

US EPA ARCHIVE DOCUMENT

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Moderator: Jennifer Bowman
March 5, 2013
3:00 p.m. ET

Operator: Good afternoon my name is (Tanya) and I will be your conference operator today. At this time I would like to welcome everyone to the Environmental Education Stakeholder Call. 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 all I would like to turn the call over to Miss Bowman.

Jennifer Bowman: Thank you (Tanya), hello everyone this is Jennifer Bowman and I want to say thank you for participating in today's National EE Stakeholder call. Before we get started with today's speaker (Akiima Price), we are going to go through some brief announcements with the Office of Environmental Education here at the EPA. So I'm going to turn it over to Dale Perry.

Dale Perry: Hello everyone this is Dale Perry. I'm the acting Deputy Director of the Office of Environmental Education. Thank you all for joining us today. Hopefully you have all seen in the news that President Obama has nominated (Gina McCarthy) who is currently our AA from Office of Air to be our new administrator, so we're all very excited about that. Gina is wonderful and will be a great advocate for the agency.

I also wanted to let you know that this April we will not be having an EE White House Summit as we did last April. We've had some interest to broaden the summit a bit. And so our plans right now are to hopefully do

something in the fall perhaps September or October 2013 time frame. So just to reiterate there will not be a White House Summit this April 2013. It will be in the fall of 2013.

I'd also like to announce that this will actually be our last call, what we're going to do is move into a quarterly bulletin to keep you informed. Hopefully everyone is also on our (list serve) to get information from us. If you're not I encourage you to visit EPA.gov/education and you can sign up for our (list serve) on that site as well. With that I'll turn it over to (Karen Scott) from our office.

(Karen Scott): Hello everybody, just a couple of quick announcements: one thing is that we had an RFP a request for proposals for grant applications out last fall, the applications were due December 12th of 2012.

In most of the regions they are still in review no selections have been made or finalized yet. So if anybody out there actually applied for a grant or know of anyone who it probably will be a month or so before any of you will be hearing anything.

The second announcement is that EPA will be participating in an Earth Day event at Union Station here in Washington D.C. in conjunction with Amtrak and the Earth Day Network. So if any of you on the line today are actually located in D.C. and would like to participate in that event as well, you can get in touch with me either through email at scott.karen@epa.gov or you can call me at 202-564-2194.

The date for that event, as I forgot to mention that is April 23rd and it be an all day event at Union Station. They're giving us a beautiful location right in the mail hall, so if anybody like I said if you're in the D.C. area and would like to participate just get in touch with me. Thanks.

Jennifer Bowman: Thank you Karen. So, at this time we're going to go ahead and turn the table over to (Akiima) for her to begin her presentation about EE Capacity.

(Akiima Price): Thank you for having me here. I think that its fitting that I'm talking about a program that's actually a program of the office at EPA and we're very proud

to be a part of that. So EE capacity I think that most of you are aware of what EE capacity is at this point, hopefully its not (inaudible) in our job.

And I think we've talked about it and if you do want to know more you can still visit us on the web at www.eecapacity.net. So of all the programs we're basically trying to create a platform where we are exposing sort of and I know folks get a little edgy about these words, traditional and non-traditional practices that have been happening in EE world for a long time.

And have experienced equal success and equal challenges but, haven't really had the space to come together and talk about it and explore capacities together and share. So I think that's happening now because people are having to work smarter and not harder and or do things with less and so people are naturally starting to work more together and not just in the EE but specifically in the EE.

And in the case of EE capacity that timing was great because we were able to catalyze on that by hosting these platforms where people can come together. And so one of my tasks with this grant evolving a new set of guidelines that are called the community EE guidelines, and the community EE guidelines will complement the existing environmental guidelines for excellence, which are also available online for review you can go to the NAAEE site to find them.

You know they're early childhood learner guidelines non formal materials (K-12) and then there is the executive summary for (K-12). And also the professional development of environmental educators, so what we are suggesting now is that there has come a need from us going out and talking to folks.

The first year of EE Capacity I went out and hosted a series of eight round tables in eight different cities, where we sort of pulled together folks in the community setting and asked them for their feedback and their read on the value of environmental education and additionally environmental educators were present as well.

