INDIANA ENVIROTHON COMPETITION

2026 INFORMATION BOOKLET




A GREAT EXPERIENCE FOR:

Green Club Teams

Home School Teams

FFA Teams

Academic Teams

4-H Teams

Scout Teams

And more!

The 2026 Indiana Envirothon is sponsored by:

Environmental Education Association of Indiana
Indiana Association of Soil and Water Conservation Districts
Indiana Society of American Foresters
Purdue University, Department of Agriculture
Smithfield Foods

Visit us on the web at: www.indianaenvirothon.org

Find us on Facebook. Search: Indiana Envirothon

What is The Envirothon?

The Indiana Envirothon promotes environmental education to high school aged students. The goal is to raise awareness of the importance of achieving and maintaining a natural balance between the quality of life and of the environment.

How Does it work?

In-class curriculum is combined with hands-on field experiences to demonstrate the role people have in important environmental issues. Envirothon is an exciting, fun way for high school students to learn about the environment and the issues facing current and future generations.

Envirothon builds awareness. It helps show tomorrow's leaders the positive and negative effects individual actions have on the environment. Youth who take part understand differences between renewable and nonrenewable resources, understand environmental interactions and interdependencies, and know who provides information that can be used in the future for their benefit.

Students have fun while becoming environmentally aware during the competition!

Teams of five students (grades 9-12), representing a school or organization, compete at Indiana Envirothon contests by answering questions and by studying resource problems in each of the five environmental areas which include: soils/land use, aquatic ecology, wildlife, forestry, and a current environmental issue.

Students begin training for Envirothon by studying the resource materials that cover each natural resource area and those objectives related to them. Natural resource professionals provide presentations to the students sharing job experiences and information on the resource areas.

Students will participate in one of the regional contests, where teams will be tested in the five resource areas. Teams are allowed to choose the closest regional contest to their location. The top two teams, from regional contests with < 12 teams competing, or three teams, from regional contest with 12 or more teams competing, will be invited to participate at the Indiana state competition. In addition to taking the state test in the five resource areas, they will provide an oral presentation covering their solution to the current environmental issue. The State competition combines the scores from both the written and oral component to declare a state winner.

The top team from the Indiana State Envirothon Competition will represent Indiana in the National Conservation Foundation (NCF) Envirothon Contest. The NCF-Envirothon is a multi-day event. Typically, over 50 participating teams from the U.S., Canada, and China merge the knowledge from their home state/provincial contests with hands-on teaching stations during a five day competition. Written tests and oral presentations are again part of the contest.

Awards and Recognition

1. Participation certificates are provided to all participants. These make good reference materials for your career portfolio and provides you with a item that can be proudly displayed as an accomplishment in your high school career.
2. The top three placing teams at a regional event will receive medals for each of the five students on the team. The top teams will also receive a plaque for their school.
3. At the Indiana Envirothon State Contest, medals will be given to the top three placing teams in each of the following categories: written tests, oral presentation, and overall. Plaques will also be given out for the top three teams. A traveling trophy will be given to the top overall team in the Indiana State Contest.
4. The team representing Indiana at the NCF-Envirothon competition will have registration fees paid for the 5 team members and 1 or 2 advisors, along with an additional undetermined monetary sponsorship to help defray other expenses by the Indiana Envirothon Committee. Travel expenses are the responsibility of the winning team. A portion of the expenses incurred MAY be reimbursed by Indiana Envirothon.

2026 Contests and Dates

Teams will select the contest sites of their first and second choice. First choice will be given if space is available based on date registration is received. Two teams per school/organization may register. If additional teams from the school/organization would like to participate, permission must be requested from the regional coordinator and will be based on space availability. Regional Coordinators reserve the right to cancel contest if registration numbers are inadequate.

