

## National Environmental Education Advisory Council

Conference call- July 7, 2014

### Summary

#### Members in attendance:

- Kelly Keena ( Chair)
- Richard Gonzales ( Vice-chair)
- Caroline Lewis ( member)
- Mark Krauss ( member)
- Anne Stephens( member)
- Scott Frazier ( member)

#### EPA Staff members:

- Javier Araujo, Designated Federal Officer

#### Members not in attendance:

- Kiki Corry
- Cara Gizzi
- Edna Negron Martinez
- Ken Gembel
- Angie Chen

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The meeting was called to order at 3:06 pm by the DFO (Javier). Kelly Keena (NEEAC- chair) reviewed the agenda and asked if there were any questions or comments. Kelly turned the floor over to Javier for any head quarter's updates. Javier reminded everyone to submit their time sheets at the end of every pay period. Anne Stephens updated everyone on the work and writing. Anne indicated that a decision was made to keep the recommendations bulleted and the text should go in the recommendations and rationale. Anne indicated there was a question about the international model environmental work. In addition there was a question about the models K-12 that have been implemented in countries that have made it part of their curriculum such as New Zealand, Sweden and Denmark.

NEEAC member Caroline indicated that upon review of the google doc file in the resources column, the literature resources looked very thin. Kelly indicated that more documents would be added and they were located in the drop box and would be transferred to the google docs file. NEEAC member Richard Gonzales indicated that there are federal reports, state reports and foundation reports that are categorized in the resources file. He added that these reports should be in the appendix of the report.

NEEAC member Anne Stephens suggested adding vignettes to the bulleted recommendations in a separate box on the document. Kelly Keena asked the group if they thought it would be useful to use vignettes next to the recommendation followed by background and rationale. Richard Gonzales added that the vignettes are contemporary, useful and everything to the final report. Kelly proposed that in the second round of review of the document to have members develop a vignette for the recommendations. Kelly asked the group if one vignette per recommendation was appropriate. Mark indicated that perhaps a template of what information would be contained in the vignette would be useful to the group. Anne Stephens offered to send the group a sample of a vignette. Kelly Keena indicated that she would review the documents presented by the writing groups and then present the materials to the editing team. The documents would include the background and rationale for the recommendations.

Next Kelly asked for input regarding the two sections of recommendations. Kelly reminded the group that the sets of recommendations were put into a logic model by Mark and Angie at the Denver meeting. The next section will be the bulletin outline. Further discussion included the international models and what that meant in terms of implementation at the national level. Richard Gonzales commented that the international component is very diverse and includes nonprofits from Canada and Mexico. In addition he added that the United States is not even close in terms of what other countries are doing with climate change education and curriculum development. Richard added that the international component was only looking at Mexican American students in the border region or in California. The view is both economic and racially diverse. The international component is multidimensional from the underserved population. Mexico is an international component that deals with tri-lateral and the programs that are in place at the EPA.

Caroline Lewis stated that adding a section on the International and global community could be a possibility. Caroline indicated that adding environmental literacy is “trying to play dictator to the world.” Caroline added, that part of the conversation should be what is the role of America in leading and collaborating with enough people who can speak to different countries and borders?

Kelly Keena stated that we have three pieces international, leading and collaborating and best practices. Scott Frazier made a motion that the international piece be moved to the community group section. It was seconded by Mark Kraus and the motion carried.

Kelly also added that discussion should be held regarding the communication and importance and impacts of communication in environmental education. In the number four recommendation within the category of leadership, the activity would be to communicate positive outcomes through compelling storytelling to the public. A question was posed to the NEEAC in terms of whether this part of the recommendation stands alone. That is, supportive message transition, reaching new audiences, short term impact for a communication plan and collaboration with EPA offices across the country and EPA leading interagency collaborations.

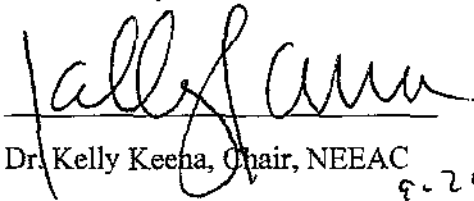
Mark Kraus indicated that he thought it was a standalone recommendation. Mark added that the idea is to “highlight really good projects and show what they are doing and how they are doing it. Regional offices in the EPA should be talking to one another and have the same definition of what environmental education is and where the funding should go. “

Kelly called for a vote on both things. Mark made a motion to "keep communication as a separate and important part of the overall report." The motion was seconded by Caroline Lewis. The motion passed. A question was asked about the date for the next meeting. Javier Araujo, (DFO) indicated that it was scheduled for Friday October 8<sup>th</sup>.

Kelly asked that comments be sent to her and then she would forward to the editing team. The meeting was adjourned at 4:06pm.

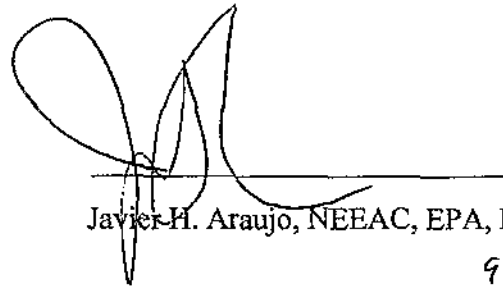
We hereby certify that, to the best of our knowledge, the foregoing meeting summary is accurate and complete.

Submitted by:



Dr. Kelly Keena, Chair, NEEAC

9-25-2014



Javier H. Araujo, NEEAC, EPA, DFO

9-25-2014