

ENVIRONMENTAL PROTECTION AGENCY

Moderator: Karen Scott
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4:00 p.m. ET

Operator: Good afternoon. My name is (Carey) and I will be your conference operator.

At this time, I would like to welcome everyone to the Environmental Education webinar.

All lines have been placed on mute to prevent any background noise.

After the speakers' remarks, there will be a question and answer session. If you would like to ask a question during this time, simply press star then the number one on your telephone keypad. If you would like to withdraw your question, press the pound key.

Thank you, Ms. Scott. You may begin.

Karen Scott: Hi. My name is Karen Scott. I'm with the office of Environmental Education at EPA. Welcome to the second in a series of webinars we're doing this week to celebrate National Environmental Education Week. Today we're doing webinar entitled Creating the Link Between Emerging Urban and Existing Environmental Education Programs.

Our presenter today is Dr. Marianne Krasny who is the principal investigator on the Cooperative Agreement that EPA has with Cornell University and its partners to do what they're calling EE Capacity, or what formerly was called the (ECAP) program, which is the National Teacher's Training Program.

Today, we're going to have Dr. Krasny do her presentation and then leave a good amount of time for questions at the end. We're going to be taking questions from both the phone and from the online webinar. So, you're able to submit questions either way. At the end when we do take questions, we're going to be alternating between the phone line and the webinar for the questions.

So, with that, I think we're ready to get started. So, Dr. Krasny, go right ahead.

Marianne Krasny: Thank you, Karen. And thanks to EPA for sponsoring both the EE Capacity project and the series of webinars. And thanks all of you who are attending. A few minutes ago we had 94 people on the call and on the webinar. So, there's a lot of interest which I really appreciate.

So, before we start, I just – Karen?

Karen Scott: Yes?

Marianne Krasny: My screen doesn't let me go down, so you're going to have to advance the slides. Is that going to be possible?

Karen Scott: Sure. Yes.

Marianne Krasny: So, can you go to next?

Karen Scott: I think we're getting there. Sorry about this everybody. Have a little bit of a glitch here. Are we ready?

Marianne Krasny: Yes.

Karen Scott: Go ahead.

Marianne Krasny: Thank you. This is the next slide. I just want to introduce myself. I'm a professor and I'm the chair of the Department of Natural Resources at Cornell University and I'm Director of the Civic Ecology Lab. Next.

And most importantly for this presentation, I'm also the PI, as Karen mentioned, on the cooperative agreement with EPA between Cornell

University and EPA. EPA's Environmental Education and Training program. And, as Karen mentioned, this used to be the (ECAP) program that was at Steven's Point and last year it was awarded to Cornell University and we're calling it Environmental Ed Capacity, or EE Capacity.

And as the PI, I'm very, very fortunate to work with a really fantastic team of individuals. And you can see their photographs here. So, starting from left is Judy Braus who is the Executive Director of the North American Association for Environmental Education, or NAAEE. Pepe Marcos-Iga who is the president of the NAAEE board, and he works with Environmental Education Exchange in Tucson, Arizona. And then the middle slide is me with Akima Price who is also on our expert panel. Many of you may have heard of Akima. She is a really up and coming Environmental Education professional. And that's a photo of us Monday at the White House summit on environmental education. So, thanks to EPA for organizing that summit, which was among a number of federal agencies; not just EPA. And then, finally, on the right is Gus Medina who is our project manager. And he was also the project manager for (ECAP), so some of you may be familiar with Gus.

Next, please.

So, most of you probably know that the majority of the people in the world now live in environments like this. Globally, it's a little over 50 percent, but in the U.S., it's about 80 percent of people live in cities.

Next, please.

And so here's just another way of presenting the same point. In 2000, nearly 80 percent of the residents of the U.S. lived in cities. And this trend is expected to grow into the future.

Next, please.

So, given that the majority of people live in cities, this raises a question for environmental education.

Next, please.

And that is really what is the practice of environmental education going to look like in an urban world? Or another way of putting this is what are the implications of these huge demographic changes on environmental education and how should we be thinking about this?

Next, please.

So, a lot of times when we think about urban environments and when we think of urban environmental education we tend to focus on the left hand side of this graphic, the half empty side. We think that there's not much going on with urban environmental education and urban environments are rather degraded.

Next, please.

But I'm going to try to convince you that we should be looking at urban environmental education as half full, looking at the other side.

So, I have one of my PhD students, Alex (Kudryavtsev) is now working on a history of urban environmental education and he's found references dating back to the 1950s. So, this has been a concern and a focus of activity for about 60 years, and probably longer. But I think one of the big programs was Karen Hollweg's program in the 1980s and 1990s, the Vine Program, which is ecology education in cities. And when she had NSF funding for this.

Next, please.

And there's also a lot of contemporary practices that we call Civic Ecology Practices that involve collective stewardship action. Not only for the environment but also related to civic renewal. So, I'm just going to run through five quick examples of Civic Ecology Education or Civic Ecology Practices as urban environmental education.