SOUTHWEST INDIANA
March 10, 2026
Warrick County 4H Center
133 E Degonia Rd Boonville, IN 47601
Contact: Susan.King@in.nacdnet.net

SOUTH CENTRAL INDIANA
March 11, 2026
Lawrence County Fairgrounds
11265 US-50 Bedford, IN 47421
Contact:stephanie.baker@in.nacdnet.net

NORTHWEST INDIANA
March 4, 2026
Red Mill County Park
0185 South Holmesville Rd. LaPorte, IN 46350
Contact: dharrison@laporteco.in.gov

EAST CENTRAL INDIANA
March 19, 2026
BSU Environmental Education Center
2500 W University Avenue Muncie, IN 47306
Contact: elforstater@bsu.edu

WEST CENTRAL INDIANA
March 13, 2026
Ivy Tech Community College
1650 E Industrial Dr. Terre Haute, IN 47802
Contact: rcoombs@vigocounty.in.gov

SOUTHEAST INDIANA
February 27, 2026
Southeast Purdue Ag Center
4425 East 350 North Butlerville, IN 47223
Contact: luanne.holeva@in.nacdnet.net

NORTH CENTRAL INDIANA
March 11, 2026
Camp Buffalo
9400 N Boy Scout Rd Monticello, IN 47960
Contact: katie.snowberger@whitecounty.in.gov

CENTRAL INDIANA
March 4, 2026
Franklin College
Science Center Franklin, IN 46131
Contact: BONeal@franklincollege.edu

NORTHEAST INDIANA
March 12, 2026
Peabody Public Library
1160 E State Road 205 Columbia City, IN 46725
Contact: nadean.lamle@in.nacdnet.net

2026 INDIANA STATE CONTEST
April 29, 2026
Beck Agricultural Center
4550 US-52 West Lafayette, IN 47906
Contact: trphilli@iu.edu

2026 NCF-ENVIROTHON CONTEST
July 19-25, 2026
Mississippi State University
Starkville, Mississippi

*******REFERENCE MATERIALS FOR ALL SUBJECT AREAS*******

References listed were current and active on December 15, 2025. If one of the web links is no longer valid, please contact your regional coordinator and check the Indiana Envirothon website for any updates: Topic Resources - Indiana Envirothon

Aquatic Objectives (Objectives are connected to IN standards. See website)

1. Identify assisting agencies and laws that govern Indiana waters, and develop a working understanding of the programs which benefit our water resources.

2. Define a watershed and the interaction of its components.

3. Define and understand the difference between non-point source and point source water pollution, as well as types of water pollution (organic, inorganic, thermal, toxic, etc.) and their impacts.

4. Be able to conduct water tests and interpret data for assessing water quality ie: dissolved oxygen, BOD5, turbidity, nitrate/nitrite etc.

5. Identify aquatic organisms, be able to classify them by pollution tolerance groups, and determine their indication of aquatic health.

6. Understand the unique characteristics of freshwater resources (lakes and ponds, rivers and streams, reservoirs, wetlands, and groundwater).

7. Understand the basic concepts of hydrology and the water cycle.

8. Be familiar with the distribution of the Earth's water and understand water's changing states and processes of the water cycle.

9. Be familiar with citizens' simple actions that can be implemented to prevent nonpoint source pollution.

10. Be able to identify and understand the interaction of segments of a community where water pollution can occur.

Aquatic Resources

Volunteer Stream Monitoring Training Manual by Hoosier Riverwatch

https://www.in.gov/idem/riverwatch/2332.htm

USGS Water Resources

Water cycle diagram: https://www.usgs.gov/special-topics/water-science-school/science/water-cycle-diagrams
Water basics: https://www.usgs.gov/special-topics/water-science-school/science/water-basics-information-topic

Watersheds

What is a watershed: https://www.in.gov/idem/nps/2369.htm Watershed
Basics: https://www.neefusa.org/water/lesson-1-watershed-basics

Agencies Working on Clean Water:

https://engineering.purdue.edu/watersheds/resources/ WatershedAgencies.pdf
Be familiar with the agencies, programs, and roles of each agency

Nonpoint Source Pollution basics:

