What are your desired outcomes for a Utah ELP?

- Every person understands their connection to the environment. That people are part of the environment, not separate.
- Inspire a sense of curiosity and wonder about the natural world.
- That the ELP be as equitable across the state as possible.
- Incorporating labs -- outside and inside. -- Integrating visual, listening, and hands-on aspects.
- Mentorship integration -- community partners and academic professional workshops.
- Increased funding to assist school in providing outdoor and other EE opportunities.
- Additional greenhouses, gardens, hydroponics and related maker spaces which encourage environmental learning.
- Connection to recycling and reuse.
- Student comprehension of biomes and the water cycle.
- Industry involvement/reel world application.
- Applicable to various audiences (formal and informal) and encouraged alignment (partnerships) between the two.
- Increased formal and informal partnerships for EE.
- Every student to be encouraged/able to take action to care for the environment.
- Students understand their connection to the natural world and have the content knowledge to make informed decisions.
- Every student understands the fundamentals of the scientific method.
- Standards build on each other from year to year -- not just separate information to learn.
- Commitment to quality.
- Top down support from USBE, principals, etc.
- Practical to implement.

Every student will know how to perform simples tests for air and water quality.

Every graduating student to understand their impact on their environment.

Students understand the way they can influence environmental decisions -- i.e., how youth have shaped the progress to protect the planet and its inhabitants.
What are your desired key topic areas or areas of focus for the ELP?

- Mirror science topics from SEEd standards
- Gaining of knowledge about the overall environment, Utah-specific issues and aspects
- Utah biomes
- Watershed
- Climate Control
- Recycling/Reuse
- Air Quality
- Technology and the environment
- How tech has an impact on the environment, & can support solutions. Thinking about things like solar panels...
- GIS mapping
  - Coding, invention, innovation - utilizing these skills specific to the environment
- Life cycle of consumer goods
- Education about consumer choices - where does our stuff come from?
- Organisms biology
- Responsible enjoyment of the environment
- Individual responsibility and action
- Traditional Knowledge
- Basics of landscape ecology and how resources move throughout.
- Why bugs matter!
- Environmental Career Options
What information about your region of the state should be included in an ELP?

- Generally, how climate change impacts different regions.
- The importance of integrating Traditional Knowledge and Native American Literacy into the ELP.
- Transportation and the environment.
- Urban and Rural - differing and similar impacts.
- Colorado plateau: Uranium mining and milling and its legacy and continued impact.
- Dark Sky %s: Types of federal, state, and tribal lands that exist in Utah. How they become protected and what their protections mean.
- Western Wildway and Spine of the Continent.
- INVERSION: Air quality generally -- ozone, pm 2.5, pm 10, fugitive dust.
- Great Salt Lake: Great Salt Lake Ecosystem -- the importance of its health and environment to people, wildlife, and the greater region.
- Water Use/Drought.
- Snowpack (not just for skiing).
We want to ensure this process is inclusive. Who else should we reach out to? Where possible, provide contact info.

- 4-H, Deb Ivie, STEM Outreach Coordinator for Utah, deborah.ivie@usu.edu
- UEN Jenn Gibbs, jgibbs@uen.org
- Jamie Caring, science teacher at San Juan School District, jcarling@sjsd.org
- Nalini Nadkarni, <nalini.nadkarni@uta.edu> Professor at the U -- started a Nature and Human Health-Utah group
- Division of Indian Affairs 801-715-6702, jtoledo@utah.gov
- Division of Multicultural Affairs
- Braidan Ute Land Trust - braidan@utelandtrust.org
- Division of Arts & Museums—bring in the arts
- Industry: thinking broadly about partners for both content & sponsorships
- Early Childhood education
- Katie Ricord Utah Association for the Education of Young Children, kricord@uaeyc.org
Some states have ELPs, some have Environmental Literacy & Natural Resource Plans. What are your ideas for what Utah's ELP should be called, if any?

- Our Utah, Our Environment
- Utah's Environmental Stewardship Plan
- Red Rock to Wasatch Literacy Plan
- Building Utah's Environmental Future
- A Plan to Foster Utah's Environmental Sustainability
- Path to Summit Utah's Environment
- Roadmap to Understanding Utah's Environment -- (roadmap has been a word latched onto by the Governor, Kem Gardner Institute -- could be complimentary)
- UTEL (Utah Environmental Literacy)
- Red Emerald Education (Red emerald project is something from the Utah Office of Tourism efforts to explore the gems of Utah -- beyond the national parks.)