Meeting notes

These notes summarize the activities conducted the third learning community session. This document is also available on the CollabEval Yahoo!Groups site.

Welcome, Introductions and Recap

Jack began by sharing a slide that presents data from a longitudinal survey that is conducted annually by UCLA’s Higher Education Research Institute¹. The survey reveals trends in the attitudes and behaviors of entering freshman across the country; this slide shows their long-term intention to become involved in programs to clean up the environment. The spikes in interest that came after Earth Days 1970 and 1990 were not sustained – this encapsulates the challenge for environmental educators in seeking to impact people’s behaviors.

Jack then provided a recap of the first two learning community sessions (see notes on the CollabEval group site) and an overview of the afternoon’s agenda. The first two sessions focused on building a common base of knowledge covering such topics as:

- The Current State of Bay Area Environmental Education
- What needs to change? Conditions underlying environmentally responsible behavior

¹ Source: “Citizenship and Spirituality Among College Students: What Have We Learned and Where Are We Headed?” presentation by Linda Sax
- What do we know about effective practices that promote environmentally responsible behavior?
- Overview of Logic Models as tools for planning, learning and evaluation

This session is the first of two sessions focused on building a collective logic model of how environmental education providers can work on a regional basis to promote environmentally responsible behavior.

Participants introduced themselves and offered thoughts on what they’d like everyone to keep in mind as logic models are drafted. Several folks referred to the piece\(^2\) by Doug McKenzie-Mohr on what social marketing research has demonstrated to be effective in fostering and maintaining behavior change, citing factors such as prompts, convenience, written commitments, and creation of norms. Participants also mentioned: the need to tailor education to target specific behaviors\(^3\) and specific audiences, the need for a common language among EE providers, the need to bridge/connect/sequence programs both in and out of school, and the need for EE to be culturally relevant and inclusive.

**Logic model development**

The group reviewed the learning community’s long-term vision for Bay Area regional environmental education:

 increased environmentally-responsible behavior, that is, behavior that consciously seeks to minimize the negative impact (and maximize the positive impact) of individual and community actions on the natural and built world.

Participants then met in three small groups to draft logic models using a workbook (this document is also on the CollabEval site) that guided consideration of underlying conditions and the development of appropriate program strategies and short-term outcomes.

After nearly two hours of work, the draft logic models were presented by each of the small groups.

---

\(^2\) Fostering Sustainable Behavior: Introduction to Community-based Social Marketing, [http://www.cbsm.com/Chapters/introduction.htm](http://www.cbsm.com/Chapters/introduction.htm)

\(^3\) For information on how this is approached within the field of biodiversity education, see [http://www.bioednet.org/education.html](http://www.bioednet.org/education.html).
**Conditions**

- EE is not culturally inclusive: environment too narrowly defined and not culturally relevant
- Lack of collaboration. Not enough connection across organizations/programs to provide a continuum of experiences
- Lack of professional development and research that ties EE to academic standards

**Inputs**

**Strategies**

- Tap into existing community networks
- Do collaborative community projects
- Diversify EE workforce
- Collab with other educational movements
- Link on- and off-site experiences
- Make stronger connections between schools & communities
- Align local EE programs with standards, within and between programs
- Develop a continuum of experiences for EE participants

**Outcomes**

- A collaborative system of community and educational partners
- A diverse workforce
- Teachers have broader access to resources (prof devlopt and funding) that tie EE to standards
- Programs representative of communities
- Participants have deeper, richer experience through an educational continuum
- Community and educators have an understanding of a broader definition of environment

**Impact**
GROUP TWO

**Conditions**

EE seen as too narrow...
...doesn't resonate among
broad public
...lacks broad definition

**Inputs**

Rich variety of programs offered by wide variety of providers including EE, health, community orgs, schools, business and government

**Strategies**

- Advocate around strong case/message using media, appropriate to target audience and culturally inclusive
- Relate EE to quality of life
- Diversify EE providers
- Share best practices, research
- Provide relevant professional development: linkages among programs, cultural competencies
- Engage community partners in other fields. Organize collaboration in program delivery: Bay Area wide EE collaborative

**Outcomes**

- Common language
- Common evaluation
- Develop best practices
- Develop definitions of envt
- Develop quality of life messages
- Build capacity to achieve outcome
- Reduce consumption
- Conserve and preserve natural resources
- Improve access to healthy foods
- Improve access to public transportation
- Adequate resources for schools

**Impact**

Improve quality of life for generations
Increase environmentally responsible behavior
GROUP THREE

**Conditions**

EE seen as too narrow
Not enough focus on behavior change toward responsible environmental behavior

**Inputs**

**Strategies**
- Develop user friendly evaluation tools for EE providers
- Figure out the right language to reach a multitude of audiences
- Disseminate messages through a variety of communication networks
- Collectively strengthen the ability of EE community to affect specific behavior outcomes: barriers/incentives/measures
- Broaden EE to include quality of life via partnerships, culturally inclusive messaging, and convenient behaviors that relate to everyday life
- Link formal, nonformal, public and community education

**Outcomes**

Alignment to standards of best practices
Unified message --> greater influence on public
Greater adoption of specific behaviors

**Impact**
The program strategies were then synthesized as follows:

1) Develop core EE message  
   a) To reach multiple audiences  
   b) Disseminated through multiple media
2) Diversify EE providers  
   a) Increase cultural competency  
   b) Delivery, org change, empowerment
3) Address specific behavioral outcomes (cf: Social Marketing) in EE curriculum  
   a) Best practices  
   b) Professional development
4) Develop continuum to enrich learning experiences through EE
5) Reach out/engage community partners  
   a) In formal and nonformal ed  
   b) Existing community networks  
   c) Link on- and off-site  
   d) Community-based projects (engagement and relevance)
6) Promote EE collaboration  
   a) Continuum  
   b) Share best practices
7) Broaden EE to include quality of life  
   a) Emphasize convenient, day-to-day behaviors
8) User-friendly evaluation tools
9) Align EE with standards

Next steps and Closing

The next meeting will be on October 20 at the Headlands Institute.

Jack will distribute meeting notes and then work with the steering committee to refine the strategies and develop a combined logic model for discussion at the next learning community session.

The session closed with a quick evaluation.

<table>
<thead>
<tr>
<th>Plus</th>
<th>Deltas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group work</td>
<td>Not enough time: Focus on conditions and strategies only</td>
</tr>
<tr>
<td>Specific assignment</td>
<td>Challenge of condensing knowledge in large group (synthesis at end)</td>
</tr>
<tr>
<td>Setting (SF Zoo Ed Center)</td>
<td>Small groups too big</td>
</tr>
<tr>
<td>Reading assignment</td>
<td>Composition of small groups</td>
</tr>
<tr>
<td>Convergence of understanding conditions</td>
<td>Assign funders, too</td>
</tr>
<tr>
<td>Cumulative knowledge sharing</td>
<td>Too abstract: use game/activity to make more concrete</td>
</tr>
<tr>
<td>Composition of small groups</td>
<td></td>
</tr>
</tbody>
</table>