM Law School	2	2	70	Raptors and the Law
Bear Canyon Estates	1	1	50	Bird Bits
Coralles Bosque	1	6		Video ACF Great Grant Giveaway
Total:	25	52	1584	

Table A- 7: 2014-2015 Outreach Events

Table A-7 describes each individual outreach events undertaken by Hawks Aloft staff and volunteers. The table indicates total hours, number of programs, and individuals reached.

Location	# Programs	# Hours	# People	Grade Level	Program Content
Valle De Oro NWR	1	3	200	All	Booth
Outdoor Expo	5	3	100	All	Booth
Outdoor Expo	1	8	300	All	Booth
Wild Birds Unlimited - Las Cruces	1	6	250	All	Booth
Celebrate Sevilleta	1	1	44	All	Booth
Comanche Elementary	1	1	100	All	Educational Booth
Albuquerque Civic Plaza	1	4	200	All	Wilderness Expo
Open Space Visitor Center	1	2	35	All	Booth
Open Space Visitor Center	1	6	100	all	Return of the Sandhill Crane Festival
APS Title One Headquarters	1	2	150	6, 7, 9	Career Fair
Festival of the Cranes	1	7	250	All	Booth
Festival of the Cranes	1	3	200	All	Booth
Wild Birds Unlimited - Albuquerque	1	3	100	All	Booth
Valle De Oro	1	5	600	K-5	Birds, Bones
Navajo Nation Zoo Fest	1	6	2,500	All	Navajo Nation Zoo Fest
Monte Vista Crane Festival	1	8	1000	All	Booth
Monte Vista Crane Festival	1	4	1000	All	Booth
Grants/Cibola Schools	1	5	700	2, 7	Booth
Total:	22	77	7829		

Figures 1-10: 2014 – 2015 Living with the Landscape Pre to Post Survey Figures

Figure 1 illustrates the strong correlation between students improved attitude toward nature and Living with the Landscape programming.

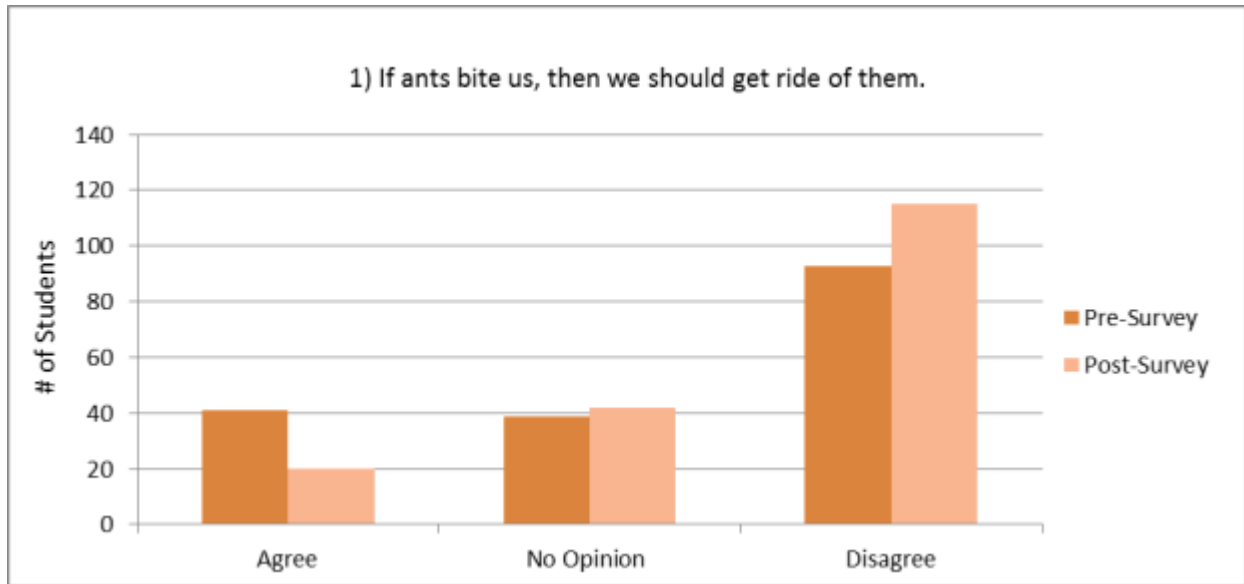


Figure 2 strongly indicates that students at LWL schools gained a greater awareness of proper attitudes and behaviors towards wildlife as a result of the program. In this example, students' opinions on whether or not wild animals make good pets positively shifted.