After the Storm: https://nepis.epa.gov/Exe/ZyPDF.cgi/200049A9.PDF?Dockey=200049A9.PDF
Basic information about NPS Pollution:
https://www.epa.gov/nps/basic-information-about-nonpoint-source-nps-pollution

To view connections to Indiana Academic Standards—Aquatic, go to https://www.indianaenvirothon.org/ aquaticecology.html and click on the PDF shown after the objectives

Forestry Objectives (objectives are now connected to IN Standards. See website)

1. Know the parts of a tree and be able to explain the tree's life cycle.
2. Identify common tree species without a key and identify specific or unusual trees & shrubs through the use of a key.
3. Understand the term silviculture and be able to explain the uses of the following silviculture techniques: thinning, prescribed burning, single tree & group tree selection, shelterwood method, clear-cutting with & without seed trees, & coppice management.
4. Know how to use forestry tools & equipment to measure tree diameter, height & basal area.
5. Understand how the following issues are affected by forest health & management: biodiversity, forest fragmentation, forest health, air quality, aesthetics, fire, global warming, water quality & recreation.
6. Understand how forestry management practices and policy affect sustainability.
7. Understand how economic, social & ecological factors influence forest management.
8. Understand the economic value of forests and know what forest products, byproducts, and ecosystem services provide to society.
9. Know the typical forest structure: canopy, understory and ground layers and crown classes.
10. Understand forest ecology concepts and factors affecting them, including the relationship between soil and forest types, tree communities, regeneration, competition, and primary and secondary succession.
11. Understand how carbon is stored in forests and forest products, and know the ways that forest management practices can effect carbon storage.

Forestry Resources

Envirothon Forestry Guidelines, specifically Tree Physiology
https://envirothon.org/wp-content/uploads/2019/10/physiology_of_trees.pdf

Indiana's Future Forests—A report from the Indiana Climate Change Impacts Assessment
https://ag.purdue.edu/indianaclimate/forest-ecosystems-report

Importance of Hardwood Tree Planting
https://www.extension.purdue.edu/extmedia/FNR/FNR-219.pdf

Planting Forest Trees and Shrubs in Indiana
https://www.extension.purdue.edu/extmedia/FNR/FNR-IDNR-36.pdf

Forest Management Basics. **North Carolina Forestry Association.**
https://www.ncforestry.org/education/education-materials/forest-management-basics

Using the Tree Measuring Stick. **Ohio State University Extension.**
https://ohioline.osu.edu/factsheet/F-62

Hardwood Ecosystem Experiment: Sustaining our Oak-Hickory Forests
https://mdc.itap.purdue.edu/item.asp?Item_Number=FNR-542-WV

An Introduction to Trees of Indiana (Price: $7.00)
https://mdc.itap.purdue.edu/item.asp?Item_Number=4-H-15-80A

Wood is Good. **Indiana Hardwood Lumbermen's Association.**
https://www.ihla.org/wood-is-good/

STEM: Tree Life Cycle. Project Learning Tree.
https://www.plt.org/stem-strategies/tree-lifecycle/

Carbon Benefits of Wood-based Products and Energy. USDA Forest Service, Climate Change Resource Center.
https://www.fs.usda.gov/ccrc/topics/carbon-benefits-wood-based-products-and-energy

Timber Harvest and Carbon. USDA Forest Service, Office of Sustainability & Climate.
https://www.fs.usda.gov/sites/default/files/TimberHarvest-Carbon-3pg-v3.pdf

Forest Literacy Framework. Sustainable Forestry Initiative/Project Learning Tree.
https://www.plt.org/forestliteracy

Let the Sun Shine In https://www.indianaenvirothon.org/uploads/1/3/4/9/134908295/lssi_oakstewardship_2023.pdf

FOR CONNECTIONS TO INDIANA ACADEMIC STANDARDS GO TO:
https://www.indianaenvirothon.org/uploads/1/3/4/9/134908295/forestry_objectives_.docx.pdf

Soil and Land Use Objectives (objectives are now connected to IN Standards. See website.)

