

3-4 Notes: (14 Participants – 3 groups)

1. What are your desired outcomes for a Utah ELP?

Adequate access/resources in all areas – equity

Creates space for all to feel empowered (2)

Focus on advocacy (s)

Focus on standards

Interdisciplinary

Think environment in every aspect of our lives, familiarity and comfort with natural world

Get teachers involved, give them tools to teach effectively about the environment (3)

Make it across all subject areas

Accessibility/inclusion

Accuracy and consistency of information

Create an EL community

Leveraging each others' assets

Engaging, interactive, interesting, diverse delivery of the content

Emphasis on what is doable as an individual

Waste stream diversion conversations

Voting/government literacy that impacts environmental regulations and standards

Effective marketing

More learning without walls

A concerted effort toward adult education

Development of standards-based skills across the curriculum

Students feel there is hope in solving environmental problems

A focus on local issues impacting lives

2. What are your desired key topic areas or areas of focus for the ELP?

Equity/Environmental Justice

Ecological literacy (3)

Conservation

Sustainability on an individual level (3)

Place based

Urban nature

Different EE platforms outside of STEM

History – indigenous cultural norms, practices, medicine, etc.

Incorporating trauma informed care and holistic health into the education piece

Climate change

Bigger shifts in behavior and action

Waste reduction, understanding of reuse/2nd hand goods as part of circular economy

Advocacy – and the fact that it isn't a dirty word

Apolitical understanding that environmental issues affect folks across the board

Cultural and economic sensitivity to sacrifices we make for environmental good

3. What information about your region of the state should be included in an ELP?

Urban/rural interface

Different value systems

Free open spaces in readers' own neighborhoods

Places to go (zoos, nature centers, trails...)

Water conservation and water issues across the state (5)

Wildlife conservation

Fire responsibility

History of best practices, including indigenous

Environmental Justice

Consumption awareness

Good stewardship

Diversity of Ecology

Urban nature

Recycling, landfills

Great Salt Lake

Fragile and important desert ecosystem

Agricultural areas

4. We want to ensure this process is inclusive. Who else should we reach out to? Where possible, provide contact information.

Navajo nation, indigenous populations (3)

Coach Juan (et al) from Hartland

Adult education like Osher lifelong learning at the U of U (2)

Glendale

South Salt Lake

Teachers, students, parents, school board members

Sierra Club Utah, HEAL Utah, etc.

Researchers at universities across the state

Low income urban communities, finding out the barriers to env. literacy and education resources

Folks in apartments

Great Salt Lake keeper?

Municipal Youth and Family Services, as not all education happens in schools

Utah State Board of Education

Jordan River Commission – Aimee Horman or Soren Simonsen

Church of 3C of LDS

University neighbor partners

Accessibility and social responsibility for people with disabilities, utilizing other organizations

All schools open to being resourced

Local universities

Jessica Kemper @ U or U Sustainability Office

Platform for all operators/organizations working in this space

5. Some states have ELP's, some have Environmental Literacy and Natural Resource Plans. What are your ideas for what Utah's ELP should be called?

What do other states call it?

Short and not scary

Minimize acronyms

Look at words that resonate with the public. The Nature Conservancy did a study on what words work for engagement.

You down with ELP? (Sorry – child of the '80's...)

ELP is boring, anything other than ELP, ELP is also the name for the gifted program in elementary schools
(3)

Themes: cycles, circles, systems

Utah ELP: Surviving and Thriving in the Desert