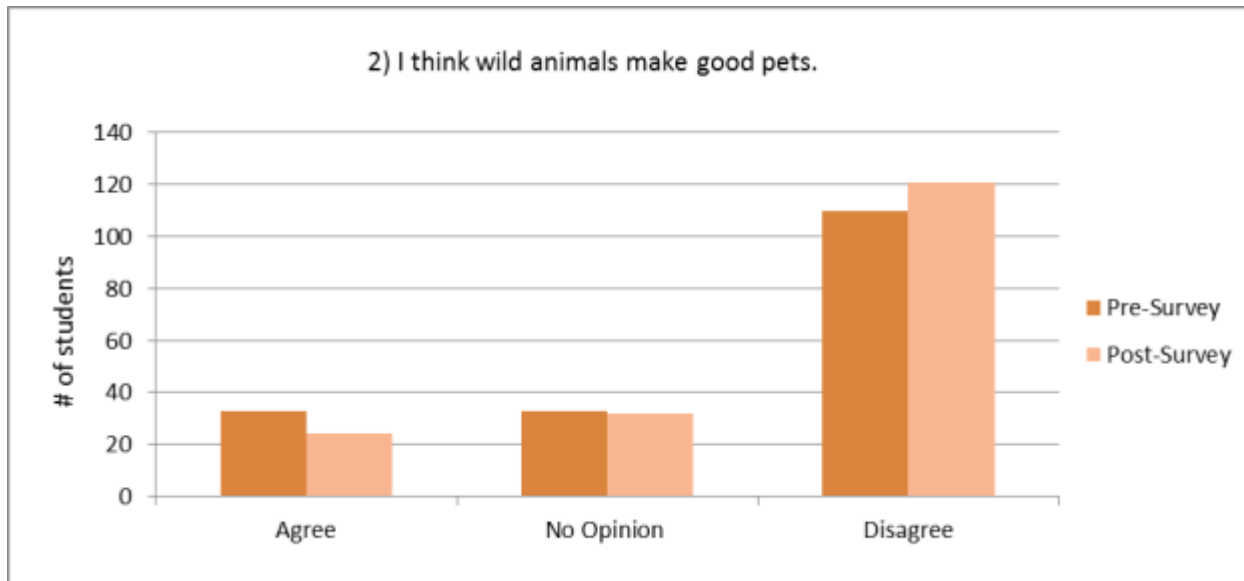


Figure 3 illustrates LWL participants' responses to a simple statement: "I like wild animals." This figure illustrates that, overall, more students agreed with the statement after receiving LWL programs, and fewer students disagreed or answered "no opinion."

