



Kitsap E3 Regional Plan

I. Submission Information

Who submitted this E3 Regional Plan Template for your Region?	
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Which regional groups signed off on the plan?	
Steering Committee Y [] N []	Advisory Council Y [] N []
Did the people in your regional network have the opportunity to comment on your plan draft before it was finalized?	
Summit Participants Y [] N []	Others in the Network Y [] N []
How many people in your overall network?	Have you submitted a contact listing to the EEAW office? Y [] N []

This report was compiled by the following individuals:

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- Ray Cramer, IslandWood
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- Joleen Palmer, Stillwaters Environmental Education Center
- Dana Coggon, Kitsap County Noxious Weeds Program
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II. Vision for Kitsap Region

Below is a summary of the “Envision Kitsap 2025” activity from the Kitsap E3 Leadership Summit held November 27, 2007 at Kiana Lodge in Poulsbo.

Vision Statement/s

Overall Vision Statement for Kitsap County

In 2025, Kitsap County will have a vital, sustainable economy marked by a diversity of locally owned businesses and opportunities for green-collar employment that attract a viable workforce to the community. Thriving communities will exist where citizens and community leaders demonstrate progressive attitudes toward environmental issues, health, and life-long learning. New (mixed-use, affordable, high density) and existing neighborhoods will integrate clean technologies, renewable resources, and reduction of waste resulting in a reduced carbon footprint for the county. Community gathering spaces where people can live, work, and play together will support cohesive communities. Existing landscapes will be rejuvenated and preserved, thereby creating a balance between agricultural, recreational, and natural zones that promote clean fresh water and air through aquifer protection, water conservation, better stormwater management, and emissions reduction.

Summary of Vision Statement from the Leadership Summit

Our vision for Kitsap County’s economic landscape in 2025 is:

- Economic vitality that is marked by sustainable growth measured by the triple bottom line
- A diversity of locally owned businesses that provide equitable access to living wage “green” employment
- The opportunity to utilize telecommuting on a regular basis in Kitsap.

Our vision for Kitsap County’s human landscape in 2025 is:

- A government that serves as an accessible, trustworthy leader that facilitates collaboration between stakeholders
- Thriving communities characterized by people who work, live, and play together
- People demonstrate progressive attitudes towards environmental issues, health, and simpler living
- An education system that fosters life long learners that value the environment and support educational centers

Our vision for Kitsap County's infrastructure landscape in 2025 is:

- Kitsap County's carbon footprint will be reduced with clean technologies, greener transportation and utility options
- Over 50% of energy used in Kitsap County will be from renewable resources
- Sewage and waste management systems will reduce waste and produce useful by-products of methane, reclaimed water and biosolids

- Mixed use neighborhoods where services are within walking distance
- Affordable, green built, high density homes integrated with accessible open spaces
- Revitalization of existing urban areas

Our vision for Kitsap County's natural landscape in 2025 is:

- Maintain and strengthen the natural ecology and beauty of Kitsap County by enhancing existing landscapes with native vegetation, integrating agricultural zones for local food supply, and networking these to existing natural sites that need rejuvenation
- To promote clean fresh water and air through aquifer protection, water conservation, better storm water management, and automobile reduction
- Increase public park active and passive recreational opportunities through accessible community meeting and gathering spaces, land and water trails

II. Attributes of an Environmentally Literate Citizen

The following is a summary of the results of the “Heads, Hands, Hearts” activity from the Kitsap E3 Leadership Summit held November 27, 2007 at Kiana Lodge in Poulsbo.

In Kitsap, the environmentally literate citizen recognizes the results of cumulative actions and knows that small acts create big changes. He or she believes the actions of each individual collectively can accomplish this vision of Kitsap. This citizen considers themselves part of the solution and has confidence in their ability to make a positive difference and that one person can make a change. He or she believes in future possibilities and has a clear vision for a healthy future. He or she has the will to make necessary changes; he or she understands the benefits of making environmentally conscious choices. This ideal citizen has self worth and knows their personal assets/value, feels good about themselves and others, and has a sense of purpose. He or she is dynamic, able to recruit others, motivated, resourceful, community spirited, and knows how to implement positive change. The environmentally literate citizen has a seventh generation philosophy – “we borrow the earth from our children”; he or she values the future, not just the present. In short, this person accepts personal responsibility for making a positive difference today.

Collaborative

- Team-oriented with the organizational ability to build partnerships – knows how to connect and align people, interests, and economy (integration)

Creative & Critical Thinker/ Innovator

- Forward thinking with an awareness of their global as well as local impact
- Has the courage and creativity to develop more effective solutions, to think beyond the norm or status quo
- Evaluates consequences of actions before acting

Economic

- Understands the full cost, both immediate and environmental, of decisions made and the resources used
- Comprehends that a healthy economy is critical to environmental conservation and a healthy place to live; includes awareness of alternatives to a money-based economy, competitive “green” businesses, and the world market
- Has knowledge and access to living wage jobs and is able to make a living that sustains their family, which gives the economic freedom to make environmentally beneficial choices and to support those who cannot afford sustainability

Educated

- Is a cooperative, open-minded and adaptive educator by example, who seeks opportunities for lifelong learning
- Has a well-rounded and balanced education (formal and non-formal) that includes: reading, writing, speaking, and listening skills; literacy in math, science, social science, psychology, and history; access to both career and life skills education
- Optimized school resources make all education environmental (instill a cradle-to-cradle thinking) and provide a publicly-funded education that includes a means for them to become an environmentally sustainable person
- Values innovative education: hybrid teaching environments including home, online, and community learning centers in addition to typical K-20 educational institutions
- Knows the importance of unplanned or unstructured activity in the outdoors—values experiential learning

Effective Communicator

- Facilitates effective and engaged communication (verbal and written) with all ages, cultures, and perspectives – practices deep listening with heart, speaks clearly, reads with comprehension
- Able to write clearly to a specific audience and can articulate knowledge about the environment to others (can explain the connection between our actions and environmental health)

Environmentally Aware

- Aware of the complexity and urgency of environmental issues
- Sees the value of the environment in their life and knows how to make choices that have neutral or positive impacts
- Understands environmental concepts including “downstream effect”, “ecological footprint,” seventh generation philosophy, and ecosystem services

Interconnected

- Thinks systemically (i.e., web of life) and appreciates the interdependency among people, communities, and the environment
- Understands humans reliance on the environment (i.e., where our resources come from and where they go when we are done with them), and that our survival depends on the survival of the planet

- Has equal respect for all life and empathy/concern for the welfare of the natural world as well as the human condition

Involved in the Community:

- Demonstrates values through action (i.e., public service, volunteering with community and grassroots organizations), then educates and inspires others to do the same

Leads by Example

- Successfully leads own life before leading others; models stewardship and instills inspiration/motivation in others
- Makes decisions based on what's best for the community and is well respected for integrity and impartial concern for the public good
- Is service oriented and has made a shift from rights of individual to responsibilities of citizenship

Politically Active

- Is political savvy – knows how government systems work and how to impact the political process – understands the political policies and procedures to participate in local government planning, decision making, and effect political change
- Believes in civic engagement and the responsibility to vote; seeks opportunities to be involved/work at all levels of government to ensure environmental interests are represented
- Knows what is needed of government for the environment; influences politicians to make decisions with long-term benefits beyond their own political lifetimes

Problem Solver

- Has good conflict resolution skills that lead to sound solutions
- Takes initiative to find the right resources for the right problem
- Has management/organizational skills

Respects Nature

- Has a passion for plant/animals; serene, wild places; and values time in the outdoors
- Knows how to live with nature while preserving it
- Feels connected to outdoor places/their environment, bay, creek, watershed, ecosystem, community

Self-Aware

- Practices self reflection; has self-knowledge of personal assets and shortcomings, and is not afraid to seek out balance
- Has respect for self, family, neighborhood, community, country, and world
- Has courage born of hope even in the face of threats (limited resources)
- Embraces the Japanese concept of “gaman,” (patience and persistence) and understands that dreams are long term if not a life-long goal

Sense of Place

- Connects with nature/participates in the natural environment in their own way by going outside, being involved in hands-on projects to protect, enhance, or restore our environment and community