1. Know and understand the 5 soil forming factors, their influence on soil properties, and the soil forming processes.
2. Know basic characteristics of the 12 soil taxonomic orders and know what soil orders are in Indiana.
3. Be able to recognize and identify features of soil profiles, properties, characteristics, structures, and be able to determine soil texture.
4. Understand that soil fertility relates to physical and chemical properties of the soil including quantity of nutrients essential for plants, and why it reflects the physical, chemical, and biological state of the soil.
5. Be able to define soil health and identify the 4 key principles and conservation practices that can be used to build soil health.
6. Recognize the importance of soil and that biological diversity is important for soil health and the health of those connected to the soil.
7. Understand the relationships of soil ecosystems as well as hydrologic, carbon, and nutrient cycles to soil management.
8. Understand how different land uses and conservation practices impact soils and erosion, and the importance of soil management to agriculture/rural areas, urban environments, and to clean water, including point and non-point source pollution.
9. Understand key terminology relating to soils and land use.
10. Identify partnering agencies of the Indiana Conservation Partnership and be aware of the programs that assist land users with soil issues.

Soil and Land Use Resources

Indiana Soils: Evaluation for Agriculture and Home Sites

www.extension.purdue.edu/extmedia/ID/ID-72-W.pdf Chapters 1 (Soil Formation), 2 (Soil Properties) and Glossary

Indiana Conservation Partnership, (including partnering agencies links)

icp.iaswcd.org/about/contact/
Focus on “about” and “mission.” https://icp.iaswcd.org/

Soil Biology and Fertility

https://www.soils4teachers.org/biology-life-soil
https://www.soils4teachers.org/fertility

Guide to Texture by Feel

https://www.nrcs.usda.gov/sites/default/files/2022-10/texture_feel.pdf

The 12 Orders of Soil Taxonomy

https://www.nrcs.usda.gov/sites/default/files/2022-06/orders_hi.pdf
https://www.nrcs.usda.gov/sites/default/files/2022-08/Soil_Orders_Map_of_the_United_States.pdf

Principles for High Functioning Soil

https://www.nrcs.usda.gov/sites/default/files/2022-12/NRCS-Principles-for-High-Functioning-Soils-Factsheet-2021-English.pdf

Soil Health Checklist

https://www.nrcs.usda.gov/sites/default/files2022-12/NRCS-Checklist-for-Growers-Factsheet-2021-English.pdf

TO VIEW CONNECTED INDIANA ACADEMIC STANDARDS GO TO: https://www.indianaenvirothon.org/uploads/1/3/4/9/134908295/soil_objectives.docx_1.pdf

Wildlife Objectives (objectives are connected to IN Standards. See website.)

1. Understand the role of federal and state agencies, and the programs and laws that govern Indiana wildlife and the protection, conservation, management, and enhancement of Indiana's wildlife and their habitat through improvement practices.
2. Identify Indiana wildlife species (mammals, birds, reptiles, amphibians, fish, crustaceans, mussels, insects, spiders, etc.) by physical characteristics, tracks, movement patterns, habitat suitability, and other unique characteristic signs.
3. Identity and differentiate between extinct, extirpated, endangered, threatened, and species of special concern. Understand the importance of biodiversity and the implications of its loss. Describe factors affecting Indiana species and the methods being used to improve existing populations.
4. Describe the current struggles of native Indiana wildlife species impacted by biological and physical agents as well as the introduction of invasive non-native species and cite examples of current and potential concerns to native populations.
5. Identify basic wildlife survival needs of Indiana wildlife, the niche they serve, and habitats where they may be found. Describe specific adaptations of Indiana wildlife species to its environment and its role in the ecosystem.
6. Describe situations that limit or enhance population growth and discuss the concept of carrying capacity and limiting factors. Be familiar with examples that have or may occur in Indiana.
7. Be able to name habitat requirements for wildlife and the factors that affect suitability. Recognize the importance of wildlife adapting to its environment and be able to explain advantages of anatomical, physiological, and/or behavioral adaptations of wildlife to their environment.
8. Understand wildlife and wildlife related terminology such as: habitat, ecosystem, biodiversity, herbivore, endangered, food web, niche, invasive, etc.
9. Be familiar with current events that may be impacting Indiana wildlife, whether year-round residents or migratory species. (Due to how current the event, there may not be a cited reference for this objective.)