And so we were able to have those sorts of collaborative conversations around what is environmental education in a community setting. Because I think a lot of the success in EE in general it always comes back to community because most people hopefully live in some sort of community and or have family members that need to be grown along with them in terms of their environmental literacy and awareness.

But a lot of times when its in the community setting it involves a whole other level of consideration and so what we're saying to date the guidelines have been born out of the perspective of communities across the nation that have interest and ideas of how to make EE work for everyone in the community.

And you know we're still a work in progress, we're currently now going into our, we're finishing our second draft and going into our third draft mid March. But what we're basically saying is we're putting together a set of best practices around building relationships with communities and what are your thoughts on this.

And so it is not finished and the information that I'll share within this presentation is still moving but by the end I will invite you sort of in if you would like to be a part of this process moving forward, because again this has been a group process. We've had over 200 folks give their feedback and contributions into these evolving guidelines.

And so now we're do have a working definition but before we get to the definition it came back to this question and not everybody asks the same question the same way. How can I create sustainable change in communities that meet my goals and consider the needs of the community?

To answer today is we're all successful when the people we're reaching out to are educating and successful. And those successes have to sustainable, it has to be change in behavior and change in action that fosters a life, you know hopefully a healthy life of some form of success whether it's cleaner air, more resources, more gardens, more green spaces, healthier water.

And so coming back to the table we said how can we empower environmental educators out there and these environmental organizations to into these community settings and have sustainable change.

But we couldn't do this without thinking about the community side and inviting the community into these conversations. So again based on the feedback I've got to date this are our current definitions:

Community EE is the process of intensive relationship development with communities with the goal of environmental awareness and education through the lens of community health and neighborhood well being.

And so that is a wordy definition and it's intentionally wordy at this point because they're still going through these review process where we're going to hopefully getting a more concise definition. But for the most part it's a process and its relationship development.

So I'm going to move into the second slide which is going to be a little all over the place because this is my brain right now, I'm trying to figure these things out. Just getting to this definition was huge because we started with like a super big paragraph definition.

Which again was intentional so that we could folks to pull out the words that matter to them and I didn't want to, I just sort of it went all about and I know I'm going to get picked apart it's for the sake of the process that I think its going to work.

So we did get some feedback back from folks and so we've come up with the definition I read. But I'm kind of breaking it down a little bit more in this visual here. So the process that point that we're saying that the process means that's it's a series of actions that are bringing about a specific result, you know the process of digestions are the better example.

Or the process of getting a drivers license, you have to take steps and prepare for something like that. And a lot of times with EE I'm not saying that this

hasn't happened but you know when you have to think about this, this has got to last beyond you. It's just puts things in perspective differently.

And so by also saying intentional meaning; like you want to do this. This is not something your boss told you. This is something you looked at and said "we need to do this." We intentionally want to go and again this coming back to the community setting, working with communities.

And so relationship development, you know, relationships happen all the time. Especially in your personal life and we all need relationship skills. And I think sometimes it takes that especially when you're an organization.

So is a particular type of connection existing to people related or having dealings with each other. The state of being connected or related, so again just like sometimes you meet family members or people that you have to work at getting along with because you have an outcome that you have to meet.

So in this case being sensitive valuing the fact that this is developing a relationship and not just imparting information on someone or transferring you values on them. And communities are a group of people having common interests shared space history.

And just to let you know these boxes are all going to be a part of the open feedback in this next review, to give people feedback on communities. Because we couldn't really put one definition of community because we're hearing from a lot of different people that community is a lot of different things.

But I'm still collecting peoples thoughts so if you think otherwise than what's up here that's great and I would hope that you could contribute that to me in this next review process as that's good information for me.

So with communities with the goal of environmental awareness and education, so an awareness impacts, it could be water as your lens, it could be trees. It could be whatever you have an outcome, normal outcomes of environmental education organizations.

But what makes these different is; you're looking at them through the lens of community health and neighborhood wellness. And I specifically said community health and neighborhood wellness because the version of the guidelines before this I used just community.

And again folks were coming back to that sometimes community is people but then you have to think about the physical structure. And so I did split that out, and so community health is dealing with the general condition of the community, whether it's physical, spiritual or mental or social, because again that's key because you're talking about building relationships.

