



California Environmental Education Interagency Network (CEEIN)

Date: Thursday, October 27, 2011
Time: 9:30-11:30
Location: Room 4102, California Department of Education
Lead: Anne Stephens
Note taker: Susan Knadle
Timekeeper: Anne Stephens
Backup Lead: Jim Greco

Snacks provided
Bring your own beverage

Call-in number: 218-339-2500
Access Code: 267712

AGENDA

<u>Item</u>	<u>Lead</u>	<u>Time</u>	<u>Action</u>
1. Welcome, Introductions, Agenda Review		9:30 – 9:45	

Attendees:
Bobbie Winn
Donna Pozzi
Ed Wong
Annie Kohut-Frankel
Anne Stephens
Lana McAllister (phone)
Natalie Lee
Brain Ehlers
Kay Antunuz
Susan Knadle
Carolyn Kolstad (phone)
Chris Parry (phone)
Sharon Jang (phone)

2. Brainstorm Session II for Nature Bridge

1. What are the barriers and/or obstacles that have prevented EE from becoming more permeated throughout our communities and readily accepted as a legitimate strategy toward:

- Academic improvement
- Environmental conservation
- Resource Management

Jason: Different terminology and groups have positioned themselves differently: nature education vs science education. This dilutes the field and the public doesn't understand that there is a connection and that it is all environmental education. Better branding of our efforts is important.

Donna: An example is that the National Association of State Park Directors have initiated a branding campaign called America's State Parks and the change resulted in national visibility.

Jason: Collaboration or lack of it is another factor.

Collaboration is usually not driven by directors of individual organizations
Even funding is set up for individual organizations, so it is not set up to "raise all boats."
CEEIN is an example of collaboration set up by individuals Donna asks, "Did he say this???" I thought I heard it – did anyone else?

Anne: Anne gave examples of CEEIN successes through collaboration *add
Environmentality was a collaboration between CEEIN and Disney, but Disney's idea had no education in it. CEEIN added the education part.

Jason: It is easy for a government agency to jettison environmental education because they think NGOs will take over. Maybe that was true 10 years ago, but not today.

Anne: Outdoor schools can't even charge for school-related activities since the Lara Bill passed, so they have to cut back in time students can attend.

Sharon Jang: USEPA had to cut back the environmental education grant program to \$200,000

Someone: Environmental License Plates used to generate millions, but CDE only gets \$320,000 now, and it may not go to student programs. Restoration efforts of agency programs now get much of the money.

2. What are major research gaps that exist that could help strengthen the field if filled?

Jason: This is a longitudinal question. We need data on how environmental education changes behavior positively.

Lots of research is not make public and/or make known to other groups

There is a need to have data on program delivery and outcomes. At North Western University programs for 7th graders were geared for science student teachers or social studies student teachers. The programs in social studies always achieved more positive outcomes than those in science. Thus, programs in science should include social studies aspects – but how to act on this?

Another problem is how to get information given out of the “science speak” language and into practitioner language.

Another issue is how to get directors of programs to be more inclusive of science with social studies.

We need to train the practitioners.

The environmental education field does not have “best practices.” If there is a best way to teach the water cycle, it is not known. Everyone does it their own way.

Donna: Donna will send us an article from Physics Today on climate change (Richard CJ Somerville and Susan Joy Hassol, “Communicating the Science of Climate Change”) that discusses the problem of “science speak” and layman’s interpretation of the terminology. <http://www.physicstoday.org>. The bottom line is that scientists need to avoid words that have one definition in everyday language, but another in scientific terminology if they want laymen to understand the points they want to make.

Jason: Another problem is the many different interpretations of “professional development.” It may be practitioners choosing activities first vs starting from concepts and choosing activities that illustrate the concept. Professional development for teachers who self-select for outdoor schools already understand so one is “preaching to the choir.” There needs to be a way to get teachers who might not self-select to learn about environmental education. This the next circle outside of the circle of those who already love the environment.

Jason said that when he was in Washington, D.C. at USEPA, the people he talked with could not identify one person who would be a knowledgeable spokesperson at a meeting on environmental literacy.

Kay: The NAAEE is a proponent of environmental literacy. They may be able to pull together practitioners.

Jason: Strategizing is important – what can people in the field do?

Annie: It would be helpful for Jason to give us task/issue questions that we can discuss at future CEEIN meetings.

Issues

- Branding the issue of environmental education is most important
- Making the messaging and the policy consistent must be done

Research Piece – What can be done?

- Public school vs private schools
- Need for a forum for interested people to talk to each other.
 - There are 278 different groups in the Bay Area and twice that in Southern CA.

Networking

- Carolyn said there is a group called Science by Nature in Mountain View, CA.
 - Information has been gathered by NGOs for the school district to implement
 - ResourceCommons.org is the national portal

A book on the subject that is controversial is “Failure of Environmental Education (and How We Can Fix It) by Charles Sayles and Daniel T. Blumstein.

- The problem is money!
- The problem is also not looking for common elements in all of the networks

Jason: Solving these problem will “raise all boats” in terms of money rather than move the same pot of money from one group to another.

These are some of the groups at the conference Jason attended:

- NAAEE
- Smithsonian
- National Geographic
- US Fish & Wildlife
- US EPA
- NOAA
- American Forest Foundation

2. **What’s New In Your World** **10:50 –11:00**

CSTA:

CEEIN members thought it was mostly well-attended (except the 8am programs)

Michelle got the CEEIN brochure to people at CSTA

3. **Committee Reports and Discussion** **11:00 – 11:10**

- Administration and Organization-
- Communications and Outreach-
- Legislation and Diversity:
 - SB 300, the Hancock bill was signed by Governor Brown. It authorizes the state to modify the new State science standards after the science standards are adopted.

4. **EEI updates- Natalie** **11:10 - 11:25**

Application for grant to support evaluation of EEI program:

Ask people what EEI staff should want to learn from the EEI evaluation.

It is desirable to provide something that is useful to others in environmental education.

A Facebook page has been launched to tell teachers and students when EEI staff will be at what

Conferences and the content of the conferences

The Green School Summit:

Curriculum and Facilities portions were well attended by teachers and administrators

It was the same week as CSTA

Also attending were lots of partnership academy teachers and their administrators
Steinberg Bill passed and awarded \$2.3 million to develop green academies.
EEI has gotten \$250,000 from fines

5. **Meeting Wrapup**

11:25 – 11:30

- Ed gave out brochures on Climate Change
- Natalie gave out brochures on EEI
 - Clarify Action Items
 - Develop Next Meeting Agenda
 - Evaluate Meeting

Meeting Protocol Reminders:

- Start and end meetings on time; stay on track on agenda.
- Listen and treat others' opinions with respect.
- Keep commitments to agreements and assignments (i.e., follow-up, time frames, due dates, etc.).
- Make participation in the meeting your priority; keep cell phones on vibrate and only accept emergency calls (outside the meeting room).
- A quorum of 8 CEEIN members is needed to hold a meeting.
- For major decisions, if consensus can't be reached, the issue will be put to a vote of the CEEIN members present at the following meeting.
- Make a conscious effort to conduct the meeting in an environmentally friendly manner.