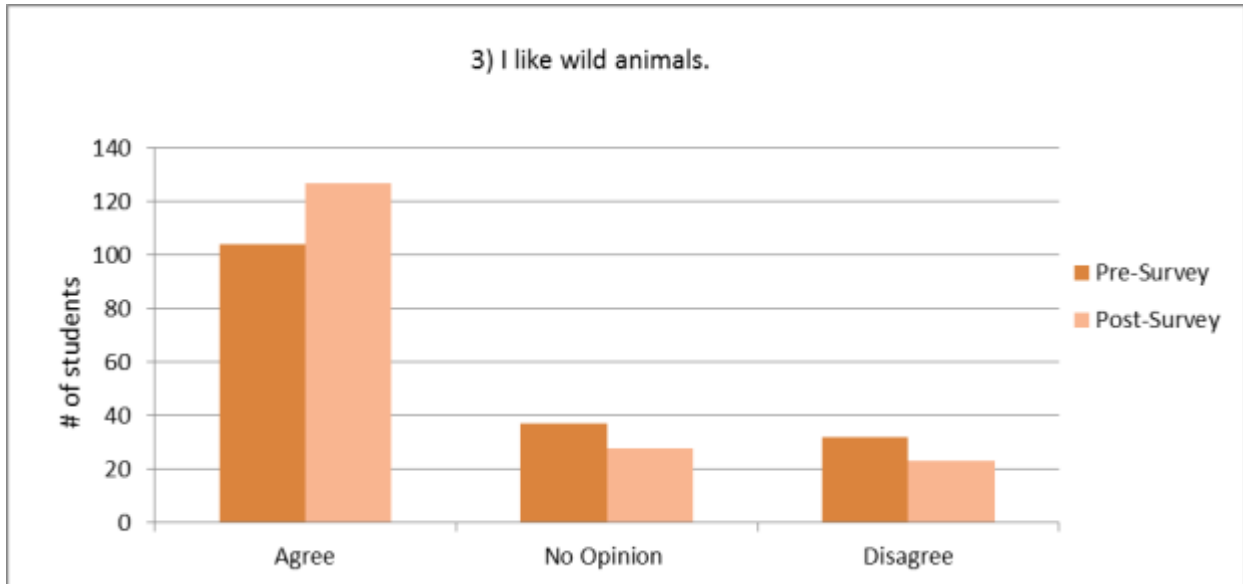


Figure 4 demonstrates LWL students greater understanding of the food chain as a result of carefully crafted programs from Hawks Aloft staff.

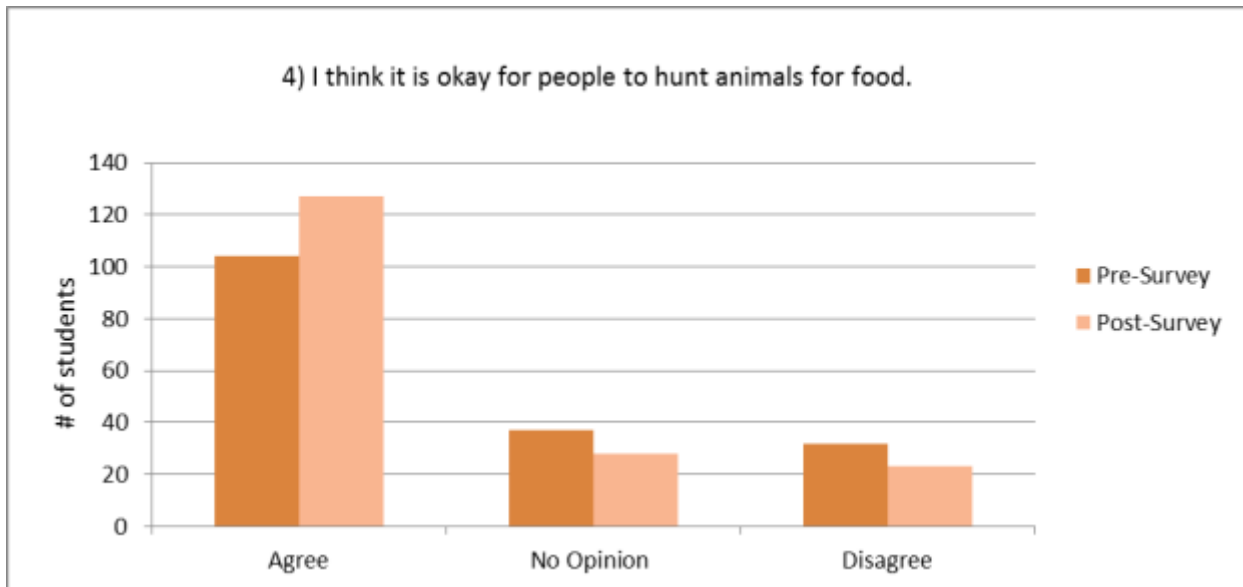


Figure 5 shows the response to a powerful statement: *It doesn't matter if an animal becomes extinct.* Students with "no opinion" decreased after having received LWL programs, and students who disagreed increased.