- Has a working local, “in the field” knowledge of ecosystems; knows the names of plants and animals in nearby woods and wetlands
- Experiences nature personally, gains environmental awareness through observation and develops a local sense of place that leads to a passion/concern/awareness of current and future global issues
- Invests in Kitsap as if this is where they want to live their whole life

Sustainability

- Knows how to establish a sustainable and economically prosperous community based on a sound, clean environment
- Knows how to evaluate the sustainability of their lifestyle, how to make changes, and which businesses to support based on sustainability and responsible stewardship
- Has skills to be more self sufficient, specifically with respect to food production and making living spaces more environmentally friendly
- Values locally produced goods (food and non-consumables)

Technology

- Competently uses technology for communication
- Knows how environmental technologies can be used to help sustain a healthy planet; understands the value of clean technology and resource efficient processes; and is familiar with successful models

Values Diversity

- Recognizes the strengths of diversity in other cultures, ethnicities, races, religions, levels of learning, affluence/economic status, and abilities to contribute to the community
- Feels empathy for others that are in different stages of life and different cultural and economic places
- Has a passion for justice and social equity

Values relationships and community involvement

- Is informed about the range of community core issues, including political/social movements and environmental challenges surrounding the community, and knows how to seek help
- Needs to be part of a community and feels morally responsible to care for the needs of their neighbor; values community improvements by supporting funding measures
- Knows how to form powerful partnerships; builds an extensive network of community support – person to person; active in the community to create places for people to gather; supports small locally owned businesses; makes the most of the military presence in the county – education, leadership, and money

Other

- Knows how to make VALUE decisions on natural, fiscal, and human resources
- Possesses knowledge of and belief in environmental justice not just economic justice
- Is physically fit to enjoy outdoors. Not afraid to do manual labor
- Knows how to use mass transit
- Lives in harmony with the earth; nature is not something to be conquered

III. Regional Sector Strategies

This Section of the Regional Plan has been filled out for each sector: PreK-12, Higher Ed., Media & Communications, and each Non-formal arena. For each sector, there is a summary of what was discussed at the Kitsap E3 Leadership Summit in relation to the Lay of the Land, Challenges, Opportunities, Goals and Strategies.

Sector Name:	PreK-12 & Teacher Education – Formal Education
Regional Sector Leads:	Ray Cramer, Debbie Thomas, Val Koehler, Pat Kirschbaum
Summary or Abstract of Regional Sector Strategy	
<p>Kitsap County’s environmental education regional overall goal for PreK-12 and teacher education is to fully incorporate environmental education in PreK-12 schools and teacher training programs. Educators in the region believe that environmental education belongs in every grade level and in most if not all subject areas. Programs and teacher training need to be fully funded and available to all students regardless of income. There are many excellent environmental education programs in the region and an existing umbrella organization, Kitsap Environmental Education Programs (KEEP). KEEP will do much to facilitate completing goals and strategies for the region.</p> <p>The priority goal to support this overall regional goal is to offer professional opportunities and resources to teachers that will facilitate educating students in environmental education. Strategies to do so include offering summer training to teachers, focusing on place based learning; providing educational kits for classrooms; providing grants for transportation of classes to environmental events and creating an opportunity for teachers to develop an information network about environmental education.</p> <p>A second goal is to better link formal and non-formal environmental education. A survey will be conducted to assess needs of teachers and create an advisory committee to assure the quality of environmental education in our region. A listserv will be created as a communication tool. A clearinghouse of programs and materials will be available to teachers that will include an imbedded system where teachers can rate programs they’ve had in their classroom. In addition, these programs and materials will be aligned to the Science Grade Level Expectations (GLEs) produced by the Office of the Superintendent of Public Instruction (OSPI) to ensure that teachers are simultaneously teaching key environmental concepts and also preparing students to successfully complete the science WASL at grades 5, 8, and 10. These ratings will be available for other teachers to see as well.</p> <p>Another goal is to support school administrators to incorporate environmental education into their schools and districts. Strategies are to create a better link between the Environmental Education Association of Washington (EEAW) and administration</p>	

associations at the state and local level. Steps will be taken to educate administrators and school boards about environmental education tools and the need for continued funding of programs. Parental involvement will be encouraged in order to increase their advocacy for environmental education.

Lastly, research and availability of assessment tools regarding environmental/sustainability education will be communicated to teachers through the listserv. Educators will be invited to an annual discussion of assessment tools and opportunities.

These goals and the strategies to meet these goals will provide the Kitsap County region's educators with the tools and support to provide all students with the environmental education needed to become exemplary stewards of the environment.

Lay of the Land

Environmental education in Washington schools is an unfunded mandate and not fully implemented and is thus occurring in a piecemeal fashion. Environmental education, including stewardship, critical thinking, and hands-on learning, needs to be seen as a life-long learning experience before it can be fully integrated into multiple grade levels and subject areas. To be fully continuous, experiences must begin at a younger grade level and then be built upon appropriately as students become more skilled. To have a successful environmental education program, students need to participate in environmentally investigative projects that include as many curricular themes as possible.

Money and time are needed for teacher training across grade levels and subjects. Many felt that current programs were focused at the secondary level and more needs to be happening in the younger grades within each district where there is greater opportunity for cross class interaction. In order to feel more comfortable with environmental education, teachers need to be provided with opportunities to learn how to incorporate environmental education into other disciplines and to connect with other professionals to form partnerships that broaden educational experiences and cross training. Curriculum needs to be adjusted so that GLEs and WASL testing specifically address environmental education, making incorporation into the classroom easier. It was suggested that money used to purchase text books may be better spent on environmental education with hands-on learning, outdoor experiences.

Funding to support a strong link between communities and schools is an issue, and the burden is on teachers to find resources. It was also felt that some communities do not understand or value the concept of environmental education. Therefore, by involving and educating the community, people would then see the value of environmental education and be more willing to support it.

There is uncertainty about where to start when developing partnerships and how much time investment would be needed. Teachers need to be provided the time to use business and community partnerships to their fullest extent. A list of community members and professionals who are willing to come and share information and learning experiences in the classroom would be a good resource.

Challenges

- Time and money were equally considered the most critical and challenging components of environmental education in Washington
- With the strong focus on the WASL, curriculum is focused on GLEs, which do not fully incorporate environmental education
- Administrators do not always see or are not aware of the value of EE when teaching other disciplines besides science—i.e. math, reading, etc.
- If something is not mandated, some district and school leaders may not support
- High performing schools teach not to the WASL, but to the child as a whole. There needs to be incentive for other schools to follow this method
- Funding and time restraints were cited as challenges faced when trying to incorporate environmental education into the classroom
- There is no easily accessible database that provides better networking between teachers and information on standards, models, methods, and contact information for others who have developed lesson plans or models
- Science training in university programs do not do enough to involve elementary teachers in environmental education
- Students in schools serving low-income families have fewer chances to experience environmental education because of inequities in resource allocation. Outdoor education is limited in these schools. Even non-profit institutions that offer scholarships are often too expensive, leaving poor communities to struggle in finding affordable experiences for all students
- Regulations and district requirements often make field trips and other extended learning experiences too difficult, therefore lessening such opportunities

Opportunities to Build From

- The development of a well funded environmental education strategic plan that highlights outdoor learning and community involvement at every grade level was considered the single most important opportunity
- Educators are making progress on “the basics” of environmental education through approaches that include curriculum integration, applied science, and field trips. Emphasis should be placed on how those that are making progress can communicate effectively with other teachers to let them know their experiences and what worked and didn’t work
- For Kitsap County-specific opportunities, groups highlighted the integration of subjects to include environmental education and partnering with local governments and other professionals



- Not everyone is aware of the resources that are available in the community. It was agreed that a comprehensive list of models, including contact information, be provided for all teachers who are non-CTE educators
- There needs to be more support for environmental education in all learning experiences
- The science WASL may allow more opportunities to incorporate environmental education, although it would take a greater effort and environmental education is not a subject tested on any science WASL
- Some felt no connection to LASER and a few had never heard of it before
- There was some acknowledgement that a “cultural shift” is happening, and more people are becoming aware of the need for environmental education
- It was suggested that an outside campus be developed to allow easy access and encourage teachers to incorporate environmental education on school grounds



Regional Goals and Strategies: PreK-12 & Teacher Education – Formal Education:

<p>Goal 1: Equip educators with the professional development authorities, opportunities and resources necessary to educate students to become environmental stewards.</p>
<p>Rationale: To provide teacher candidates with the incentive to get the training needed to provide quality environmental education, an endorsement in EE is needed. Furthermore, teachers and administrators who received professional development through field-based environmental education programs will be increasingly in demand in schools and school districts in the years to come. Practicing teachers and administrators will be more effective in delivering a world-class education if they receive ongoing environmental education professional development opportunities and resources.</p>
<p>Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)</p>
<p>1a. Provide local summer training sessions for particular grade level teachers on specific content--trees, water, habitat, etc. Provide incentives for classroom usage of content. Content of trainings are to emphasize “Project Based Learning”.</p>
<p>1b. Provide teaching kits for classroom use that are developmentally appropriate, student centered, and complement what is already being used by the school district.</p>
<p>1c. Provide grants for transportation to environmental ed events and/or outdoor field trip sites for public and private schools.</p>
<p>1d. Create a group of passionate, locally based environmental education teachers to develop an integrated curriculum (reading, writing, math, environmental education, social studies); provide teacher training on the curriculum developed.</p>
<p>Goal 2: Support administrators to incorporate environmental education into their schools and districts.</p>
<p>Rationale: Professional development for formal educators often focuses on teacher candidates and in-service teachers. School district superintendents, curriculum coordinators and school principals should also be provided with programs and opportunities to develop perspectives and competencies to support teachers delivering EE curriculum to students. In addition, most school board members are unfamiliar with model environmental education programs and educators in their districts and would benefit from regular updates about environmental education and recommendations for their support.</p>
<p>Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)</p>
<p>2a. Encourage a better link between EEAW and administrator associations at state and/or regional level to encourage sharing of information and research regarding the value of EE in the classroom</p>
<p>2b. Local formal and nonformal environmental educators work together to present information to administrators and school boards about the opportunities that environmental education provides for increasing achievement</p>



2c. Involve parents in environmental education (as volunteers, chaperones, etc.) to increase advocacy for EE to school boards/administrators

2d. At a state level, have OSPI develop alignment of Grade Level Expectations (GLEs) in reading, writing, math and science through environmental education

Goal 3: Provide partnership programs linking formal and non-formal environmental education.

Rationale: One of the fundamental tenants of environmental education is that it links student learning and community resources. While there are excellent examples of the successful partnerships between teachers, schools and community-based organizations, businesses and agencies, these are not modeled on a wide scale. Quality assurance initiatives such as certification programs (professional development, assessment and certificates) for both formal and non-formal educators would enhance the competencies and qualifications of those who work within these partnerships.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

3a. Create an advisory committee with the intent of linking formal and non-formal education programs providing education standards and investigating models of quality assurance of environmental programs.

3b. Create communication between and among non-formal and formal educators via a listserv, wikimoodle, or similar technology to build/share GLEs, best practices, resources, field research opportunities, etc.

3c. Provide a clearinghouse/database of non-formal environmental education programs for educators through the EEAW web site. Include an imbedded EE program evaluation system accessible to teachers as part of the clearinghouse. This evaluation system would provide an opportunity for teachers to evaluate/review non-formal ed programs and access evaluations and reviews of other teachers who participated in these programs. This is seen as an alternative to a certification program, which could be costly and difficult to administer.

3d. Survey educators about environmental education needs in the classroom to ensure non-formal programs are meeting teacher needs.

3e. At a minimum provide teachers with a resource list of community members and professionals who are willing to come and share information and learning experiences in the classroom.



Goal 4: Conduct and communicate research and assessment about environmental/sustainability education program.

Rationale: Early research studies show that students benefit from using rigorous EE to develop their knowledge and skills of decision-making and thinking. As a result, students enjoy learning more, test better and demonstrate better behavior in school. Furthermore, teachers report greater job satisfaction and parents are more involved in schools that have infused environmental education. Further research is needed to demonstrate the efficacy of environmental education pedagogy and content for diverse learners. Results will help to promote and implement effective environmental and sustainability education programs, improve student achievement and inform public and private policy and funding decisions.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

4a. Provide an opportunity for teachers to become familiar with recent research and make these resources readily available through clearinghouse/listserv/website

4b. Provide interested educators an opportunity to meet annually to discuss evaluations, assessments and funding opportunities of environmental programs

Sector Name:	Higher Education – Formal Education
Regional Sector Leads:	Dana Coggon, Jeff Adams
Summary or Abstract of Regional Sector Strategy	
<p>All disciplines are dependent on the health of our ecosystem. Higher Education disciplines should incorporate core classes to address sustainability in our communities. Well-rounded higher education programs will assist students to see the relationship between what they are learning and how it effects the environment, the economy and our communities. Higher Education should connect students with businesses and community organizations providing “real world” experiences by:</p> <ul style="list-style-type: none"> ▪ Providing programs for educators to teach environmental ethics through practice in the classroom and in internships ▪ Compelling our campuses to be leaders in the areas of sustainable building and environmental practices ▪ Fully funding learning centers to provide educational expertise and internship opportunities as a bridge from our institutions to our community ▪ Create and use a consortium to coordinate Kitsap County educational resources to assure that none are underused and under funded. The North Snohomish, Island and Skagit County Higher Education Consortium (University Centers of North Puget Sound) could serve as a model 	
Lay of the Land	
<p><i>Education and Environment</i></p> <ul style="list-style-type: none"> • Kitsap has only limited higher education programs that provide a pathway for general environmental education certification and degrees • Kitsap County is home to noted educational resources that are not being fully utilized due to funding constraints. (Poulsbo Marine Science Center) • Smaller classes would allow students to incorporate environmental sustainability within other disciplines • Core classes should provide overviews of all ecological issues and have an internship component <p><i>Education Design for Sustainability</i></p> <ul style="list-style-type: none"> • CTE (Certified Technical Education) classes are needed to provide job related skills and connect sustainability concepts from the classroom to the community • Faculty members need to integrate ecological ideas across curricula, building a meta-level education design • Increase teacher’s interest in sustainability on all levels. Educators need to teach about responsible use of resources in all disciplines 	

Curricula

- Sustainability and environmental studies are related; there should be a holistic interconnected curriculum to educate the educators about sustainability
- Sustainability threads need to weave through all disciplines and schools (nursing, business, etc.), and need to be illuminated/underscored
- Link local opportunities (Clear Creek Trail and Stillwaters Environmental Learning Center, for example) to the school system educational activities

Challenges

Professional Development

The need to:

- Enhance faculty training outside their discipline taking into account that they are short on time and resources
- Establish infrastructures and funding to hire someone to develop practices and curriculums for classes
- Train faculty of all disciplines to integrate ecological, geological, along with geographic information
- Promote Kitsap County distance learning sites and internship opportunities
- Establish professional development opportunities in the community for students

Environmental Issues & Methods

The need to:

- Facilitate hands-on learning to complement use of technology tools
- Integrate environmental issues outside of environmental degrees, and provide connections between sustainability and democracy
- Teach responsible citizenship as part of sustainability (and/or teach sustainability as part of responsible citizenship)
- Provide expand localized distance learning courses. These courses need to incorporate more visual and hands on activities, not just be direct instruction

Connections and Partnerships

The need to:

- Create innovative learning opportunities that bring in non-profits and agencies to partner with the schools (i.e., Kitsap SEED Project)
- Communicate more with the Navy to get cohesive plans and share program information
- Help with funding and guidance to get every campus to be eco-friendly.
- Find the right “person/resources” to integrate environmental studies into curricula
- Help students who want to learn

Additional Statements

- Sustainability is a much broader concept than environmental education
- K-12 Education is Washington Assessment of Student Learning (WASL) focused, making it more difficult for higher education to introduce new environmental subject matter

Opportunities to Build From

- Awaken environmental awareness for policy makers
- Coordinate students in different areas to see how it is all related to the environment. Connect the businesses and the community to higher education
- Offer a community lecture series of different interdisciplinary courses to tie in E3 concepts more holistically
- Offer a general natural science core course that is focused on sustainability and environmental stewardship in our region
- Bring the financial resources in to higher education and make it easier for the faculty to integrate in to the course work
- Use the tools for Distance Learning and face-to-face course delivery. Three existing sites in Kitsap County --the Military, WSU Extension and Olympic College--utilize satellite and internet connectivity, but information technology is a fast-developing arena, and new opportunities continue to unfold

Regional Goals and Strategies: Higher Education – Formal Education

Summary: Most groups agreed in the value of the defined goals and that they are all connected and if one happens the others will intrinsically follow. All of the goals are interdependent, but it was noted that it would be beneficial to first educate the educators who will in turn educate the students. The implementation of the goals will take time money and a willingness of the educators to make some transitions in their individual curricula. There must be a standardized holistic systems approach curricula that provides structure and guidance for interdisciplinary educators who in turn challenge their students to look at the ecological bottom line. Environmental literacy must be an interdisciplinary component that is infused with current curricula. It is imperative that our campuses exemplify our ecological values and provide a location for students and faculty to see sustainability in action.