So, this is from an organization in the South Bronx called Rocking the Boat. And they are engaging young people in the oyster restoration efforts in the Bronx River in New York City Harbor.

Next, please.

This is also one of the Rocking the Boat activities. And this one is having the young people construct a rain garden to collect runoff. To the right on the slide there's actually an industrial site. And so the idea is to filter some of the pollutants out of the water before it flows into the Bronx River on the left.

Next, please.

And this is another community organization in the Bronx, Abraham House, that involves young people in community gardening. It's a multi-generational program.

Next, please.

Many of you are probably familiar with the million trees initiatives in a number of cities across the U.S. And so I'm sure you're also aware that there's a number of youth programs that involve young people in the million trees initiative whether it's planting trees or caring for trees. That's in this slide where the kids are pruning.

And then the last one of this series. As well as rooftop gardens or green roof, such as this one also in the South Bronx.

Next, please.

And so in addition to these programs, there's a number of environmental education curricula. I'm just going to point out two. What's Good in my Hood is very popular curriculum. It's brand new but people are just really reacting to it very positively. That was produced by Akima Price when she was with the New York Restoration Project. And then Garden Mosaics program – we have a lot of resources. A number of them are free online. And this is the community gardening inter-generational education program that I developed with my colleagues here at Cornell.

Next, please.

So, this one has a little animation. We got the first two screens up. So, there's obviously social media in addition to these curricula and programs. So, we have an urban EE collective Face Book site and we started it in the Fall. We have over 500 members now. And it's a place where urban environmental educators post resources and ask questions just as you would expect in a more professional Face Book site. One of the members of our urban EE collective is Rue Mapp who also runs a bunch of social networking sites that go by the collective name of Outdoor Afro. She has about 18,000 people total participating in all these different social media. As she has up here, her byline is "where Black people and nature meet." And the focus really is more broadly on people of color – people of color and outdoor recreation. But really Rue welcomes everybody. She considers everybody a person of color. So, this is a really fun site with lots of resources and lots of activity.

And then the next one. Thank you.

And then more recently in New York City there was a Face Book site that came on line, Latino and African American Enviro Educators. So, I think this is really a growing area of interest and social media.

Next, please.

So, I'm hoping that I've convinced you that we should look at urban environmental education as half full, if not even fuller. And that the ongoing practices offer a lot of potential for addressing this question of what is the practice of environmental education in the urban world.

Next, please.

So, we're interested, basically, in two kinds of practices, although we realize there's many more and that each of these practices has a number of sub-practices. But I've already talked about the urban environmental education practices.

Next, please.

And in addition to the practices that I just mentioned, we're also working with a really amazing environmental education practices that have been developed by the professional environmental education community over a number of years.

And next, please.

Although these two practices I think have been linked in a number of programs over the years, including Judy Braus' Together Green Program from when she was at Audubon. But the advent of social media create a lot more opportunities to connect these types of programs.

Next, please.

So, why would we want to connect these programs? And the answer is that we really think that through connecting these different types of practices we'll be able to come up with a question about the face or the practice of environmental education in an urban world. And this sort of idea of connecting practices to answer questions is based on social innovation theory.

So, social innovation theory would suggest that educational innovation – so, new kinds of practices that reflect a more urbanized world – would emerge when people holding different views – and we've already talked about at least two kinds of people holding maybe different perspectives – have opportunities to exchange ideas, experience and other resources. So, the reason we're interested in connecting these practices is really for the purpose of answer this question in social innovations.

Can you go back one slide, please? Thank you.

OK. I'm going to apply this social innovation theory and this idea of connecting people to create new ideas and new practices to the EE Capacity Program.

So, we have on the one hand the professional EE community. If you'll see at the very bottom that sort of grayish image with NAAEE in the center – this is a social network analysis diagram. It's not an actual one of the environmental

education community, but I think it shows what we might expect were we to do a social network analysis of the environmental education community. And I think what we would find is there's relatively strong networks with our professional association, North American Association for Environmental Education at the center. What this means is a lot of people are getting information, accessing resources through the professional association NAAEE. And that's why it's at the center, sort of the center node.

But also there's other international tools and training. For example, Project Wild, Project Learning Tree. And those are sort of – they form other nodes where many, many people would be getting information, as well as smaller programs like natural centers in schools where people might come to for information.

So, in addition to the national tools and training, the strong networks, the professional EE community has produced a very well regarded and heavily used set of environmental guidelines for excellence in environmental education produced by Bora Simmons who is also on our EE Capacity project to carry on her great work there.

The next slide, please.

So, I talked to you a little bit about urban EE. And I'm going to describe that here in terms of the network theory and some of the practices. So, we call this Emerging Urban EE Community – The Emerging Urban EE Community. And they're characterized by a much looser network. So, this is actually a social network analysis map that I produced based on environmental education organizations in New York City. And you can see that the networks are much looser. There's no sort of central organization. A lot of these individuals are not members of NAAEE. They may not have heard of NAAEE. A lot of them are small community organizations and they focus on civic environmental stewardship, or what we're calling Civic Ecology Practices, as well as youth development.