Wildlife Resources

DNR Fish & Wildlife

https://www.in.gov/dnr/fish-and-wildlife/ Be familiar with About Us; 2025-2026 Hunting and Trapping Guide; 2025—2026 Fishing Guide; Nongame & Endangered Wildlife; Nuisance Wildlife; Wildlife Resources; Wildlife Diseases; Animals; and Invasive Species

Indiana Wildlife

DNR: https://www.in.gov/dnr/fish-and-wildlife/wildlife-resources/animals/
Purdue Extension: https://www.extension.purdue.edu/extmedia/FNR/FNR-413-W.pdf
Kaufman, Kenn, et al. *Kaufman Field Guide to Nature of the Midwest*. Houghton Mifflin Harcourt, 2015.

Invasive Species

https://www.in.gov/dnr/rules-and-regulations/invasive-species/ Be familiar with invasive species currently found in Indiana
https://stopaquatichitchhikers.org/ Know the basic protocols for finding and preventing the spread of aquatic invasive species

Ecology and Habitat

https://www.indianaenvirothon.org/uploads/1/3/4/9/134908295/wildlife_ecology.pdf

Endangered Species Act

https://www.fws.gov/endangered/laws-policies/\
https://www.fws.gov/sites/default/files/documents/endangered-species-act-basics.pdf
https://www.fws.gov/endangered/laws-policies/esa-history.html
Understand the basics of the ESA; Be familiar with the history of the ESA and how it has changed over time (principal amendments in 1978, 1982, 1988, and 2004)

Is Extinction Forever?

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4404403/

Migratory Bird Act of 1918

https://www.fws.gov/birds/policies-and-regulations/laws-legislations/migratory-bird-treaty-act.php Understand the basics of the Migratory Bird Act

Diseases in Wildlife

https://www.extension.purdue.edu/extmedia/FNR/FNR-485-W.pdf
https://www.purdue.edu/fnr/extension/be-on-the-watch-for-ehd-in-deer/

TO VIEW CONNECTED INDIANA ACADEMIC STANDARDS GO TO:

https://www.indianaenvirothon.org/uploads/1/3/4/9/134908295/wildlife_objectives.docx.pdf

2026 Current Issue: NON-POINT SOURCE POLLUTION: IT BEGINS AT HOME!

Current Issue Objectives

Key Topic #1: Non-Point Source Pollution Status

1. Define non-point source (NPS) pollution and differentiate it from point source pollution using real-world examples from urban and rural settings.
2. Explain changes in watershed ecology that influence NPS pollution (water cycle, nutrient cycles, carbon cycles, river continuum concept).
3. Identify major types, sources and pathways of NPS pollution in surface water systems, including stormwater runoff, agricultural fields, and impervious surfaces.
4. Describe the impacts of NPS pollution on water quality and designated water uses (e.g., recreation, fisheries, drinking water).

Key Topic #2: NPS is a Growing World and Your Role in It

1. Explain how population growth, urban expansion, and agricultural intensification contribute to increased non-point source pollution globally and locally.
2. Compare the effects of land use types (e.g., urban, suburban, agricultural) on runoff volume and pollutant loading.
3. Identify common products or practices in daily life that contribute to non-point source pollution through indirect pathways (e.g., fertilizers, car washing, pet waste).
4. Illustrate the concept of a personal environmental footprint as it relates to NPS pollution, using tools such as footprint calculators.