Two groups of participants prioritized the goals. One group was comfortable with the goals as they were ranked. The other group felt Goal 2 needed to precede Goal 1 (prepare the teachers first so they can prepare the students), and that implementation of Goals 2 and 3 could and should begin immediately. Both groups agreed that the product of Goal 4 was already available.

Goals & Strategies-Optional

- Develop a program to connect teachers, students, community members, businesses and community based organizations to address overall environmental issues.
- Find the money, time and infrastructure to make sustainability learning happen.
- Model behavior and practice values so youth are outside more and engaged in community service.



Goal 1: Expand and strengthen opportunities for undergraduates to learn about the Washington environment, its issues, and the emerging field of sustainability, especially in introductory and general education courses.

Rationale: Often composing a year or more of lower-division academic credit, general education coursework represents a significant opportunity for bioregional learning and civic engagement. Although often criticized for lacking in purpose or coherence, general education programs can be exciting, formative arenas where students explore complex issues and develop the integrative skills necessary for social responsibility.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

- 1a. Create more learning opportunities and incorporate the idea of a regional sustainable learning campus
- 1b. Promote and enhance current clearinghouses of information for educators to help standardize educational curriculum
- 1c. Create an E3 curriculum that has a holistic systems approach for our region

Goal 2. Create environmental and sustainability learning opportunities for faculty members.

Rationale: A grounding in natural and social systems is desired and needed for faculty members across the disciplines. Faculty and staff engaged in this work say they are eager to learn what their colleagues are teaching, not only on other campuses, but their own as well.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

- 2a. Provide interdisciplinary education opportunities for faculty members
- 2b. Make environmental literacy and sustainability a general education requirement for all disciplines
- 2c. Infuse environmental principles and values into all disciplines



Goal 3. Develop our campuses as bioregional learning laboratories, so students can both study and contribute to the care of the campus landscape and to sustainable campus practices.

Rationale: With roads, lawns, parking lots, classrooms and office buildings, eateries, and energy, water, and waste systems, campuses mirror the functions of small towns or cities. As functioning communities, college campuses have enormous potential as demonstration sites and local learning laboratories for students to understand ecological systems and sustainable practices.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

3a. Create a sustainable campus that sets the stage to model sustainable behavior and develops an understanding of ecological systems functioning and interconnecting

Goal 4. Create a clearinghouse for sharing environmental education and sustainability studies resources and teaching approaches.

Rationale: There are myriad examples of strong curriculum and curriculum/campus practice throughout the two- and four-year colleges and universities of Washington, but there are few mechanisms for sharing these approaches.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

4a. Use current clearinghouses (i.e. Environmental Education Association of Washington, Washington State University Extension, etc) to provide resources

4b. Use existing structures to facilitate “training the trainer” programs

Sector Name:	Family and/or Youth – Non-Formal Education
Regional Sector Leads:	Cynthia Bolin
Summary or Abstract of Regional Sector Strategy	
<p>Respondents had a split difference of opinion on the variety of offerings available in Kitsap County. Awareness is the major concern followed by too much duplication of environmental education and the public’s lack of time/luxury to enjoy environmental education programs. Terminology might also be an issue with awareness problems (i.e., outdoor education or recreation better received than environmental education).</p>	
<i>Lay of the Land</i>	
<p><i>Current Offerings</i></p> <p>Environmental education is currently offered to adults, youth, and families through a variety of venues:</p> <ul style="list-style-type: none"> • Outdoor learning centers (IslandWood, Stillwaters) • Recreational programming (park and recreation districts and businesses) • Senior/retirement communities • Faith-based organizations • Media • Internet • Public forums and lectures • Workplaces • Residential communities • Volunteer projects (United Way Day of Caring) • Businesses • Classes 	
<i>Challenges</i>	
<p><i>Duplication of Efforts</i></p> <ul style="list-style-type: none"> • Due to lack of coordination, the focus and missions of the various environmental education providers often overlap in some areas and leaves gaps in programming in others <p><i>Disconnection</i></p> <ul style="list-style-type: none"> • Socio-economic issues, transportation availability, time and language are all barriers to accessibility to environmental education to targeted populations (non-environmentalists), which disconnects them from opportunities • Many people react to current messaging efforts by feeling overwhelmed or apathetic • Population in Kitsap is transitional because of military. Many residents are new to the area and are unaware of the local issues • Many residents may simply be unaware of available offerings in Kitsap 	

Opportunities to Build From

Rich Diversity in Kitsap County

- A great diversity of opportunities for environmental education already exists in Kitsap
- The natural environment in Kitsap provides diverse environmental education opportunities

Growing Awareness of environmental issues

- Local businesses and organizations (i.e., The Kitsap Peninsula Visitor and Convention Bureau) are beginning to realize the benefits of offering “green” products
- Community leaders are beginning to recognize that many residents of Kitsap identify themselves as supporters of environmental issues
- Existing regulatory regulations provide incentives for environmental education and potential opportunities for partnerships



Regional Goals and Strategies: Family and/or Youth – Non-Formal Education

Goal 1: Better integrate EE programming and messages among providers to optimize appeal and effectiveness.
Rationale: Non-formal education includes a wide variety of providers, audiences, topics, and activities that serve as a smorgasbord of options for the public. However, the impact and effectiveness of these many separate efforts could be increased greatly if they were better integrated to provide a deliberate continuum of education.
Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)
1a. Utilize existing networking opportunities i.e., Kitsap Environmental Education Programs (KEEP); Environmental Education Association of Washington (EEAW)
1b. Promote usage of EEAW Environmental Education Resource Center (EERC) database among local Kitsap County agencies
1c. Create a list serve for Kitsap County community educators to communicate regularly

Goal 2: Build support for EE so that the public recognizes the value of taking part in EE activities and providers have access to adequate resources.
Rationale: Developing an effective continuum of education through cooperation is difficult without a more consistent commitment to fund EE activities. A public that sees the value and benefit of EE will participate in more activities and be more willing to support funding for those activities. Organizations that recognize the benefit of education to their mission also will be more willing to provide consistent staffing and financial resources for EE purposes.
Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)
2a. Hold community events where environmental education is integrated and fosters appreciation of the natural world.



Goal 3: Make EE opportunities readily accessible for all residents of our region.

Rationale: To provide everyone with access to quality environmental education, in urban and rural areas alike. Environmental stewardship must be fostered in both urban and rural areas, beyond the limited service areas of utility providers.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

- 3a. Provide scholarships to cover attendance/registration costs
- 3b. Ensure events are ADA accessible when realistic (outdoor trails often difficult)
- 3c. Advertise to non-traditional audiences

Goal 4: Reach a broader audience, including members of the public who do not consider themselves “green.”