So, if you ask them, "Are you environment educators or do you do environmental education?" Often the response is, "No, we do youth development." Or, "We do community development."

But, as I had indicated in the glass half full, glass half empty graphic, I think that these represent a great asset for thinking about urban EE.

Next, please.

So, how does EE Capacity come in?

Through EE Capacity we're trying to create what we call platforms. And platforms can be things like face-to-face workshops, online courses, social networking. They're anything that brings people together to exchange ideas and practices. So, what EE Capacity is doing is through all these mechanisms I just mentioned, we're bringing together professional and emerging urban environmental educators.

Next, please.

And what we're hypothesizing is that this will lead to new networks and communities of practice among both professional and urban environmental educators. So, you can see we're trying to sort of change these network maps at the bottom to make them merge more or less and that is essentially we'll be creating new communities of practice that integrate the two communities that have been somewhat, although not completely, separate.

So, why are we doing this?

Next, please.

So, going back to the social innovation theory slide, the reason we're doing this is that we think that through exchanging ideas professional and emerging environmental educators will create innovative practices and that these practices will define environmental education in an urban society.

So, we're not saying a priority what the practices are that reflect changing demographics. We're saying that we're going to create these platforms, these

opportunities for people to exchange ideas and then the answer will emerge through these opportunities through these people working with each other and creating new types of information exchange and communities of practice.

Next, please.

So, now I'm going to move in. I'm changing gears a little bit and I'm going to be moving into how we're actually applying this theory of change that really serves as the foundation for EE Capacity. So, now I'm going to go into some of the activities that we're actually engaged in.

This isn't comprehensive because the EPA cooperative agreement with Cornell actually has 12 tasks and a lot of sub-tasks. But I'm going to skim over the ones that I thought were maybe most relevant to the people participating on this webinar today.

So, first is state consortia. And in the first year we have three states that we are awarding the state consortia grants to. They're grants of \$30,000. So, we're working with Maryland, California and Colorado.

So, to become a state consortia – and in year two we will have five more. And they aren't determined yet. So, if people are interested in applying they can talk to me or Pepe Marcos-Iga who is the head of this particular task. To apply and to put together a state consortia, what the states need to do is to develop a team that has co-leadership from the professional EE community and the emerging environmental ed community. So, they'll have two leaders representing the different communities. And then a group of 20 minimum – could be more – environmental educators in their state and youth development professionals. And they should be drawn from these two different communities.

And then we work, in addition to the \$30,000 grant, we'll work with each state's consortia to develop a plan that meets their needs for professional or capacity development. So, for example, in Maryland where they have state environmental literacy standards – or at least they're trying to get them the books – we're working with them to kind of hash out those standards and develop them to a point where they can be implemented. And the plans for

California, Colorado and the other states will be different, depending on what the leaders identify as their needs.

Next, please.

I'm sure many of you are familiar with Bora Simmons' guidelines for excellence and we are continuing with the guidelines training bureau.

Next, please.

In addition, we are developing a new set of guidelines, community EE guidelines. And we expect that they'll include a lot of video, online resources and they'll also include a written product like the existing guidelines, but we're hoping to make them much more interactive and take advantage of the web technology and video.

So, how we're doing this is Akima Price is now in the midst of visiting 15 different cities. And this is actually a shot from a recent guidelines focus group workshop that she did in Oakland, California. And so she, with the help of people on the ground in each city, bring together groups of about this size and then talks to them, asks them about what they think community wellness is. And eventually leads them to be talking about community EE. And this information, along with other information, will go into creating the community EE guidelines.

Next, please.

We're also doing a series of online courses. And we taught already EE in the Urban Communities. That was taught by Alex (Kudryavtsev) in Fall semester. And we had a lot of interest. We had about 175 applicants and we could only accept 25. So, we're offering it again this semester. We had about 130 applicants this semester and it's being taught by Phil Silva. So, we'll probably keep offering this again as long as the high interest is there – the demand is there.

Tanya Schuessler is teaching a course called Measuring EE Outcomes. And that course – again, there was quite a bit of interest. We had about 90

applicants for 25 spaces. In that course, we're looking at not only the individual level outcomes of EE that we're used to looking at, like attitudes and behavior, but also community level outcomes. For example, sense of community and actually direct environmental quality outcomes of EE programs and how would you measure that.

In the Fall, Akima Price will be teaching a course called Bridging Communities in Environmental Education. We're also developing now, in cooperation with the Association of Zoos and Aquariums, a course on EE in non-formal settings. I should mention that most of our courses are very interactive, and that's why I have this yellow text in the box to kind of illustrate that point that we emphasize a lot of peer-to-peer learning and blogging and discussion boards so that the educators can exchange ideas with each other. And we've found that they really appreciate that because a lot of environment educators seem to feel quite isolated. And to sort of be a part of a like-minded community has been real rewarding and helpful for them. The EE and non-formal settings will be more content-driven so that will have a totally different format, probably with quizzes and what you might expect from a lot of online courses delivered through universities.