And the neighborhood wellness, so maybe it's not just the people health but you're seeing the connections between okay you're also thinking you're seeing the reason these people are having high asthma rates is because there is not a lot of trees.

And so that's important because that might make the case for what you're trying to do, especially if you're trying to bring trees to a neighborhood. But people have to see why trees are important because some kids have asthma.

So it those kind of avenues that we're looking at in our work around community EE, so again it's kind of a crazy slide but I wanted to give you an idea of where we were in our thinking and how we were getting to this place.

And also for those of you that don't know (Boris Symons) who is guideline guru in the environmental education world is advising me in this process. And so it's not just me sitting around racking my brain, Boris is helping out as well.

And so on the dissemination of these guidelines traditionally these guidelines have been available in a book or in sort of an online PDF format. We're trying to figure how can we make the dissemination relatable to folks that are outside the environmental educational profession, so again going back to community members.

And so here is sort of a user flow chart in my brain again. You've got two sides at the top, you know you're either a community member or you're an

organization. And you're coming to the community EE guidelines because you're seeking out you're interested in the process of relationship development.

If you are not then these guidelines are not for you. We are not in anyway trying to make everyone use these guidelines. It's just an option for people who have come to that place where they say I want to work with communities in the EE.

And so again you come to these guidelines and before you get to it you go through this the (lens) (looking thing) for me here. And so, say you're a community member or an organization, but for now just say you're a community member so you're on that left side.

And that first thing is a "Why", in that why would a community member have an interest in an environmental awareness or an education. And there are community people out there that do. They maybe don't see that as environmental education or through that same lens that they do.

It's a problem big enough that they're seeking help because they want to do something about it. Which I think is great because as you walk into these principals you're willing to practice, you're not just somebody tapping on a shoulder going, hey do this.

And then if you're an organization, you know what is your interest in building a relationship with the community and then obviously that is going to be dependant on the issue. And the community side like what is your issue.

So this when I use a lot of (analogy) and this is real, there is a woman in the Bronx. She lost her job, so in her spare time she started working around her neighborhood cleaning up; revamped this garden space, folks started helping her out. Folks started feeling really good about their community but they couldn't get this one guys to curb his dog.

And dog poop was normal thing on their block and so they've come together in their community real creative ways to get this guy to stop doing this and so she's just kind of at her wits end, like "how do I address this?"

So looking on the other side, say you were an organization and your issue. So what is your issue in terms of capacity like what do you bring to the table? What do you come to the table and talk about?

And so let's just say in this case we've got NOAA who cares about water quality and the large levels. No one probably knows that this woman exists, but she probably doesn't realize that here problem would be valuable to Noah because it directly connects to run off.

Going back to the community member, when she comes down here and she thinks about which one of these purple boxes and by no means are we putting people in boxes, we just thinking files or whatever.

The ideal would be this dissemination tool that we have online would then match her up, she'd put in dog poop and then it would go (inaudible) and say this is a clean water issue, this a soil issue and this could be a beautification of litter issue. And or it could be safety issue.

Because this is the certain feeling of safety that you can walk down your street and not have to look down at your feet, but there is safety, they can't do that.

But at this point NOAA then would be able to. We'd also try to figure how do we build in a way for these people to connect with each other, like how can (inaudible) put in her zip code and because she knows it's a clean water issue find out about local (Noah) problems.

How could she find out who the local representative for keep America beautiful is because that person might be interested in (Inaudible) who again is an active community person, who walked up to this practice because she wants to do something different.

And so the next level, which again works for both sides, is sort of thinking about social capital. OK so you've identified your issue you know what it has

to deal with. Who are the people around you that could either be caring about this with you, might have resources for you, might have perspective on how to do something about it.

And so we listed out a whole bunch of folks like you know, community groups, youth groups, church based faith organizations, local business, so again there are extra blanks there because in this next review process who are potential stake holders for people in the community and who are stakeholders for people in their organizations.

And I think that when you start coming together on these issues you're going to see that all these people are valuable. But then that community member might be able to bring something to the table at that point because they've got a strong relationship with the churches.

Or that organization might connect to another level of social capital because they've got connections to the local officials like local water authority. And so behind this, now we come back to just words but these are the last set of key characteristics. So I'm saying that if you come this sort of way of thinking, "I've got the social capital, I've got to meet this person."