Rationale: Often EE opportunities are presented in a manner that appeals only to those who already consider themselves “green.” By broadening the appeal of these opportunities and relating the benefit that they provide for everyone, environmental stewardship will develop in non-traditional audiences.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

- 4a. Approach advertising events from a non-green standpoint, i.e. attend because of fun, exercise, recreation-- environmental information will be “extra”, unexpected

Sector Name:	Adult Outreach – Non-Formal Education
Regional Sector Leads:	Kate Kuhlman
Summary or Abstract of Regional Sector Strategy	
<p>There are opportunities for adults in Kitsap County to participate in environmental education activities. However, these are seen as more plentiful on Bainbridge Island than the rest of Kitsap County. There was some concern about whether diverse audiences are being reached. It was also noted that adults seem apathetic about involvement in environmental education and those that are interested are already involved. Incentives, particularly financial, were suggested. Opportunities need to be directly related to individuals' lives and easier to attend to attract busy adults (i.e., as close to home as possible to save time and gas). Messages need to be integrated into existing venues—community and condo newsletters, homeowner associations, etc. Use the web more for clearinghouse, calendar, and to provide online courses.</p>	
Lay of the Land	
<p>In general, participants agreed that “environmental education is currently offered to adults through a variety of venues,” but some thought the opportunities more limited than this statement suggests. There was a mixed response to the statement that the environmental education opportunities available to adults “cover a wide range of topics” and amount to “a smorgasbord of options.” Some agreed, but others thought few adults are aware of the opportunities available. The majority of the participants agreed that those who are already interested in environmental issues are usually the ones who are aware and take advantage of environmental education opportunities.</p> <ul style="list-style-type: none"> • Opportunities not always accessible to families of limited means • Not always effective advertising of these activities, if available • Many local private and public groups, service groups, agencies and governments listed as providing wonderful environmental education opportunities in Kitsap County • The Bainbridge Island area offers more opportunities than the rest of Kitsap County • RCW mandates environmental education but it is under funded • Some participants thought there was limited interest on the part of adults: many adults appear apathetic. Those who are aware and interested in environmental education were already active and participating in opportunities • Potential of how to reach people must be maximized with what we already have while simultaneously analyzing gaps • Raise awareness and engage those not already engaged • Not as wide a range of opportunities for adults as for children • Not sure if “a smorgasbord of options” is desirable. We should reach consensus on priorities first and provide opportunities that are consistent with priorities 	

- We have a strong environmental volunteer base that could be used to connect communities and schools; bring resources to teachers; utilize our teens as volunteers and activists
- Provide incentives to encourage change—particularly financial incentives
- Need to rise above “green” stereotype – show people that this matters and affects them
- Increase outreach to contact those who are disinterested in the topic
- Engage them with direct contact; show up with information that will get them interested

Additional Statements

- It is a challenge to make environmental education issues compelling enough to fit into busy schedules
- Need good support from the media-local newspapers
- Focus on fostering sustainable behavior through prompts and commitment campaign
- List adult continuing education through Olympic College
- County programs of interest to homeowners sited as good examples: Kitsap County Health District door-to-door program to inform a property owner of problems with his/her septic system and solutions; Kitsap County Noxious Weed program
- Our actions are not at the same level as our knowledge yet
- Cost is often a barrier to improving materials, providing or expanding opportunities, and reaching wider audiences
- Web based environmental clearinghouse needed; include a calendar with all environmental topics on it
- Leadership from the top! Elect environmental advocates to office

Challenges

- Funding needed for outreach programs
- Literacy issues may hinder participation
- Opportunities are not compelling enough to capture interest. What’s in it for them? People are not internalizing the problem; most don’t think that there is a problem here
- Budget cuts are a challenge, especially for groups who use public materials and meeting places
- With time and fuel costs limiting people’s ability /willingness to travel, education will have to move closer to them
- Wealth of sustainability information vast and confusing; finding trustworthy sources of information challenging as corporations and politicians begin to promote themselves as “green”

- People dispersed in this county—it is rural in nature – need to reduce our carbon foot print, challenge to do this and bring environmental training to people so they don't have to travel
- We need more higher education opportunities – 4 year or certification programs, apprenticeships
- Seems to be a trade off with the developers in Kitsap County; need opportunity to communicate, involve public in planning process

Most critical challenges cited:

- #1 priority: Raising awareness by finding what motivates citizens to learn about and be involved in environmental issues
- Need for adequate funding
- Suspicion of the environmental message (political issue); need to have trusted sources/non-political
- Access to integrated messages that speak to the natural resources we all have in common
- Increasing awareness of education/outreach resources that already exist; get information to people who have need or interest
- Reaching the people who are not yet aware and or concerned about environmental needs/crisis
- Getting the public interested in environmental stewardship
- Communication/advertising of EE opportunities and the value to these opportunities to individuals

Opportunities to Build From

- A growing awareness of global environmental issues has created more interest in EE; the time to capitalize on this is now
- All agreed with the assertion that “our proximity to diverse natural landscapes provides a wealth of EE opportunities”
- Educate adults through the younger generation; they are engaged and “get it”; schools now require high school graduates to do community service
- Need energy initiatives that would help move the public to develop and use alternative energy
- Reach out to more diverse audiences--economically, racially, and ethnically
- Increase promotion around the existing educational efforts. Use celebrities to get the word out; raise the awareness of the criticality of the issue
- Improve outreach to groups that are already meeting, i.e., Rotary, Kiwanis, etc.; approach these groups more proactively, as in a speaker's bureau
- Local website that pulls together all environmental groups and actions items – connect the dots
- Opportunities for partnership and collaboration
- Environmental education integrating into other community celebration/events

- Community based environmental education resources integrated into the public school system i.e., Community Natural Resource Liaison that walks between the community-based organization and the schools and brokers the resources of both worlds
- Partnering Opportunities & Social Equity: Combine all 4 E's (Economy, Environment, Education and Equity); have the businesses, educators, and government entities work together; provide ways for those who are financially unable to participate to be part of this one cohesive group, all working together to benefit everyone (or as many as possible)
- Dedicated volunteers
- Educating the public by making it real and accessible to them



Regional Goals and Strategies: Adult Outreach – Non-Formal Education

Goal 1: Make EE opportunities readily accessible for all residents in our region.
Rationale: To provide everyone with access to quality environmental education, in urban and rural areas alike. Environmental stewardship must be fostered in both urban and rural areas, beyond the limited service areas of utility providers.
Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)
Comment made that Goal #1 and Goal #4 should be implemented at the same time and Goal #1 should be the results of implementing Goals #2 and #3.
1a. Use all types of media – printed materials, magazines, books, newspapers, community workshops, radio/TV, web based, person-to-person, library resources (electronic, print, meeting rooms, display areas) and discussion groups
1b. Create a community calendar, website, community kiosks, information available about resources, opportunities, etc.
1c. Hold home green parties; get into neighborhoods and homes and use technology to provide “tips” and teaching moments. Foster opportunities for natural systems restoration, preservation and stewardship among citizens of all ages
Goal 2: Reach a broader audience, including members of the public who do not consider themselves “green.”
Rationale: Often EE opportunities are presented in a manner that appeals only to those who already consider themselves “green.” By broadening the appeal of these opportunities and relating the benefit that they provide for everyone, environmental stewardship will develop in non-traditional audiences.
Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)
2a. Find common values. Focus on self-interest---short term and long-range. Show how environmental issues affect the economy and <u>their pockets---</u> what they can do today. Make relevant to environment they are <u>in</u> , not just “out there”.
2b. Focus on big, urgent problems and state of the art responses: remedies, low-impact policies, voluntary simplicity.



- 2c. Food system is perfect venue for learning opportunities – we all see ourselves as eaters. Use farmers markets and grocery stores to educate families about where things come from in the environment (example: food). For example Central Market could have a monthly presentation or a demonstration of where foods are grown.
- 2d. Post small time commitment-messages in everyday locations like store and libraries.
- 2e. Re-energize place-based education (Eco-walks, Candle Light Nights). Make information relevant to the environment they are in, i.e. shoreline water quality, watersheds, wetlands, forests.
- 2f. Develop short awareness presentation to take to non-traditional groups (like service groups, chambers).
- 2g. Create a media campaign for all forms of communication targeted to a variety of groups (realtors, interfaith groups, homebuyers, renters) and post messages in a variety of places (buses, transport trucks, etc.)
- 2h. Develop and promulgate guidelines for organizing events that makes everyone feel that EE directly relates to them and the events should be accessible for busy people with families.
- 2i. Develop a series of daylong workshops that focus on sustainable leadership strategies.
- 2j. Ensure public process includes both sides of issue and that building consensus, trust and accountability becomes goal.