Dawn Chavez in Boston will be developing the Urban Stewardship Leaders training online course. And she is already teaching a similar course in person. And the course is directed at mostly college students who are hired during the summer to supervise mostly high school students who are involved in these stewardship programs. They might be for Parks department, they might be a part of a Million Trees initiatives. And Dawn found that, at least in Boston and in Massachusetts, a lot of the high school students really have no idea of even safety and sort of group management skills, let alone environmental education. So, that course will cover that.

And then we'll also be developing a Health in the Environment course over the next year and I'll be developing a Civic Ecology course.

Next, please.

And I mentioned that we have the Urban EE Face Book site. But I also wanted to mention that we have another Face Book site that's up and running. It's just started. It's called EE Research. And this site is geared towards connecting educators, people working in the field with environment education researchers. So, if you look at the right side of the EE Research of the two screens there at the bottom, the one that says EE Fosters transformative leaning, and then you see the little green sort of icon at the bottom, that's the Journal of Environmental Education. So, one of the things that we do is we take articles that have been published in the journal and we summarize them in there or four sentences, hopefully with the idea that these summaries will be useful for practitioners.

So, that's one part of this Face Book site. And then on the left you can see that it operates like many other Face Book sites. Somebody might pose a question or introduce themselves. And then other people respond.

Next, please.

And then we have right now three professional learning communities. And I think you can think about these as kind of in between an online course, which our online courses thus far have been 12 weeks with quite a bit of outside work – and our Face Book site. They're kind of in between in terms of intensity. So, they involve a series of webinars, resources posted online, discussion boards. But it's optional how many webinars you'd want to participate in.

We have three right now. Climate Change education is being led by Karen Hollweg. Pepe Marcos-Iga is leading the one on Urban EE. And Akima Price is leading the one on Community EE.

Next, please.

And then we also each year we're doing kind of experimental project where we choose a topic we think has a lot of potential where EE can make a difference. And then we hold a workshop and develop a white paper to kind future practices in this area. And so we're working with military communities. The person who's directing this is Keith Tidball who works

with me the Civic Ecology lab at Cornell. And he is a vet – a veteran. And we are building on some work he and I have already done around Fort Drummond in upstate New York with Cornell Cooperative Extension in that county – Jefferson County.

So, Keith is working with an organization called Wounded Warriors in Action. And he's going to put together a workshop with the Wounded Warriors in Action representatives, other veterans' organizations that are using nature and greening activities as a means for the vets to reintegrate into their community, as well as with representatives from the environmental education community.

Next, please.

And the outcome will be a white paper.

So, one of the things that we're doing is that we're trying to overlap a lot of the different functions or tasks in EE Capacity. So, one of the tasks is research or evaluation. And when we're doing research and evaluation the tools that we're using for that we're also, hopefully, using to spark innovation and help in the leadership.

So, the research project is really to test the hypothesis that there are different communities in EE and it may end up that there's not two. We know that there's more than that. But we're starting with two. And it's setting the hypothesis that by bringing people together with different perspectives and practices of EE that we can create new kinds of networks and communities of practice and that new practices will, in fact, emerge.

Next, please.

So, I mentioned that we're using tools in research and for leadership and to test this theory about innovation. And so there are two tools up here on this screen. One of the tools is this EE ecology, or mental mapping tool. And I know you can't see very much of it. And, in fact, the text might not even be real text right now. But this is going to be launched, hopefully, by the end of this week or next week. But this is an online tool that's being developed by a

professional gaming – or game producer. And so it's very interactive and it's a lot of fun. What you do is you fill in different screens. For example, on goals, goals of your program, the activities, the context in which you work. And once you've filled in four or five screens, you press a button and magic and a diagram of your program, such as the one on the top here, emerges. And then there's some other questions that you answer connecting My Activities to My Goals at the bottom.

So, we think we've tried this out – not the online version but a paper version at a number of different workshops and people really came to appreciate and benefit from the opportunities that reflect on their programs in this way and whether their goals are actually – or whether their activities are reaching their goals. And sort of what is their theory, their practical theory, of how the activities might relate to their goals.

So, this is a professional development or leadership tool, a tool that would be present in workshops or leadership clinics. But it's also a tool that we're learning, using for research to really discover are there different kinds of practices and what are these different practices.

And in terms of the theories, the social innovation premise that underlies this program, hopefully we'll be able to see if practices change over time by repeating implementation of this EE ecology activity over a number of years.

We're going to be launching this tool in – probably at the beginning of May in terms of a national survey. So, you may receive an invitation. And if you don't, certainly contact me and we'd love to send you an invitation. And you'll have the opportunity to allow us to see results, which will be great because then we can use it for the research context. But if you decide not to, you can keep the tool for your own purposes to reflect on it. And you can come back to it and change it over time. And you can also use the tool for your own environmental education programs. Say, if you're doing workshops with educators, if you think that would be helpful.