So now at this point lets imagine that woman in Bronx met her local NOAA person, then therefore we see these guidelines, then you can sort of take off on the guidelines. Because until you actually have a goal and so the language in these guidelines are still pretty worthy these are lot of errors that notice because I haven't touched these since I got the review back. I'm working on them in another format now.

And then there's actions, because again one of the things we kept getting back from people in this larger view, yes words are great but how do I do it. "I want to know how I do it. What do I do?"

Everything from like pastors who want to bring in recycling into the church and don't how to reach out and find out information about that or want to get trained to talk about it or want to host somebody.

I mean there is just so many different dynamics in the environmental game because people are so interested in being green. If nothing else saving money because you can grow food and you can do other things that would cut back on resources.

So this is where we are and the reason I thought was hopeful that I was able to be on this call because I think and I cannot speak for all of the organizations on the call but it does come back at the end of the day, we're trying to find allies and communities. And so we're hoping that this practice will help facilitate that and get folks to (pass these).

And an example I'd like to show you of one of our groups that we've been working with out in Colorado. So going back to the EE capacity project, the first year which was last year we brought out three states where we empowered three states to be our three pilot state consortium groups.

And what this meant was, these were states that we thought like there was already some synergies out there and activity in environmental education but from two different sides, from the traditional and non-traditional, so we gave them a platform for state consortia associated with NAAEE professional environmental organization to partner and have equal power with a community based organization that had environmental interest.

And so we challenged these states to bring these people together and then each person had to bring ten people to the table and from that form a state consortia. And we just got a lot of great stories from people that just didn't know each other existed, you know how it is you can be in the same city but not know, so some of those successes come from it.

Btu we also gave them the opportunity to create a work plan and so one of the things that the Colorado EE capacity group wanted to do was to create some tools that would model from their successes, like how did they come together and what did they get out of it and share it with other folks.

And so what they wanted to do was put together an info graphic that explained sort of what they'd been up to and how they're making a difference through

this collaboration. So if anyone is interested in more information or a copy of this I'd have to sort of connect you with our Colorado person.

Because this is kind of an inhouse document that they're sharing with us now that they're about to make public out in Colorado to talk about their work, but I think even if you're not in Colorado something like this is helpful and inspiring to make you think about all of the ways that your collective impact can come together and make that big difference that I think everybody wants.

So this goes into their impact of stewardship and conservation, connections to nature, youth leadership, environmental justice, and civic engagement. And I think I heard on one of the calls a while ago, it's not on here but we're talking about energy and access to education.

And so, at the time, she commented on community environment (communication) on here as well because they too are helping us inform our process by being physical people on the ground who are trying to build relationships with communities. And then sort of who we are engaging in our communities.

And I think this is a great info graphic it was just inspiring to me because I think they really hit the nail on the head with just the value of that. I don't if you've heard of it but there is actually term called collective impact. And if you get the opportunity you might want to "Google" that because it's a really informative and inspiring practice that again goes back to that sort of..

Taking it away from being that pure mid leadership structure to being that circular holding hands sort of structure, because I think at the end of the day that's what works. Because obviously this pyramid part is not working, so that is my presentation. I'd like to entertain any questions but also welcome you all to visit me on Facebook; we have an urban EE collective sort of professional learning community for folks.

And even though the urban is in there it's sort of evolved to just being everybody and anybody that's looking for outside the box conversations and sharing of resources for environmental education. We share things like how to work with kids that have attention deficient disorders to networks to father

organizations or organizations where fathers are doing specific work with their kids on weekends.

All kinds of random stuff that might be useful to you, we currently have a little over 800 members which is exciting. So we'd love to take that number even high if you have interest. So if you look up urban EE collective on facebook and just ask to join I will let you in immediately.

And if you look for me on facebook (inaudible) we have a community EE stand on facebook as well. So if you want to just chat we can do that as well but I would like to figure out if you have interest to become a part of the EE capacity family, that's what it is a whole bunch of people holding hands together. So if you would like to join the circle follow up with me and I'll figure out where you can fit in.

Jennifer Bowman: Operator if you can please open up the lines.

Operator: The lines are open.

Jennifer Bowman: Thank you (Tanya).

Female: Did any questions come in?