Key Topic #3: The role of the Individual/Community in NPS issues and solutions

1. Describe the role that individuals, families, and local communities can play in reducing NPS pollution through behavior change and local initiatives.
2. Identify examples of community-based solutions to NPS pollution (e.g., storm drain marking campaigns, rain garden installations, stream cleanups).
3. Compare the effectiveness of individual vs. collective actions in mitigating NPS pollution at the watershed scale.
4. Demonstrate how to design or participate in a local outreach or monitoring project that addresses NPS pollution, such as conducting a stormwater audit or organizing a pollution prevention campaign.
5. Interpret the benefits and limitations of volunteerism, citizen science, and public- private partnerships in addressing NPS issues.

Key Topic #4: Strategies to Evaluate NPS Sources, Issues, and Solutions

1. Identify tools and techniques used to assess non-point source pollution, including watershed mapping, stormwater flow tracing, and visual assessment methods.
2. Explain how monitoring data (e.g., water quality indicators such as turbidity, E. coli, nutrients) can be used to evaluate the presence and severity of NPS pollution.
3. Describe the challenges in monitoring, quantifying, and managing NPS pollution compared to point source pollution.
4. Apply simple field protocols to evaluate land use and physical features (e.g., slope, impervious cover, vegetative buffers) that influence runoff and pollutant transport.
5. Interpret basic maps, aerial imagery, or field data to locate potential sources of NPS pollution in a given watershed.
6. Recommend appropriate solutions based on identified issues in a mock or real- world NPS pollution scenario, drawing on field evidence or data interpretation**.**

Key Topic #5: Legislation, Regulations, and Voluntary Measures

1. Summarize major U.S. policies and programs that address non-point source pollution, including the Clean Water Act (especially Sections 303 and 319) and Total Maximum Daily Loads (TMDLs).
2. Differentiate between regulatory and voluntary approaches to controlling NPS pollution and identify examples of each.
3. Describe how federal and state agencies support local communities in managing NPS pollution through funding, education, and technical assistance.
4. Simulate a decision-making process where students must select appropriate policy or program tools to manage a fictional watershed's NPS challenges.

Key Topic #6: Your Best Management Practices for NPS

1. Identify common BMPs used to reduce NPS pollution in urban, suburban, and agricultural environments (e.g., rain gardens, cover crops, buffer strips, pervious pavement).
2. Explain how selected BMPs reduce pollutant loads or improve stormwater infiltration, using diagrams or real-world examples.
3. Compare the costs, benefits, and feasibility of different BMPs in various land use contexts (e.g., a schoolyard vs. a farm vs. a residential street).
4. Demonstrate how to plan or assess a BMP using a field checklist, photo documentation, or a site sketch (e.g., rain garden layout or runoff path).
5. Recommend appropriate BMPs for a hypothetical site based on land use, soil conditions, and observed pollution risks.

Current Issue Resources

Indiana's State Nutrient Reduction Strategy:
https://www.in.gov/isda/files/Indiana-State-Nutrient-Reduction-Strategy_final-Version-6_small.pdf
NCF- Envirothon 2026 Current Issue Study Guide:
https://envirothon.org/wp-content/uploads/2025/09/2026-Current-Issues-Part-A.pdf

Indiana ACADEMIC Standards

Visit the Indiana Envirothon website for connections to the Indiana standards.