At the same time that we send out the invitations to participate in this EE ecology activity, we'll also be sending out a social network analysis survey,

which basically a quick survey that asks you to list the organizations with whom you exchange information and with whom you go to for information about your EE practices. And we'll use that information to construct some social network maps. We've also used this instrument in workshops, a paper copy. And we found that people find it useful because it actually asks them to think about who am I networking with, who am I going to for information. And sometimes they say, "Well, gee. Maybe I should be going to somebody else. Maybe my social network is a little limited."

So, again, we'll make these tools available and we'll also make results available once we have a number of people fill out the tools.

Next, please.

So, this is my second to last slide and I just wanted to acknowledge or at least indicate to you who our dissemination partners currently. We're working with the Association of Zoos and Aquariums. They reach millions of people each year, many of them in cities. We're also working with Celebrate Urban Birds which is a program of the Cornell laboratory of ornithology. We're working with the North American Association of Environmental Education affiliate network, which is the state and provincial organization for professional environmental educators. And we're working with two federal agencies, NOAA, or National Oceanic and Atmospheric Administration, as well as the Fish and Wildlife Service. And we're working with the American Community Gardening Association. And we just joined forces with the National Council of Churches. And this one's sort of like the military families one. It'll be somewhat of an experimental project where we're going to be exploring how environmental education and faith-based initiatives can work together and produce first, probably a white paper; but also resources.

Next. Last.

So, I just wanted to thank all of you for participating. I look forward to moving into your questions. You can see the photo credits there as well as the funder, EPA. We acknowledge, greatly appreciate their support. Our evaluation and research partners, John Frazier and (Rupu) Gupta of

NewKnowledge.org. And then, again, our core team Judy Braus, Pepe Marcos-Iga, Akima Price, and Gus Medina and myself.

So, thank you and I'm going to go next to questions right now.

Karen Scott: Thanks, Dr. Krasny. This is Karen Scott again. And we'll be moderating the questions from here. We'll be taking questions from both on the phone and from the webinar. So, if we can go ahead and take a phone line question. Do we have one ready?

Operator: At this time if you'd like to ask a question, please press star and then the number one on your telephone keypad.

I'm showing no questions at this time.

Karen Scott: Do we have any from the webinar?

Female: Yes, Dr. Krasny, you have one question that was, could you repeat the address for how to access the Face Book learning communities?

Marianne Krasny: The Face Book web site, right?

Female: Yes.

Marianne Krasny: I need to go – can I get off this screen?

Female: Well, I actually have the controls, but . . .

Marianne Krasny: OK. Does anybody over there because I don't think – if you have an e-mail from you, you have a tiny URL at my signature. If you all have multiple computers and you can read it off. I'm sorry. I didn't actually put it up. I don't know if you can put it up.

Female: I could find it.

Karen Scott: In the meantime, are there any questions on the phone line?

Operator: I do have a question from the line of Barbara Miller.

Barbara Miller: Hello. I have a question. I see that you included Project Web and Project Learning Tree. But Project Wet was not included, which is a strong program as well. It's one of the youngest programs. But one of the sub-programs under Project Wet would be Wild the Wonders of Wetlands, which is a great tool of working with urban locations. And because we have here in Arkansas we have some – one of the urban wetlands that we're doing programs on.

Marianne Krasny: Well, thank you, Barbara, I really appreciate that. And I know Project Learning Tree and undoubtedly Project Wild also have a number of great urban curricula. And I think it's probably a good suggestion that in the future – in fact, we could add those to this webinar before it goes online.

Barbara Miller: That would be great.

Karen Scott: This is Karen again. So, Dr. Krasny, if you could send me a slide that's been adjusted for that, we'll make sure that gets adjusted before we put it online.

Marianne Krasny: OK.

Karen Scott: So, thank you for that comment. Are there any other questions from the webinar?

Female: We did have a question that asked will the slides be available; if so, how?

Karen Scott: Yes. We will be putting this full presentation on our web site. It will be on a page that we call Environmental Education in Action, or EE in Action, which is on our web site which is EPA.gov/education. It may take us a week or so to get that up, but we will be having all the webinar slide shows posted along with a recording of the audio part as well.

There are no more questions from the webinar, it looks like.

Female: (Inaudible).

Karen Scott: OK. Some are coming in. So, while we're looking at those, are there any more questions on the phone?

Operator: Once again, if you'd like to ask a question, please press star then the number one.

We have a question from the line of Celeste Royer.

Celeste Royer: Hi, this is Celeste in California. Dr. Krasny, I was wondering, once all these wonderful programs get implemented, is there a process for promoting the success and the information gathered in different media across the country to all the different communities? How are people going to know what we've accomplished?

Marianne Krasny: Hi, Celeste. That's a good question. If my recollection is correct, you're one of the co-leaders of the California state consortium?

Celeste Royer: Yes, I am.

Marianne Krasny: So, you may also want to share what your – what the focus of your – what the goals of your consortium is because I haven't had a chance to talk to Pepe Marcos-Iga about that yet.