Goal 3: Better integrate EE programming and messages among providers to optimize appeal and effectiveness.
Rationale: Non-formal education includes a wide variety of providers, audiences, topics, and activities that serve as a smorgasbord of options for the public. However, the impact and effectiveness of these many separate efforts could be increased greatly if they were better integrated to provide a deliberate continuum of education.
Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)
3a. One-stop County and/or State web source for relevant local information, i.e. a “Kitsapedia” site where citizens can add information to the website. Include information on projects, resources, partnerships, opportunities, etc.
3b. Provide a centralized communication network that is web based to coordinate all the information and activities, calendars, etc.; have “environmental outposts” or EE learning centers in every area of Kitsap - Illahee, Bremerton, Manchester, Seabeck, etc. that would include electronic information kiosks; install these kiosks in malls, markets, entertainment centers, etc.
3d. Use life coaching model to work with families to help identify ways they can live more sustainably.
3e. Be more consistent with messaging. The more a person hears/sees a message, the better they will remember it.



<p>Goal 4: Goal 4: Build support for EE so that the public recognizes the value of taking part in EE activities and providers have access to adequate resources.</p>
<p>Rationale: Developing an effective continuum of education through cooperation is difficult without a more consistent commitment to fund EE activities. A public that sees the value and benefit of EE will participate in more activities and be more willing to support funding for those activities. Organizations that recognize the benefit of education to their mission also will be more willing to provide consistent staffing and financial resources for EE purposes.</p>
<p style="text-align: center;">Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)</p>
<p>4a. Build support for EE with local stories/information, i.e., what’s happening in Appletree Cove? Minter Creek?</p>
<p>4b. Identify public and private funding sources.</p>
<p>4c. Ensure that there is accountability for public and private actions that affect the landscape and the environment of communities</p>
<p>4d. Enlist the business community who will benefit from “goodwill” as funders, sponsors, advocates and examples of environmental education.</p>
<p>4e. Make things multi-disciplinary.</p>
<p>4f. Provide incentives for public to participate (tax cuts, fine avoidance, utility perks, etc.)</p>

<p>Goal 5: Ensure government policies and funding are designed to create sustainable communities</p>
<p>Rationale: Education needs to empower citizens to influence government processes and demonstrate broad citizen support for sustainable initiatives.</p>
<p style="text-align: center;">Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)</p>
<p>5a. Get elected officials to sign off/endorse a policy for E3.</p>



Education • Environment • Economy

E3 Washington is a project of the EEAW

www.e3washington.org

Goal 6: Provide scientific environmental information in a trustworthy, accessible manner to the general population.

Rationale: The scientific community needs to re-frame information to make it more understandable to the general public.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

6a. Develop web-based educational opportunities where people can learn about environmental sciences.

6b. Provide opportunities for the public to attend lecture series on current issues.

Sector Name:	Business/Workplace – Non-Formal Education
Regional Sector Leads:	Vicki Bushnell
Summary or Abstract of Regional Sector Strategy	
<p>Kitsap County government agencies should collaborate more to provide one-stop shopping for business technical assistance. Local government should also increase its efforts to serve as a role model and ensure that consistency occurs within departments.</p> <p>Incentives should be increased, including recognition and tax breaks for businesses that do the right thing.</p> <p>Regulations and compliance should be made easier and the permitting process should not only be streamlined, but there should be incentives built into the system for incorporating “green” building practices into projects.</p>	
<i>Lay of the Land</i>	
<p>Participants were “somewhat agreed” that businesses see the health of the environment as a reference point for building and retaining their workforce and are seeking out environmentally friendly workers. Those that agreed felt that businesses are or will be responding to increased social consciousness and a greater purpose by developing a sense of community by sponsoring or providing volunteers for green or other healthy events. “Sustainable” was mentioned as a desirable label, and one participant felt strongly his own employees do not see their quality of life as all about money. One participant voiced concern that businesses will only “go green” if forced.</p> <p>Participants agreed Kitsap County is good at disseminating public information about environmental issues and provides successful programs. The group indicated “the County” (presumably local government agencies) provides technical assistance that is both appreciated and beneficial, especially certification programs. However, not all government agencies or even departments within an agency are consistent with their sustainability efforts. An example mentioned was that parks do not use environmental products/ processes, and there should be a more consistent effort by departments/agencies to buy locally.</p> <p>Most of the participants agreed businesses need information to be easily accessible. The group was conflicted as to whether environmental education would be compelling to a majority of businesses given the varied demographics, but agreed those that desire it or haven’t heard about it should find the information easy to obtain. The group desired increased communications/collaboration between the County, cities, Navy, Health District, and schools.</p>	

Additional observations:

- “A vision without a task is but a dream. A task without a vision is drudgery. A vision and a task is hope for the world.”
- There may be a trend toward returning to a past ethic of waste reduction and resource conservation, possibility alluding to Depression-era thriftiness.
- Educating with block parties could be a new option.
- A single school superintendent (instead of 5) would be easier to work with.
- Green building, mainly an effort by the Homebuilder’s Association, is seen as a good marketing tool for its members and a good educational tool for the public.

Challenges

Participants clearly expressed frustration in how local government operates in regards to the environment, suggesting formation of a “sustainability department” to guide their efforts internally and within the community (in fact, something similar to this does exist). For example, government should play a role in turning waste products into resources.

The group, while agreeing not all businesses recognize the value of a healthy environment to their workforce, articulated a lack of economic incentives to motivate those businesses or reward those who do. Many businesses find it difficult to spend money in the present for a future environmental payoff.

There was general agreement with the statement that regulations, permitting, and compliance complicate the process for businesses trying to be friendly to the environment, citing expense, negativity and/or intimidation by the regulators, and long wait times. Calling many regulations redundant and inflexible, participants agreed they can be a barrier to moving toward more progressive environmental practices. An example was the arduous task of acquiring the “organic” designation, which is made difficult by the cumbersome USDA process. Fear of fines or other punitive measures was blamed for lack of openness and honesty.

There was strong agreement that businesses have little time or resources to devote to making environmental choices and may miss the big picture due to compartmentalized departments/middle management. There was some discussion about how to connect businesses to the environment when that is not their core mission.

The group identified a need for “one-stop shopping”, but felt it was not the same as providing a clearinghouse for information. While they agreed all jurisdictions should work together, it was not thought to be economically feasible.

Additional observations:

- Businesses should know more about Low Impact Development (LID).
- There is no local department of agriculture.
- Citizens on the south end of the county don't have the environmental perspective.
- EnviroStars has to consult with King County too much.
- Truthfulness is not always forthcoming (example: some toner cartridges are marketed as remanufactured when they are not).

Opportunities to Build From

The goal rated most important by businesses was overwhelmingly Goal #1: Integrating outreach and technical assistance programs for one-stop shopping. Information could be made available to businesses when they get their license. One participant suggested redefining what is meant by "non-essential" to make it easier to embark on environmental initiatives.

The group was divided on whether they agreed with Goal #2 (Businesses are interested in building "green", developing a "green" image, and that consumers have a growing interest in green products and green businesses).

Compliance issues can be mitigated by thoughtful planning and budgeting with both money and time.

Buying locally was strongly encouraged throughout the business sessions. Participants called for model policy and government leadership.

The group generally agreed that competition to attract and retain quality employees leads to an increased environmental ethic, partly because younger workers have a different expectation.

Additional observations:

- Businesses must listen to employees' focus on the environment.
- Government should be a model in sustainability, public policy, buying locally, and encourage market-based solutions, although that was not clearly defined.
- More work needs to be done to build a compelling case for environmental education. Businesses should consider designating someone as an environmental coordinator or form a strategic environmental team. All companies should have environmental goals.



- Organizations and trade associations should create publicity for their members (example: the Homebuilders Association lists local green builders).



Regional Goals and Strategies: Business/Workplace – Non-Formal Education:

Goal1: A connection between businesses and the community, modeled and supported by local government, will drive a community effort toward sustainability.	
Rationale: A business/community connection balances economics and community needs. Businesses have the resources to provide opportunities residents can engage in.	
Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)	
1a.	Government will provide information about sustainability for businesses and actively seek their participation using the latest technology.
1b.	Businesses see the value in learning information, will access it, and begin using it.
1c.	Businesses will partner with each other and government to share resources and expertise, i.e. sponsor collections of household hazardous wastes or provide services that are sustainable.
1d.	Businesses will sponsor educational events such as Earth Day fairs.
1e.	Businesses will provide volunteers for environmental community events such as Water Festival.
1f.	Government will support business efforts with technical assistance and outreach. Government will develop a cafeteria plan of tools to reach sustainability, and it will be categorized by business types.