www.indianaenvirothon.org

Regional Rules and Information

1. Students must be enrolled in grades 9-12, at the start of the current year's competition to be eligible. **Non-competing students/children cannot attend.**
2. Teams must consist of five students from the same school, non-traditional school, or youth organization. One alternate per team is highly recommended. Teams of 4 may participate but can't place and therefore will not be considered to go to the Indiana State competition. Alternates not part of the five-member team will not be allowed at the team table during testing. Alternates may be grouped together to take tests for the experience but are not able to place at the contest.
3. Schools or organizations may participate in only one regional competition annually.
4. Registration fee is $70 for each team. Fee covers lunches for six students (five team members and one alternate) and one advisor. Each additional person (i.e. bus driver, extra coach or chaperone, etc.) will incur an $8 fee.
5. A school or organization may send up to two (2) teams to regional competition. Teams from the same school must participate in the same regional competition. If more than two teams from the same school/organization would like to participate, permission must be requested from the regional coordinator and will be based on space availability.
6. Participants (and their parents if a minor) must sign and turn in completed Code of Conduct form, medical release, and photo/video release before the competition begins. Each regional coordinator will develop their own process for this and communicate it with their registered teams. The regional coordinator will upload these forms for the regional team(s) advancing to state in the appropriate regional Indiana Envirothon Google Docs folder.
7. Tobacco and vapor products (including smokeless), alcoholic beverages, illicit/illegal drugs, and weapons, including firearms and knives are not allowed at the Indiana Envirothon regionals or state competitions. This includes all adults at the venue for the Indiana Envirothon (coaches, chaperones, bus drivers, etc.) as well.
8. School dress code/appropriate dress will apply. Be prepared for inclement weather. Contests will take place during rain, snow, or shine unless a weather emergency is declared for the area.
9. Possession of cell phones or other electronic devices (including smart watches) by students at any Envirothon contest is prohibited. Advisors may hold these items, or they may be left in backpacks or locked vehicles. If a student needs to be close to their phone for medical alerts or other important reasons, the regional coordinator and the coach will work out a solution with the safety of the student coming first.
10. Coaches and alternates will accompany their teams during the resource presentations at the regional competitions and coaches will supervise students during all non-testing time.
11. Notes may be taken during each resource presentation but cannot be use during the testing period. Please bring your own materials to take notes.
12. Regional competitions will consist of 20 questions per test (100 questions total). This includes a couple of hands-on questions in each area of concentration. All tests will be given at one time after teams have rotated through all five resource presentations. Test questions will cover information in the suggested reference material listed on the Indiana Envirothon website and in this Handbook. Team members work together to answer test questions, submitting one completed test per team for each resource subject.
13. Scores (events and final) for each team will be shared with all teams following the regional competition. The regional coordinator, or assigned representative, will also upload the regional competition information to their regional folder in the Indiana Envirothon Shared Folder found in the Google Drive.

Regional Rules and Information Continued

14. The top performing teams at each regional will advance to the Indiana Envirothon State competition. In general, regionals hosting 1 - 7 teams will send 1 team to the state competition; 8 - 14 teams will send 2 teams; and 15+ teams will send 3 teams. The exact number of teams at the regional level invited to compete at the state level is subject to change and will be determined based on regional registration numbers. This will be determined by the Executive Committee with input from Steering Committee members. The maximum number of teams at the state competition is 18.
15. Regional coordinators will certify all teams advancing to state from their regional competitions within one week of their competition. This includes listing all team members of the advancing team(s), two alternates for each team, and their coach along with contact information and team name. Alternates must:
    A. be enrolled in grades 9-12 at the start of the current year's competition,
    B. be from the same school, non-traditional school, or youth organization as the original competing team,
    C. have participated in an Envirothon program/training prior to being named as an alternate, and
    D. complete all team member registration forms, including the Student Code of Conduct, medical, and photo/video release by the state registration deadline.

    No alternate will be made during the state competition if a team does not designate alternates during the Indiana Envirothon State team registration process. Alternates will not attend the Indiana State Envirothon unless there is an emergency, illness, or unresolvable time conflict. In this case, the regional coordinator must be notified as soon as possible so the substitution can be made. The regional coordinator will notify the Vice President immediately so that notification can be given to the registration team.