Celeste Royer: Well, (you) and I are still developing the plan. I mean, certainly, we want to build the bridge between traditional and non-traditional and be more inclusive and figuring out ways that the programs that are taking place in all communities – just get more promotion, that people are more familiar. So, whatever media we can use to disseminate that information and capture more support for environmental education in general is one of the goals. It's certainly to spread the word so people will know what we're doing. And I was just wondering on a national level, for the variety of projects, what resources are we going to be using to let people know because not everybody has Face Book. Not everybody gets a newspaper. So, how do we let people know?

Marianne Krasny: That's a good question. And we haven't really talked about it as a team yet. I think we've been so busy getting things up and running. So, . . .

Celeste Royer: I mean, it's certainly something that's going to come down the road. But it's something to think about, I guess. I always think about down the road what's it going to look like.

Marianne Krasny: Right. And actually, to be honest, we don't even have our web site launched yet. And NAAEE is working on that. And we're also going to be working with a communications professional, communications company, to help design and get a better by-line than what we have now and probably a new logo. So, we're really just starting on that. And I think what we're going to do is engage with California to help us think through those issues.

Celeste Royer: OK. We'll help.

Marianne Krasny: OK. Great. Thanks, Celeste. Did anybody find that tiny URL?

Karen Scott: I don't think we did. But I think what we're going to have to do is just post that along with all the other information from this presentation.

Marianne Krasny: OK. Who's ever interested, if you go on – at least for me, if I go into Face Book, can I search Urban EE Collective, you'll find it. And if you can't find it, you can e-mail me at mek2@Cornell.edu. And I'll get you the address.

Karen Scott: OK. That's very helpful. Thank you. And I think we do have a couple questions from the webinar.

Female: One question, then. Are you planning to collaborate with 4H or County Extension offices?

Marianne Krasny: At a national level we're not right now collaborating with 4H. We tried to choose organizations that have a large presence in Urban areas, which is why we chose people like Celebrate the Urban Birds and Association of Zoos and Aquariums. I'm very familiar with 4H. My position at Cornell involves a lot of work with 4H. And, as I mentioned, we're working just within New York State with 4H in Jefferson County, which is the county where Fort Drummond, one of the most heavily deployed bases in the country is right now.

I think a lot of the state consortia will have 4H as partners. And each year, I should mention that we change our partners. So, for example, this year we added American Community Gardening Association and National Council of Churches. So, I'd certainly be – I'm always excited to talk to people about different collaborations. And if there was interest on the part of 4H on the national level, I would certainly love to talk to them.

Female: All right. Another question that you have on the line is, could you give us an example of outstanding urban EE programs out there?

Marianne Krasny: Well, I think Barbara Miller than within the national curricula Project Learning Tree and Project Wet. There are already – there's urban EE components, so I would look there. I would search Akima Price's new curriculum, What's Good in My Hood? She presents that at every single workshop that I've been with her at. And people really seem to resonate very well with it. It's based on her experiences as an urban environmental educator in New York City. And it's very community oriented, sort of inventory your community and see what's there and learn about the environment within the urban context. And I know that she just did a recent workshop and it ended up getting 600 orders for the curriculum. I'm not sure if they're charging, but if they are, it would be very low cost.

We've done a lot of urban EE work at Cornell, and it's really of two sorts. One is, as I mentioned, the Garden Mosaics curriculum, which there's a lot of resources that's specifically on community gardening. And that's simply www.gardenmosaics.org. It's now being run by American Community Gardening Association. And I'm going to be working with them to update the web site and add new resources. So, if you go on there and have suggestions, you can also let me know how your experience is. There's a lot of free resources on that site, including a number of science pages which are very much have a very strong cultural component because a lot of community gardeners, as probably a lot of you know, are immigrants or they are people who came from the southern states, usually African Americans about 40 years ago worked in industrial cities and now are retired and working in community gardens. And they love . . . although initially they may say they don't want

kids in their garden, once the kids are there, they really enjoy the opportunity to demonstrate what they know and share their knowledge.

And then the other kinds that we've worked with are the kinds that I really find very interesting but they are hard to kind of disseminate because of these very small community organizations that aren't part of networks. And that's one of the things we're trying to address through this project. So, if you have an organization like Rocking the Boat, that I think is doing some really interesting things. They have a lot of collaboration with scientists on this oyster restoration project. The Rain Gardens, as I mentioned. And they do a number of other interesting projects having to do with sort of stewardship of urban environments, in particular the Bronx River. But they don't really go beyond their individual practice. And so one of the things we're trying to do through Face Book site and through these various other platforms I mentioned is try to let people learn about these practices, which aren't really curricula, but they also, I think, spread a lot of good ideas.

I'd say the other thing that might be of interest to people – and again, you can e-mail me if you would like this – is through the First Urban EE online course or EE in Urban Communities course. The 24 or so participants each posted an urban EE curriculum that they developed and we can make most of those available. And we're also working with the Nature Conservancy in New York City. Bridget Griswald and her group. And they are doing a lot with urban high schools that have an environmental focus for the whole high school. And they're collecting curricula from those teachers as well as the ones from our course. And those, I don't think, are available yet. But they will be soon.