Goal 2: There will be increased incentives to motivate businesses.	
Rationale: Financial incentives will enable businesses to implement programs that they would not be able to justify or fund otherwise. Other incentives, such as recognition, will increase business and further motivate them. By becoming a model for employees and residents, businesses can increase educational opportunities for the community.	
Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)	
2a.	Government will provide critical financial and other incentives for environmental efforts (recognition through cable access television, case studies, quicker permits, subsidies, and tax breaks).



2b. There will be increased business-to-business incentives for environmental efforts (possibly discounts on insurance for green buildings or compliance, government small works rosters will require environmental attributes, and green pages in telephone books/chamber directories).

Goal 3: Government/media will be a role model for businesses and provide one-stop shopping for the convenience of businesses.

Rationale: By walking the talk and providing venues for businesses to obtain/share information, communication barriers will be reduced and everyone will benefit.

**Strategies to Achieve Goal
(provide strategy number, such as 1.a, 1.b, etc.)**

3a. Government/media will provide blogs, workshops, web-based case studies, print articles, enhanced awards opportunities, or other training including cost accounting such as life cycle analysis.

3b. Government will promote business-to-business incentives for environmental efforts (possibly discounts on insurance for green building, reduced garbage/energy bills. Government small works rosters will require environmental attributes, green designation in telephone books or chamber directories.

Sector Name:	Media and Communications – Informal Education
Regional Sector Leads:	Laurelin Ward
Summary or Abstract of Regional Sector Strategy	
<p>The regional strategy for the media and communication sector is to teach environmental education through reinforcing the positive actions and ideas that individuals or organizations are taking. By doing this the hope is that younger generations will see hope for the future of our natural landscape and the ability to lead sustainable lives within it. Local newspapers, local access TV, organizational newsletters, blogs, internet, web pages, and signs can facilitate environmental education. Media specialists can use these tools to spread environmental education to all audience by alternating different media techniques. However, the success of these efforts is hinged on the environmental community providing journalists with accurate information.</p>	
<i>Lay of the Land</i>	
<p>It was openly agreed upon that media has a huge influence on all age groups, and is in some instances the only avenue to reach certain audiences.</p>	
<i>Challenges</i>	
<p>The right balance of media input needs to be found. While the media can be a powerful tool to teach people about environmental issues, over media exposure can impact public health. This balance can be found through using the right format for the targeted audience.</p>	
<i>Opportunities to Build From</i>	
<p>Communication specialists need to present accurate information that residents can use to help protect themselves and their environment. If this information is presented in such a way that people can see that a small action can make a big difference people will be more likely to utilize the information.</p>	



Regional Goals and Strategies: Media and Communications – Informal Education

Goal 1: Find ways to communicate the challenges of ecological and human health in ways that motivate rather than discourage.
Rationale: Articles about how ordinary people are making small but significant changes in their own lives, families. Showcase success stories in community that everyone can relate to.
Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)
1a. Reduce large complex problems into smaller, more easily, achievable parts.
1b. Keep journalists informed and up to date with activities.
1c. Develop publicity campaigns applicable to various media.
1d. Frame message(s) according to audience(s).
1e. Use “new media” (blogs, You Tube, social networking, etc.)

Goal 2: Showcase everyday actions that can help the environment.
Rationale: “Saving the world” is a big job and it will only be done one person at a time. Simple steps like always using a car wash can make a huge difference. In fact, there are lots of things each person can do and the media/communications industry has a major role to play in getting empowering information to the public.
Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)
2a. Don’t overemphasize the downside. It’s not a hopeless case. What are the benefits of various degrees of improvement? Complete success may not be plausible or possible.



<p>Goal 3: Consider new approaches to media and messaging campaigns that give hope, show by example and attract viewers.</p>
<p>Rationale: People are drawn to success stories, especially stories told well. Are there examples of ‘kids clubs’ or “special reports” that have been shown to work in our market or other markets? How do we reach adults, families, kids? The public’s view of the environment is changing, how can our approach to engaging the public via the media respond to these changes and become a win/win? Could the next “Bill Nye” be waiting in the wings?</p>
<p style="text-align: center;">Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)</p>
<p>3a. A periodic column or sidebars. What did you do “Today to improve” the environment? Responses could be from kids, adults, politicians, businesses, etc.</p>
<p>3b. Sister City, do an environmental project and connect with someone in another culture (part of the world) that has a similar environmental problem.</p>
<p>3c. Screenwriter approach, movie, soap opera, sitcom, has environmental subplots.</p>

<p>Goal 4: Conduct a Washington Adult Environmental Literacy Survey every year to gauge the success of and to improve public education campaigns.</p>
<p>Rationale Statement: The National Environmental Education and Training Foundation have conducted nation-wide surveys for many years and the states of Pennsylvania and Minnesota have adapted this survey to their populations. Such a survey is needed on a regular basis that focuses on the issues unique to the various ecoregions of our state. Results from such surveys would provide a baseline and longitudinal data on public environmental knowledge and help guide public information campaigns to be as effective as possible.</p>
<p style="text-align: center;">Strategies to Achieve Goal (provide strategy number, such as 1.a, 1.b, etc.)</p>
<p>4a. KEEP (Kitsap Environmental Education Programs) will cooperate and work with the Washington Adult Environmental Literacy Survey to conduct the survey.</p>
<p>4b. KEEP will utilize the results of these surveys to assist in making decisions about EE in Kitsap.</p>

Sector Name:	Community Education – Non-Formal Education
Regional Sector Leads:	Debbie Thomas
Summary or Abstract of Regional Sector Strategy	
<p>Environmental educators in Kitsap County have the overall goal of providing everyone, regardless of ethnic background, access to life-long learning opportunities that foster living in a sustainable manner. The goal is to make sustainable behavior into a social norm in Kitsap County.</p> <p>To accomplish this overall goal, environmental educators will first build support for environmental education by actively lobbying government, businesses and organizations. Existing programs will be actively marketed to the public. To make this goal attainable, new funding sources will be tapped into. Opportunities will be built upon legislative mandates that require cities and utilities to provide education.</p> <p>Secondly, environmental educators will work to integrate EE programs to optimize messages making them more effective. Educators will use Kitsap Environmental Education Programs (KEEP) as an umbrella organization and, through this organization, form a clearinghouse of programs and opportunities to make these programs more accessible. A survey will be conducted in order to obtain a baseline of public knowledge. The public will be directed to web resources that provide information about environmentally friendly products and services.</p> <p>Seeking a broader audience is also the goal of community environmental education. This will be accomplished by working with businesses as avenues to promote environmental education and green products. Educators will also look to recreational activities and gathering places for ways to offer information. Working relationships will be developed between agencies with a broader access to the community.</p> <p>Having moved through the first three goals, educators will work with communities, identifying groups and individuals that will act as conduits of environmental messages and behavior change. Educators will identify underserved populations in the county and make EE an everyday experience by integrating messages in places that citizens frequent.</p> <p>These strategies will move toward the ideal of providing everyone with tools to build sustainable and environmentally healthy communities.</p>	

Lay of the Land

Environmental education is currently offered to youth and families in Kitsap County through a variety of venues both public and private. Businesses are not presently doing much environmental education, but that is changing. Although EE is available it can be limited due to funding and availability of program leaders. There are still many underserved populations and offerings vary depending on demographics. More resources are needed. Funding and the capacity of programs are lagging behind the overall need. The programs that are offered are not coordinated with a common vision or an overall knowledge outcome. A clearinghouse of opportunities is needed. Communication between environmental education providers is limited.

There are EE options for those aware of the opportunities, but many people do not know about them. Adults and families don't have any formal education resources. Often times, people must go out and find opportunities and this results in those who know the least not getting the message. Topics may be only lightly touched upon rather than fostering a deeper understanding about the environment. Without a particular interest in these topics and activities, many people are not aware of and do not receive benefit from these opportunities. There is a need for reaching out or marketing to people who are not aware of environmental opportunities.