State Rules and Information

1. Teams must have advanced from a regional competition and have been certified by that regional coordinator to be eligible. Teams must consist of the original five-member team from their regional unless there is an emergency, illness, or unresolvable time conflict and a pre-identified alternate fills in. See rule 15 under Regional Rules and Information, above.
2. A maximum of 18 teams will advance to the Indiana Envirothon State competition. (See rule 14 under Regional Rules and Information, above.)
3. Only materials identified by the Indiana State Envirothon may be used by the students during testing, and/or oral preparation and presentation portions of the competition. Oral presentation materials, including note cards, will be dropped off in a designated area prior to the competition. **No notecards** are allowed anywhere EXCEPT at the Oral Presentations. Team(s) will be disqualified if found with and/or studying notecards (or other study materials) outside of Oral Presentations during competition hours (~9:00AM - 12:00PM).
4. No electronic equipment or devices may be used by or be in the possession of team members during testing, the hands-on portion, or oral presentation delivery unless such equipment is provided by the Indiana State Envirothon Competition Committee, and/or approved by the Committee (such as to compensate for a physical or mental disability) prior to the start of the competition.
5. Registration fee for the Indiana State competition is $75.00 per team. This covers 5 students and one advisor. Extra people (bus drivers or a additional coach) will incur an additional fee of $8.00.
6. The following are strictly prohibited at any and all Envirothon functions; student participants may not be in possession of or use tobacco and vapor products (including smokeless), alcoholic beverages,

illegal/illicit drugs, weapons (including firearms and knives). This includes all adults at the venue for the Indiana Envirothon (coaches, chaperones, bus drivers, volunteers, etc.).

7. School dress code/appropriate dress will apply. Be prepared or inclement weather. The hands-on component will take place outside.
8. Scores (events and final) for each team will be shared with all teams **following** the state competition. No scores will be shared before the Awards Ceremony.
9. Coaches are not to accompany teams to any testing area including the hands-on and oral presentation components. Team coaches found in the hands-on areas or presentation rooms will be cause for team dismissal and disqualification from the Indiana Envirothon State competition. Coaches will accompany and supervise their team(s) during all non-testing time. This is generally during registration and the introduction (to ~8:55 AM), lunch, and the afternoon presentations (unless their team re-presents) and awards ceremony.
10. The competition consists of a written test and a hands-on component that cover the five areas (Forestry, Land and Soil, Aquatics, Wildlife, and the Current Issue), and the oral presentation. The total possible scores from each component are: written test - 100 points; hands-on - 50 points; and the oral presentation - 100 points for a possible total of 250 points.
11. The to three teams (as well as the top team from possible non-represented rooms) from the preliminary oral presentation component in the morning are **required** to re-present in front of the final judging panel and their peers in the afternoon. Scores from this final round of orals will be used to determine overall placements. In other words, for those who are re-presenting their preliminary (morning) scores will not be used to determine the top three oral presentations or the overall award winners. If for any reason a top team decides not to re-present they will receive a re-presentation score of zero.
12. In the event there is a procedural dispute or question not covered in this information (or in its addendum), the issue will be decided by the Indiana Envirothon Appeals Committee. The Indiana Envirothon Vice-President is the Chair of this committee. The appeals form, locate on the Indiana Envirothon website (indianaenvirothon.com), should be filled out and submitted by 5:00 PM the day after the state competition.
13. The top three teams from the state competition must inform the Indiana State Envirothon Officers within 10 calendar days of the state contest of their availability to attend the NCF-Envirothon. The state winning team is eligible to compete at the NCF-Envirothon. If the state winning team cannot participate, the second-place team and then the third-place team may represent Indiana at the NCF-Envirothon. The final decision as to which team will represent Indiana at the NCF-Envirothon will be made by the Indiana Envirothon Board and Steering Committee.
14. During the NCF-Envirothon registration period, the team advisor should designate up to two additional students to serve as substitute candidates should an emergency or unresolvable time conflict prevent members of the original five-member team from competing. (See NCF Envirothon rules page 3. II. Team Member Substitutions, for substitute criteria.). Registration fees cover five team members and two chaperones and is paid by the Indiana Envirothon.
15. In the event of an emergency that prevents members of the original five-member team from competing the Indiana Envirothon Representative must certify the legitimacy of the emergency or conflict and notify NCF-Envirothon about the substitution no later than two weeks prior to the start of the NCF-Envirothon Annual Competition.
16. All decisions of the Indiana State Envirothon Officers and/or Steering Committee will be final.
17. For more information go to the NCF Envirothon Rules and Regulations found at https://envirothon.org/the-competition/rules-regulations/

2026 Envirothon Officers

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