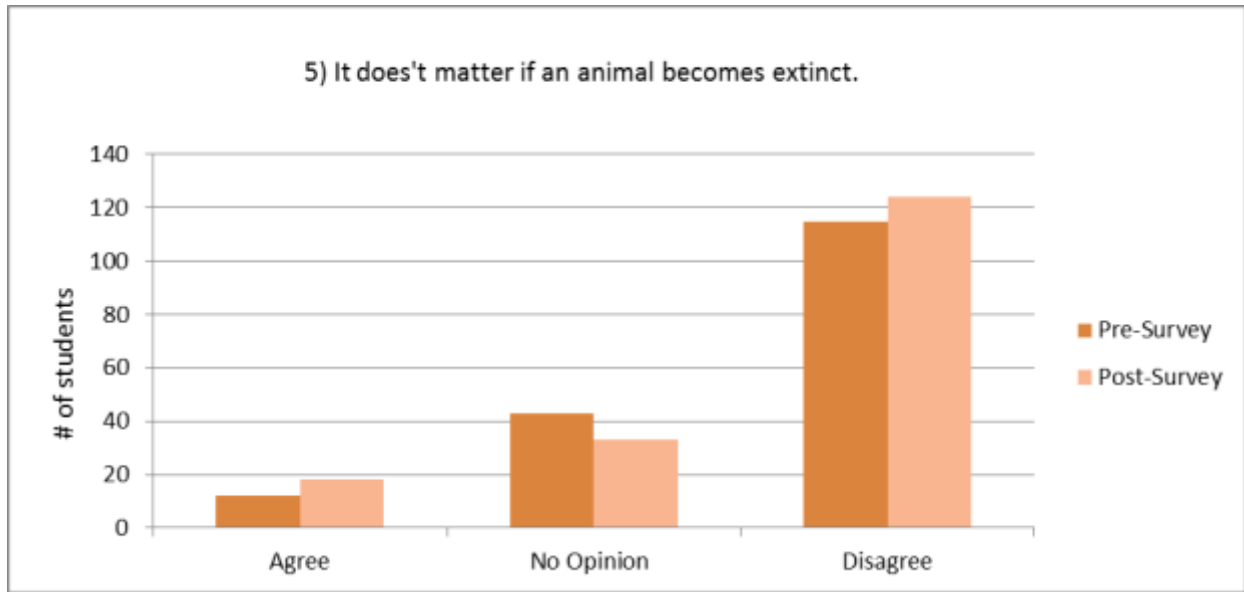


Figure 6 demonstrates that students who participated in LWL programs experienced an increased positive attitude towards wild birds as a result of participation. Here, more students disagreed with the statement during post-surveys, and fewer students had "no opinion."