Operator: So if anybody would like to start some dialogue with us, with Akiima if you have any questions about her presentation, go ahead.

(Dale Perry): This is (Dale Perry), I have a question sitting here and looking at the infographic especially so many of these boxes and concerns that people have are also sustainability (buzz words) will fall into that general category of sustainable communities.

How do you incorporate or differentiate, you know its like there is a healthy community movement that EPA and HUD, Department of transportation are a part of. And I don't know that there is a lot of focus on EE specifically but it definitely touches on lot of these same components.

So it seems that there might be some competition if you will or confusion perhaps out there in these communities. You know am I supposed to be doing

EE or am I supposed to be working on sustainability. You know do you experience some of that.

(Akiima Price): Yes part of what I'm trying to do with my NAAEE hat on, the North America Association for Environmental Education is really just open the spectrum on what environmental education is.

Because I've noticed in surveys before is that things that people count as environmental are like crime. And so that's another part of what we're trying to do with EE capacity is diversity that skill set for environmental educators so that they can have conversations about that. And then tie it back to ecology or whatever your issue of choice.

Because I think it's all interdependent, because you're dealing with people now who maybe aren't as excited in talking about (plants) because they've got these day to day things. But you start bringing in the idea of sustainability; I think what makes it worth investment for community members because again you're asking people to invest themselves in actions or in time with you.

Is when you can break the sustainability down to survival like that's pretty much the word; like sustainable is another word for survival. I think people will put it in a better context and I think that's the benefit of community EE, because we're talking about like day to day issues.

Because people are trying to figure out how to eat and they're more apt to join a conversation about that because it directly affects them on the day to day, but what we're also noticing that the more comfortable that people feel with being a part of the conversation, they'll stick around when things like climate change start being talked about that they're not as comfortable with.

But because those relationships were developed they feel that comfortable, going hey (Inaudible) I'm not really sure what you mean when you say climate change. I'm not really sure that and then because you're reading me, you might go outside of your box to figure out how do I get this 80 year old man to understand climate change or whoever your audience is.

So just that what you said there, I'm hopeful about those challenges because I think it then calls out if you'd like to practice community EE and you'll sit down and go. Oh, well climate change is rating seven on these people list so maybe I partner with somebody who is talking about these issues and then I come in the seventh time they're together because they're investing something larger.

And maybe community EE is not for everyone. Definitely there is competition and I think sometimes that happens especially when you get scare resources. But I don't know I cannot help but to stay hopeful of that, it's in the process of figuring all this out. That it makes the case for community EE even more.

(Dale Perry): Thank you.

(Akiima Price): Thank you.

Jennifer Bowman: Other questions? Comments

Robin Bogoshian: I have a question, hello this is Robin Bogoshian calling from Randolph Elementary here in Arlington Virginia. I'm a fifth grade teacher. And I applaud your efforts with praise; it sounds like what you're doing is so wonderful and really informed a lot of decisions really being made.

I'm interested in hearing about the three consortiums that you all developed. And in particular you said you had educators on these panels and I'm wondering where the conversations went with regard to imbedded curricular, environmental education curricular embedded in the science and social studies.

(Akiima Price): Well I think how that comes into play, the state consortium are state specific. And now there is five more states in this which is Kentucky, New England, Utah.....I'm sorry I'm slipping on these last two. But what it all comes back to is the environmental literacy standards of those states and that's been sort of the door opening experience for those collectives to start talking about.

It's varied by state, I think its implied when we start talking about how to bring these experiences to be supported by these outside environmental education efforts. And so do you have any specifics?

Robin Bogoshian: Well I have one specific comment, I've been a teacher in California before I came here to Virginia and I was involved in their 2008 California EEI, Environmental Education Initiative program. Where the California EPA developed this wonderful curriculum, environmental education embedded in science and social studies.

I used them in my classroom and I cant' speak highly enough about how important that is as a teacher, its there, we all as educator have an important in this as I'm sure you know in the formal classroom. So I'm looking to see what progress is being made in other states and I applaud California in their innovative approach to this.

I was wondering where it lies in other states and just putting that out on the table in terms of what I think as a teacher where things ought to be headed.

(Akiima Price): Yes well I agree with you. I think its been based on the states interest, like Maryland had heavy involvement with getting to that level of talking about to embed that to the department of education within Maryland D.C.