So, I hope those are some examples. And we also at Cornell have a research component that's looking at some of these outcomes of these programs, in particular, Sense of Place is one we've looked at through my graduate student Alex Kudryavtsev. So, Sense of Place outcomes of urban community EE programs. So, again, I don't think we have all the resources in one place now, but we are doing that through NAAEE's web site and through our urban EE professional learning community.

Karen Scott: Great. Thank you, Dr. Krasny. Are there any more questions on the phone?

Operator: Yes. We have a question from the line of (Kiat Lone).

(Kiat Lone): Hello. This is (Kiat) from the Pennsylvania Environmental Council in Philadelphia. This is great. I'm wondering if public health experts and urban planning experts have been involved or plan to be involved in any of the development of the resources and/or shaping the study on social innovation theory?

Marianne Krasny: The public health experts – and what was the second group that you mentioned?

(Kiat Lone): And regional and urban planners?

Marianne Krasny: Regional and urban planners. OK. So, public health experts we hadn't thought of involving them in the actual research in social innovation. So, I'd be interested if you have a perspective on that. We will be having a public health expert in developing the Health and the Environment course. And I haven't identified that individual yet. On regional and urban planners, we don't really have a formal collaboration, although our evaluator, John Frazier, has some background in that area. So, I'm interested if you have some more specific suggestions, either now briefly over the phone or if you could send them to me by e-mail. If there are some ideas or suggestions behind your questions, I'd be interested in hearing them.

(Kiat Lone): Doctor, I'll just mention something very briefly, but I'd be happy to continue the conversation. You know, Philly is not unique and so we have a lot of these urban inner ring suburbs that are trying to be revitalized and we're trying to bring people back to them. But one of the strategies, there's an organization here called First Suburbs. And part of the work is basically, you know, let's make it a good place to live again, environmentally speaking. And it involves a lot of conversation between planners and municipal stakeholders and things like that. We find ourselves in a lot of those conversations and I find that they bring a lot to the table.

Marianne Krasny: Yes. I'd love to talk to you more about it. And also remember that Phil Silva who's teaching our urban EE course has a background in urban planning.

And, in fact, I think he teaches urban planning at the new school in New York City, which is a college university. So, and I like what you're talking about through these inner suburbs because we really haven't addressed them. My colleagues here work a lot with declining (rest) built cities, so I think some of the issues are the same. And we have some collaborations with them looking at sense of place in (rest) built cities and sort of recovery of (rest) belt cities.

So, send me an e-mail and we can continue the discussion. I appreciate the input.

(Kiat Lone): Thank you so much.

Karen Scott: Thank you. Do we have any more phone questions?

Operator: Yes. Your next question comes from the line of Judy Braus.

Judy Braus: Hi, everyone. Can you hear me?

Karen Scott: Yes.

Judy Braus: Marianne, terrific presentation. And on behalf of NAAEE, we're thrilled to be part of this. I was just signing in to say back to Celeste's questions, and I think you answered most of it about the EE Capacity web site coming on line. And for everybody on this call, any ideas you have of what would really be helpful to share the messages about this project and all the learning that will take place we would love to hear that. And as Marianne said, we're working with Spitfire Strategies, a strategic communications firm, to not only help us with how we talk about this, but also, hopefully, give us insights about how to get more people involved and make sure that all the good learning and sharing and platforms are shared widely. So, thanks everybody. I look forward to following up with you, too. And, Marianne, terrific job.

Marianne Krasny: Thank you, Judy. I didn't know you were on board.

Karen Scott: Thank you. Should we continue? Are there more phone questions?

Operator: I do have a couple more questions.

Karen Scott: Do we have time on the phone, operator? Are we OK?

Operator: That's strictly up to you.

Karen Scott: OK. If we can keep going, we'll take a couple more questions. So, go ahead.

Operator: OK. Your next question comes from the line of Tom Hoyt.

Karen Scott: Hello?

Operator: Tom, your line is open. He's gone. We'll move onto the next question. We have a follow-up from Celeste Royer.

Celeste Royer: I did not have a question.

Karen Scott: OK. We do have more questions from the webinar, I believe. So, maybe we'll move to that.

Female: Marianne, can you answer, in what city has Akima gone to and where is she going? Can we volunteer to participate in the process if she's coming to our city?

Marianne Krasny: I know she would love volunteers. And I'm not going to be able to give you the complete list, although, again, if you have my e-mail you can e-mail me and I'll pass it on to Akima. I know that she's been to Chester, Pennsylvania; Washington D.C.; Baltimore; Oakland; and Denver. And I know that she's going to Detroit and Chicago. And she's doing some in New York City also. So, where are you from?

Female: We don't know where they're from.

Marianne Krasny: OK.

Karen Scott: It was the webinar.