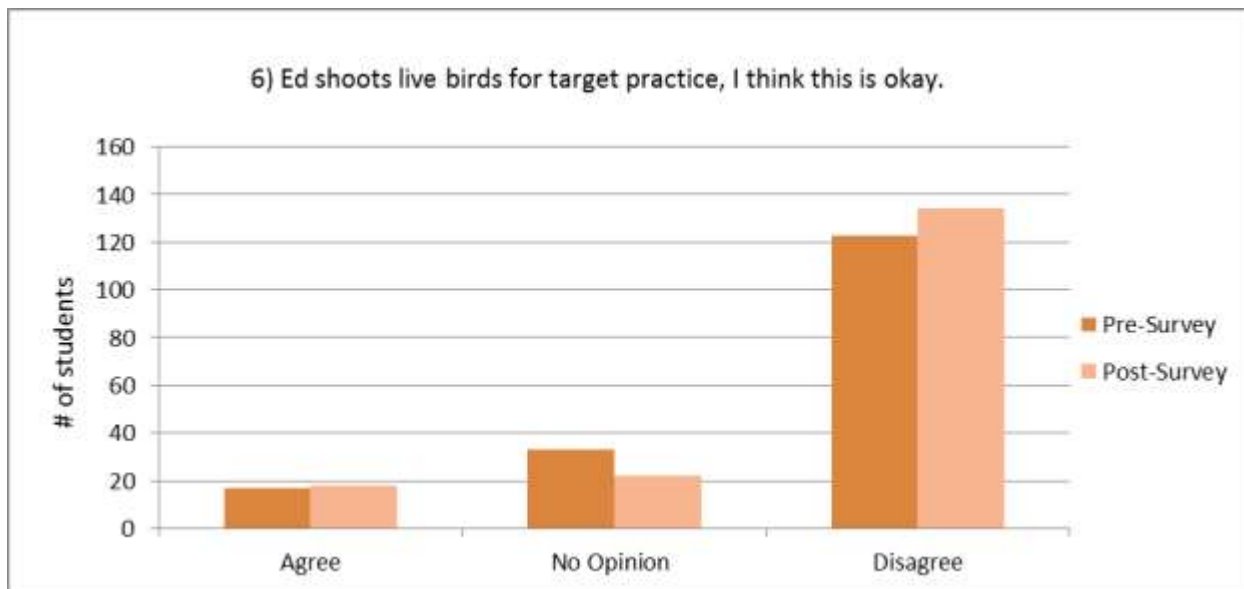


Figure 7 indicates an increased sensitivity towards wild birds of prey and a demonstrated positive shift in attitude; the post-survey results also indicate a greater understanding of the nuance of the food chain.

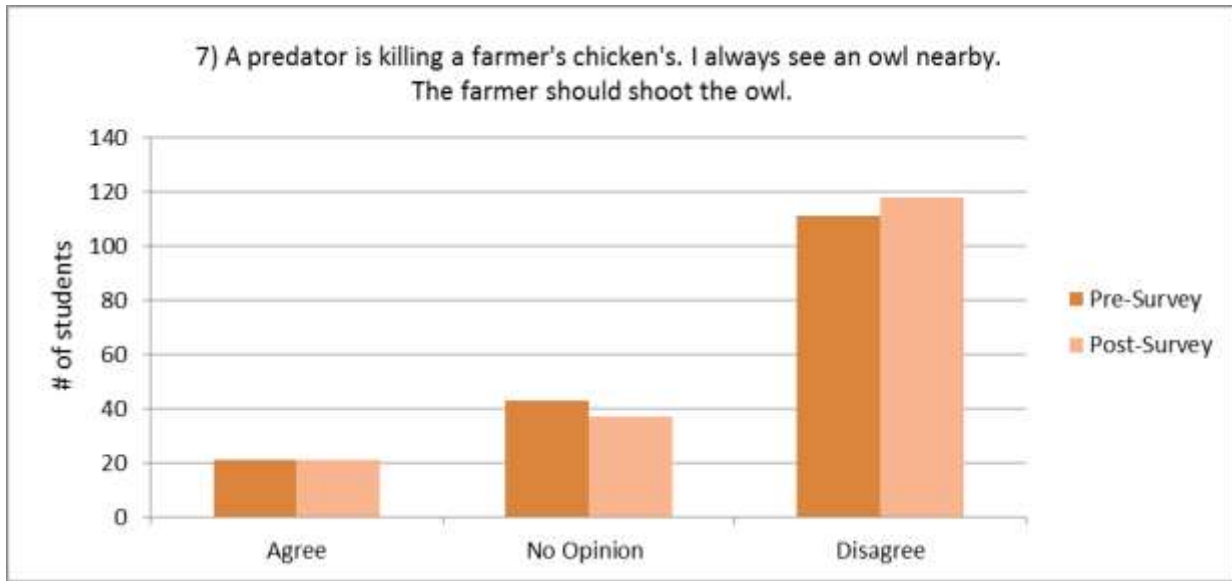


Figure 8 highlights the strong, positive shift in students' attitudes toward predators as a result of the LWL experience. In their post-survey, there was a significant change in LWL participants' perspective on predators, with many students indicating that they no longer agreed with the statement, and a significantly higher number of students indicated they disagreed.