Because D.C. has been working for a while to trying to get these environ (validity) standards in action. And Maryland already has, they've got some strong legislation within their department of education in terms of by fifth grade everybody has, no each year I they have to engage in environmental education.

When I was at school which was a long time ago, it was only fifth grade. So I think it matters to the state, but again what we're trying to do at EE capacity is sort of bank these resources so that folks like you can communicate with folks like Maryland. And say what did you get and or share outcomes that go; this is what they got down in Maryland.

And sometimes it was just because they brought one more person to the table that had that perspective that made everybody go, OK. And not to plug anything but, (Robin) are you familiar with what's good in my herd?

(Robin): I have heard of it, I have not done a bunch of research on it though but I will.

(Akiima Price): I can send you that PDF. That's a workbook I did that I think you'll really be attracted to because I was thinking about social studies, I can tell we think a lot alike because I think the social science and the social part of it is just as important as the physical science part.

And that what that workbook is about, it gets kids set up specifically though in urban settings. But I've heard of other people using outside of it. But it was designed specifically for urban settings to go out and collect information about the things around out.

In that process opening the conversation for you to talk about other things with your students mainly with social studies because by the end of the book you're going into civics and saying well you've identified what's good, you've identified what's not good, what can you do about it. I'll send you a copy (Robin); I can actually get your email from Jennifer right.

(Robin): Yes you can. Thank you.

(Akiima Price): Thank you for your question.

Jennifer Bowman: (Robin) if you want to email me or email Akiima directly, I'm also fine with using my email address. It's bowman.jennifer@epa.gov.

(Akiima Price): I didn't know I could do that. I'm comfortable (with email), its akiima@apriceconsulting.com.

Robin: I've got it. Thank you.

(Akiima Price): Thank you.

Jennifer Bowman: Does anybody else have comments or questions, things you'd like to share. Okay. Thank you, Akiima so much for that very interesting presentation. My, there is a lot to process!

(Female): Thank you, I think it was excellent.

Jennifer Bowman: Well I hope everyone is able to connect with some of the visual references that Akiima was discussing today. They really are colorful and interesting to take a look at.

Female: How do we do that?

(Akiima Price): Well if you follow up with an email and share what you specifically had interested in I can share it with you directly. Like I mentioned that Urban EE collective group on facebook, I share a lot through there. Actually PDFs daily and if you have the time to go back and to review what we've come with you'll find it there.

And we're starting to plug a lot of these resources on our NAAEE linked site.

Female: Wonderful thank you.

(Akiima Price): Thank you.

Jennifer Bowman: Yes. I have learned lots of great info from Akiima on facebook through the network that you have there. It's a really good place to learn about different things going on in the community.

(Akiima Price): And share. Please post.

Jennifer Bowman: Well, thank you everyone for participating, and just to reiterate, this is our last call, but we will be keeping everyone informed with bulletins and we do use our EE list serve (for announcements) and encourage you to go to EPA.gov/education to sign up for our list serve as a way of reaching out to everyone as well and we will have your names on our list.

So, we will be sure to include you in any information or updates about (a fall) White House EE Summit.

(Robin): Can I add one ore thing, I'm sorry. Yes this is Robin again. Last Saturday I went down to the National Building (Museum). And they have a fabulous exhibit a gallery exhibit and a tour of their (sprout) space.

And they're also highlighting schools from across the country that are doing innovative projects within the classroom curricular or within their building spaces. So I wanted to invite anybody if you'd like to get in touch with (Inaudible) set up a (tour leader) tour of that.

Or you could just head down to the National Building Museum and check it out. Its well worth your time in terms of what great innovative things are going on across the country with schools.

Jennifer Bowman: Sounds very interesting. Thank you (Robin). As we transition into (Round Robin) announcements from anybody on the calls, you would like to share things that are coming up over the next couple of months especially as we face Earth month. Earth day and all the wonderful celebrations.

(Jennifer Tabola): Hello all this is Jennifer Tabola with (NEEF) National Environmental Education Foundation. I just wanted to give a shout out that we are less than a month away, a little over a month from National Environmental Educational week.

And just launched our webinar series last week about taking technology outdoors and had a fabulous participation in that and we have one coming up the 13th focused on technology and geography.