Information goes out, but the public may not receive it because people are busy. Our citizens are inundated with information and may filter out all but what is pertinent to citizens' everyday lives. A connection with alternative communities and teens who view the world through the lens of pop culture needs to be made.

Challenges

Non-formal education includes such a wide variety of providers, audiences, topics, and activities that the public can be overwhelmed by the number and diversity of messages. The messages are often confusing or very broad. An example is the term "sustainability". It is so many faceted that the issue can be overwhelming. There are a great many number of messages; but the messages themselves are less diverse. Comprehensive coordination of messages needs to be expanded.

Many people simply are not aware of these great educational offerings or do not choose to participate because they feel these are activities for the environmental community, of which they don't feel a part. Many people feel excluded, don't have time or resources or don't feel that the messages apply to them. Many people have already made up their minds about being open or not to the message. The common definition of "community" does not often include the environment. Learning about one's natural surroundings is not a general societal value that is emphasized in the general public.

Another barrier is that people may not be able to afford to participate. Green living options are more expensive and many people are just trying to meet their basic needs. People need to know why they should feel a part of the environmental community and understand the implications of their single actions. EE programs must help to make behavior change convenient and economically beneficial.

EE offerings are limited in some areas since many programs are utility driven. Other organizations, public and private are available, but may be limited in some areas. Smaller communities in the county are especially left out. Policies and mechanism for funding environmental education are lacking.

Adults live fast-paced lives with many obligations and have little time for extras like a class, workshop or kayak tour. Competition for time to be involved in EE is overwhelming for most people. This would be less true if more services/classes and opportunities existed in individual neighborhoods. Too many activities are centralized

Opportunities to Build From

Although a rich diversity of EE opportunities already exist in our region for those who know how to seek them out, these opportunities could be built upon to become better. Environmental opportunities don't always focus on how to change living patterns. Building on individuals' interests is a key point. Help people to find a balance between rights and responsibility by learning about personal impacts and how to use their interests in a positive way.

Develop communities where people can work, live and play. Environmental education needs to connect programs with the values of diverse groups. Many EE programs work on the premise that knowledge will change behavior. While education is important, making behavior change more convenient will ultimately be more effective. You need to serve people/meet their needs on their own terms. Regulated labels and messages could help sort out information and help make being "green" the norm.

A growing awareness of global environmental issues has created more interest in EE, but it could be the other way around: more EE has created a growing awareness of global environmental issues. This awareness can spark interest and action in the general public. Awareness is often media driven and not always based on hard and true facts. There is an opportunity to connect global awareness to what is happening locally. Although EE needs to be more mainstreamed, the media is helping awareness.

Our proximity to diverse natural landscapes provides a wealth of EE opportunities. However, these natural landscapes are not accessible to some, especially those living in the inner city. This resource is also often taken for granted. Teachers sometimes believe that EE is already covered in natural science. While partly true, human impacts to the environment may be left out.



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Kitsap County already has a good network of groups that work together through the umbrella group Kitsap Environmental Education Programs or KEEP. Opportunities exist to expand education websites. We have the opportunity to work with schools to make EE an integral part of publicly funded school curricula. We have the opportunity to look to small communities to get the word out. Marketing programs in order to get the word out is essential.



Regional Goals and Strategies: Community Education – Non-formal Education:

Goal 1: Make EE opportunities readily accessible for all residents of our region.
Rationale: To provide everyone with access to quality environmental education, in urban and rural areas alike. Environmental stewardship must be fostered in both urban and rural areas, beyond the limited service areas of utility providers.
1a. Look to communities as a way to foster behavior change. Connect with community groups or known individuals in the community in order to foster opportunities to educate neighbors and community members.
1b. Make EE an everyday experience by integrating messages in places where citizens frequent.
1c. Identify and target underserved populations.
Goal 2: Reach a broader audience, including members of the public who do not consider themselves “green.”
Rationale: Often EE opportunities are presented in a manner that appeals only to those who already consider themselves “green.” By broadening the appeal of these opportunities and relating the benefit that they provide for everyone, environmental stewardship will develop in non-traditional audiences.
2a. Work with businesses such as home box stores, nurseries, and supermarkets as avenues to promote educational materials and environmentally friendly products.
2b. Work with other agencies that have access to a broader community, such as parks, health, planning departments and schools to promote or partner EE programs.
2c. Look to citizens’ recreational activities and gathering places - clubs, groups, and sporting teams - for ways to connect and get messages out.
Goal 3: Better integrate EE programming and messages among providers to optimize appeal and effectiveness.
Rationale: Non-formal education includes a wide variety of providers, audiences, topics, and activities that serve as a smorgasbord of options for the public. However, the impact and effectiveness of these many separate efforts could be increased greatly if they were better integrated to provide a deliberate continuum of education.
3a. Use KEEP as an umbrella organization for environmental education providers in the county. Actively seek out new members.
3b. Form a clearinghouse of environmental education opportunities and make it available to the public through web page, listserv, and directory.



3c. Conduct a survey to get a baseline of knowledge, attitudes and behaviors.

3d. Compile a web resource that will provide information about environmentally friendly products and services. Include resources such as the EPA Water Wise labeling program.

Goal 4: Build support for EE so that the public recognizes the value of taking part in EE activities and providers have access to adequate resources.

Rationale: Developing an effective continuum of education through cooperation is difficult without a more consistent commitment to fund EE activities. A public that sees the value and benefit of EE will participate in more activities and be more willing to support funding for those activities. Organizations that recognize the benefit of education to their mission also will be more willing to provide consistent staffing and financial resources for EE purposes.

4a. Actively lobby government agencies, businesses and organizations for their support for EE.

4b. Investigate untapped sources of support for EE. Work with cities and utilities that are required to fulfill legislative mandates that include education.

4c. Market programs to call attention to activities and environmental successes through local media and program newsletters.

B. Examples of Existing Programs/Curriculum

Examples of Existing Programs/Curriculum

- **Bainbridge Island Watershed Watch.** Contact Laurie Spickard Lspickard@bainbridge.wednet.edu. Water quality monitoring and Naturemapping coordinated with the City of Bainbridge Island and the Bainbridge Island Land Trust.
- **Built Green.** Program under auspices of Homebuilders Association of Kitsap County. Contact Art Castle, HBA, 360-479-5778.
- **City of Bremerton, Water Resources.** Contact Val Koehler, valerie.koehler@ci.bremerton.wa.us, 360-473-2358
- **EnviroStars.** Program currently under auspices of Kitsap Health District: contact Niels Nicolaisen, 360-337-5604.
- **Great Peninsula Conservancy.** Contact Kate Kuhlman, kate@greatpeninsula.org, 360-373-3500
- **Green Works.** Program under redevelopment. Contact Vicki Bushnell, Solid Waste Division, 360-337-4678.
- **IslandWood.** www.islandwood.org. Unique 255-acre environmental center located on Bainbridge Island.
- **Kitsap County Noxious Weed Program.** Contact Dana Coggon, DCoggon@co.kitsap.wa.us, 360-307-4242
- **Kitsap County Solid Waste recycling program.** Contact Dave Peters, Solid Waste Division, 360-337-4898.
- **Kitsap County Surface and Storm Water Management.** Contact Pat Kirschbaum, 360-307-4278, pkirschbaum@co.kitsap.wa.us or Jayna Ericson, 360-307-4277, jerickson@co.kitsap.wa.us. Education about stormwater runoff and water pollution.
- **Kitsap PUD.** Contact Deborah Thomas, 360 626-7723, dthomas@kpud.org. Education on groundwater, wellhead protection and water conservation.
- **LEED.** Leadership in Energy and Environmental Design; a national green building certification program managed by the US Green Building Council, 800-795-1747.
- **Stillwaters Environmental Education Center, Kingston.** Contact Joleen Palmer, 360-297-2876, Joleen@stillwatersenvironmentalcenter.org
- **Water Purveyors of Kitsap County (WaterPAK)** Conservation Task Force, Contact Laurelin Ward, Silverdale Water District #16, 360-447-3520, lward@swd16.org. Community education to promote water conservation
- **WSU Extension Kitsap.** 360-337-7157, <http://kitsap.wsu.edu/>
- **Washington Sea Grant Program.** Contact Jeff Adams, jaws@u.washington.edu, 360-337-4619.



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