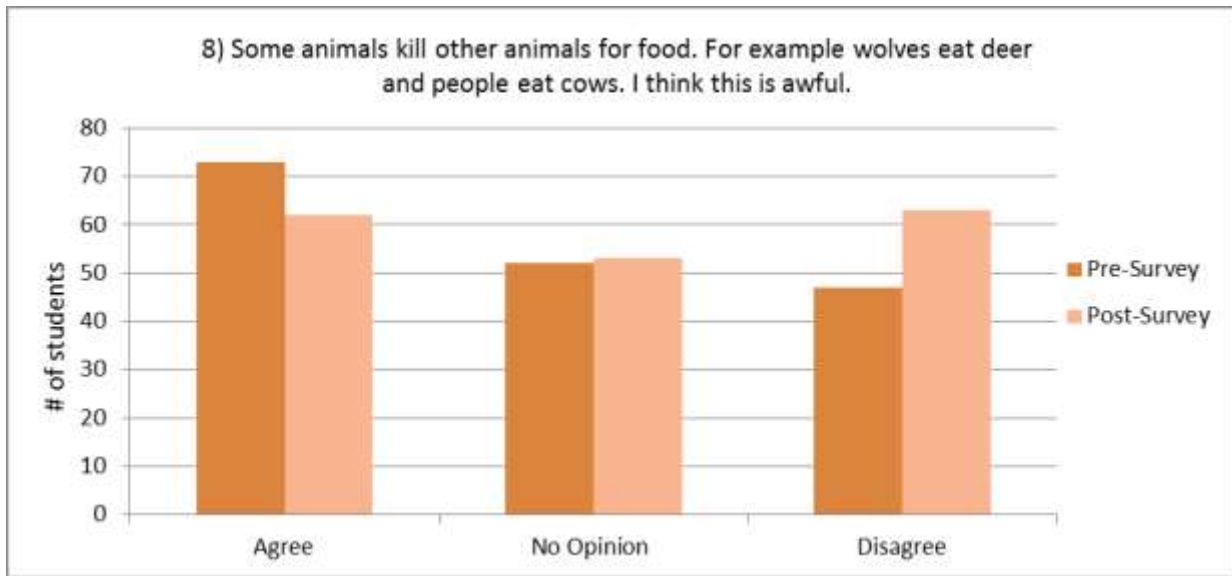


Figure 9 illustrates the expansive change in attitude that students experience during the course of the LWL program, with their shift in attitude extending even to insects. After LWL programs were delivered to them, a greater number of students agreed with the statement below.

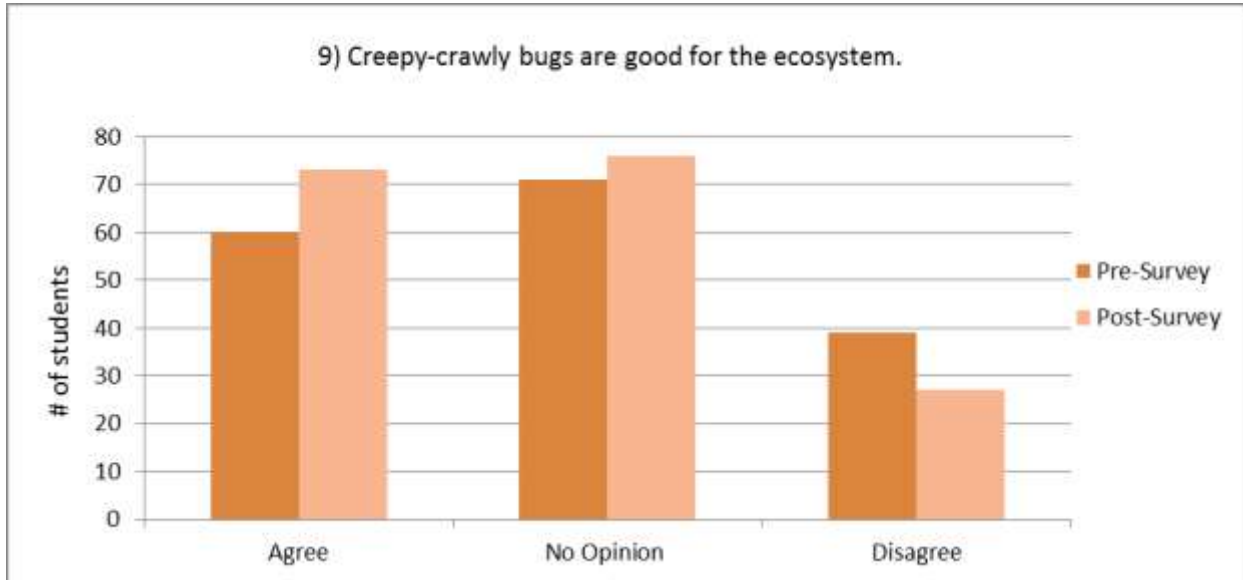


Figure 10 provides a powerful indication of students' understanding of how their actions affect wildlife. During the post-survey, a significantly higher number of students indicated that they disagree with the below statement, illustrating their increased understanding of the impacts of human activity on wild animals.