And then we have some additional things coming up a Google hang out a PSA to watch for. And some other ways to engage folks around the country, so we hope if you've got any great stories about how you're using technology to advance environmental learning that you send our way. And we're happy to showcase them and we appreciate your support in spreading the word.

Jennifer Bowman: Thank you, Jennifer. When is National Environmental Educational week again?

(Jennifer Tabola): It is coming up April 14th to 20th.

(Nettie Pletcher): This is (Nettie Pletcher) from the Association of Zoos and Aquariums. And I just wanted to share that the AZA does an annual, what we call, "Party for the

planet,” which is our national way of celebrating Earth day and it happens in a variety of ways around Zoos and Aquariums in the country.

And we’re gearing up for that, this years theme I’m pleased is connecting kids to nature. So we have kind of a tool kit that anybody that wants those materials within our membership as well as other things that a Zoo or Aquarium may chose to do on their own.

And the other announcement that I have is that we have completed the design and development of an online course around environmental education specifically for designing programs in Zoos and Aquariums, and Akiima Price is a featured speaker along with some other members of EE Capacity.

(Akiima Price): Thank you. I was wondering what happened with that. That’s awesome.

Nettie: Yes we finished it, it looks really cool, and I should send you the link.

(Akiima Price): That is very exciting news. Can I share it on the Urban EE collective facebook page?

Nettie: Let me check. It’s still in what we’re calling our pilot test mode, so maybe after that is completed and we make any final changes that will be great.

(Akiima Price): Okay, now who would have access to that tool kit you mentioned.

Nette: Its our manager of... (I don’t know her title) there’s a woman at AZA who is sort of spear heading all of that and her name is (Jen Fields). Its jfields@AZA.org.

(Akiima Price): Thank you.

(Christine Robertson):This is (Christine Robertson) at Earth Day Network. I just wanted to let everybody know that we have launched our national earth day campaign. It is called “The face of climate change.” You access it at www.earthday.org/2013. Basically, the goal this year is to document the face of climate change.

We're asking for, ideally around the world, an international initiative for folks to take photographs documenting climate change in their area. The national campaign, the domestic campaign is really focusing on trying to develop a youth movement around the face of climate change. So we're definitely looking for youth participation.

You can learn more about that initiative at the website I mentioned which is earthday.org/2013. We're also hosting, as Karen said a bunch of initiative at Union Station all month for Earth month. You can find out for those as well on the website, including the thing that Karen mentioned with Amtrak.

As well as we have a film screening and a stem fair that we're hosting for D.C. students.

Thank you (Christine).

Jennifer Bowman: Anybody else have any announcements before we wrap up for the day?

(Maria Schneider): Yes hello it's (Maria Schneider) from the Eco Boys and Girls and we have a six volume book series that's coming out with the National Education Association in April.

So I'd likely be sending some information to you on that. One of the books is about building an urban garden and they're all focused for children (pre-care) to third grade, which I know is a little large in age range but that's kind of how we did it. And we have six different books, one that kind of addresses more energy and teaching children about energy.

There are five others. We are also doing something with the Brooklyn's Children's Museum, kind of a book launch. But basically it's a NEA; they'll be getting it out throughout the year. All starting around earth week and different other activities throughout the year and different event days, we're excited about it we think it is visually engaging. So hopefully other people will think that too.

Jennifer Bowman: Thank you Maria, that sounds wonderful.

Maria: Thank you.

Jennifer Bowman: Anybody else? Alright, well thank you everyone! If there aren't anymore announcements, we'll go ahead and wrap up the call for today. Thank you so much for participating in today's call and for the previous calls.

We will of course keep you up to date and posted on plans for the possible environment education summit in the fall, as Dale mentioned earlier on the call. We're not having one in the spring but we're looking to possibly have one in the fall.

If you have any questions, please don't hesitate to contact myself or Akiima about her presentation today, the EE capacity work that she is doing with so many great different individuals and organizations.

If you have any questions for us at the Office of Environmental Education, also feel free to contact us and let us know what's going on with your organizations. We're always happy to keep the dialogue going, even if we don't do the calls for a while. So thank you again and I hope that you all have a wonderful afternoon.

Female: Thank you all.

Operator: This concludes today's conference you may now disconnect.

END