Marianne Krasny: Oh. It was a webinar question. Well, anyway, I hope that the person who asked the question will send me an e-mail and we can try to hook her up with Akima – or him.

Female: Another question you had is, can you review the information about states joining your consortium in the coming months?

Marianne Krasny: Yes. I can try. Although, as I said, – and Judy may have some more to jump in here. But this is Pepe Marcos-Iga's – he's the leader of this task and he's the one recruiting, so you'd need to contact him. But, basically, he is developing or has developed an application process. As I said, you'll need to identify co-leadership from urban environmental educators and people who've been involved in the professional network such as the state affiliate or the provincial affiliate. And then you put together – you need to show a list of about twenty people – at least 20. And we're not going to count numbers, but about equally divided from the different communities. And then you need to have a plan. So, what is your professional development. What are the professional development needs that this group has identified that they would like both the financial award, which is \$30,000 for the year, and other kinds of help that we can offer. And once the consortia are recruited, then Pepe will not be working with them. It will go to NAAEE, unless that's changed in the last week.

So, I don't know if Judy wanted to chime in here a little bit more about any plans for actually helping people to implement the plans, the state's plans that they develop. But we're talking about things like you need guidelines workshops, if you need somebody like Pepe who has lots of leadership training to come out and give a workshop on leadership and writing grants, accessing resources. We're also going to be giving small supplements of about – I think it's \$5,000. It might be \$4,000 – to state consortia that form a partnership with a researcher or somebody with professional evaluation experience and develop and carry out an evaluation plan about their programs and their state consortia.

So, we're going to use the state consortium also to try to link educators in the field with researchers in addition to the small grants. I mean, that might also be part of your plan. Or resources that we could help with. In other words, hook you up with researchers who might have done research on something of interest to you.

So, it's kind of wide open in terms of where it goes. And it really depends on what the states identify. But we can certainly also help people in the process of identifying their priorities.

Judy, I don't know if you wanted to add in. I guess that would involve a call so there might be a little delay if Judy wants to contribute anything more.

Karen Scott: Operator, did Judy Braus come back on for a phone comment?

Operator: She did.

Karen Scott: OK.

Operator: And, Judy, your line is open.

Judy Braus: thanks. And thanks, Marianne. I was just about to jump off for another call. But, as Marianne said, we will be working with the states that are selected, working closely with Pepe and making sure that we try and fulfill what the interests of the state are in terms of the kinds of training, whether it's fundraising, leadership training, guidelines training. Whatever is needed we'll work collaboratively together to see if we can enhance their plan because this is very state specific and we want to be able to meet the needs of the state. So, I'm happy to follow up with anybody that's interested with more information.

Karen Scott: Great. Thanks, Judy. And I think we have more questions from the webinar? I think maybe we can do maybe one more. So, let's go ahead and do one from the webinar.

Female: How do we go about registering or signing up for the online EE courses that you mentioned?

Marianne Krasny: For the online EE courses are announced right now on the Civic Ecology Lab web site, which is www.civicecology.org. But that was only because we don't have the EE Capacity web site up. So, I think the next time that we recruit that the NAAEE web site for EE Capacity will be up and you'll want to go there. So, we're just finishing sort of Spring semester so we're not going to be doing any again until the Fall. So, I would say about August, July at the

earliest, to look at the Civic Ecology Lab, www.civicecology.org, or to just search for EE Capacity, which will be – that site will be housed and put up by NAAEE. And then you'll see the announcement for the courses. And there's an application process. And I want to say, I don't know if anybody's on the call that was accepted or was not accepted to a course, but I urge you if you weren't accepted to apply again because – apply a third time. Obviously, we had to narrow down from large numbers and that was really, really difficult to do. And sometimes it becomes a little bit random when you're doing that. So, don't take it personally if you weren't accepted, and that doesn't mean that you won't be accepted again.

One of the things that we do look at is if people have paid for their urban EE course, if you apply again, if you've been onto the Face Book site or shown your interest through the professional learning community at the Face Book site then we know you continue to be interested and are trying to build EE Capacity other was. So, we do look at that. And that should be mentioned in your application.

Karen Scott: Great. I think we're going to have to end the webinar now. But what we're going to suggest, if this is OK with Dr. Krasny, is that if there are any more questions that people e-mail Dr. Krasny with those questions.

Marianne Krasny: Yes. That would be great.

Karen Scott: I think we've put up your e-mail address on the webinar, so people can take a look at that and just e-mail you with any more questions.

But we really appreciate everybody's participation and we appreciate Dr. Krasny doing the presentation today. I think it's been great and we look forward to tomorrow's webinar when I hope everyone joins us again.

Same time, 4:00 Eastern Standard Time. And if you saw the information for this webinar, you probably saw the information for the webinar tomorrow, which will be conducted by the National Environmental Education Foundation.

So, with that, we're signing off. And thank you very much for joining us.

Marianne Krasny: Thank you.

Operator: Thank you for participating. This does conclude today's' call. You may now disconnect.

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