



California AEOE

December 2015 Newsletter

Association for Environmental & Outdoor Education



Photo by Amanda Martin

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Message from the President

Dear Members,

Conferences are great opportunities to showcase the great work being done in our field and I have had the opportunity to attend two in the last two weeks; most recently our own AEOE Northern Fall regional conference October 23-25th and before that the North American Association for Environmental Education (NAAEE) National Conference from October 14th-18th.

This year's AEOE Northern Fall conference was held at Foothill Horizons Outdoor School and you can read all about it later in this newsletter. For me the highlight was seeing old friends, attending some excellent workshops, and Jymn "Scooby" Meier's beautiful closing ceremony. We should never forget the impact that one can make on a life.

The previous weekend found the majority of our board of directors at the NAAEE conference in San Diego. The conference started with a two day research symposium, followed by a day long meeting for state and regional affiliates, then the full conference Friday through Sunday.

At NAAEE, we had the opportunity to come together with other leaders in the environmental education field to participate in the affiliates' session.

I am proud that we represent the field of environmental education as California's state affiliate. AEOE board members had the opportunity to learn as one presenter highlighted the findings from a nationwide survey on the structure and projects of different affiliates. It brought to light the range of what is being accomplished to support environmental education, including how different affiliates are staffed, their membership, and other inner workings.

It was very interesting to see where AEOE fit into the greater picture of EE in the country. Two key points I took away were 1) AEOE has an excellent foundation thanks to hard work done by numerous volunteers over the last half century and 2) there is more work to be done, both within our own organization and across the field in California.

Our board of directors left the conference ready to take on new challenges. AEOE remains dedicated to supporting and advancing the quality and capacity of environmental education in California as we explore these new avenues.

Thanks for fighting the good fight, and I hope our paths cross sometime soon.

Reed Schneider, AEOE President



Northern Section Update



Photos by Jynn Meier

As I sit here writing I can hear the music of rain outside my window. The cold, dark and wet of winter are upon us, but I'm thinking back to the perfect fall weather we shared at the end of October at the Northern Fall Conference. What a joy it was to spend time learning, sharing, laughing and singing with so many of you!

I want to appreciate folks for their significant contributions to the conference. Thanks to everyone who drove from far and near to attend. Thanks to the 20 plus presenters who shared their knowledge and love of subjects ranging from Insects and Geology to Autism and Questioning Techniques. Thanks to all of the attendees who volunteered to help with registration, meals or clean up. Thanks for entertaining us with your songs, stories and skits at the campfires. Lastly, a big thanks to our food donation coordinators and our workshop coordinator.

There were two particularly meaningful moments for me during the conference. The first was being gifted showy milkweed starts by our welcome speaker, Barbara Balen, Archaeologist and Ethno Botanist. Her generous gift of these plants, started from seeds found at an old Me-wuk habitation site, help me tie our mission of connecting students to nature with a much

older human connection to nature. The second was Scooby's willingness to share his personal story of how Outdoor Education has changed and shaped his life. His connection to the site was an added gem to his touching and inspirational story. Thank you Scooby for sharing your time, knowledge and love with thousands of students, cabin leaders and naturalists! For me the biggest reward of any AEOE conference is becoming more in touch with the naturalist community that I feel so blessed to be part of. It is truly tremendous to be part of a group of people who value children, the mysteries of nature, and the connection between the two so much. I hope that you are drawing strength and inspiration from our community and the naturalists whose footsteps we follow. It sure doesn't hurt to have Rachel Carson, John Muir, Aldo Leopold and others on our team! Thanks for doing what you do and for being part of our organization.

Please feel free to contact me and the Northern Council with any ideas or suggestions at any time, korena@aeoe.org. We're looking forward to hearing from you.

Korena David
Northern Council Chair and Conference Chair



Southern Section Update



Photos by Amanda Martin

On the chilly evening of November 6, 2015 in the mountains of San Bernardino National Park, folks from all over Southern CA and abroad began arriving at High Trails Outdoor Science School (HTOSS) at their Edwards site for the annual Southern Fall Conference. The weekend progressed with nearly 80 members participating in over 15 workshop options including but not limited to Team Building, Questioning Strategies, Discipline, Art, Solar, and much more! The brave ventured off before sunrise enduring temperatures in the low 30s in search of unique birds, the curious took a stroll to Jenks Lake, and many were ready to win both Friday and Saturday during Game Night. Other activities included a breakfast potluck social with a huge variety of goodies; solar viewing both Friday night and Saturday afternoon (awesome solar flares!); and a fantastic Open Mic Night hosted by the HTOSS crew (thank you to all the performers). Breakout sessions Saturday were productive; offering novice educators a chance to discuss topics such as ways to maintain student attention, retain information, and be consistent with discipline, practitioners in the field shared avenues to help transition into off-season or new careers within the field as well as how and where to gain new materials and resources; advanced educators learned how to get involved with the AEOE professional group, Environmental and Outdoor School Managers (EOSM), and discussed the applications of the newly published CA Blueprint for Environmental Literacy. With about 30 attendees

at the Southern Council meeting, our energy and momentum will only grow! I look forward to working closer with my amazing region as we mature AEOE and ourselves for the better!

If you missed the Fall Conference, we hope to see you at the Statewide Spring Conference at Camp Hess Kramer in Malibu as we “Connect the Dots” across our diverse industry. In the meantime, my wish for you in the New Year is for you to write yourself a mission statement to work towards, expand your network, do what makes you happy, and stay in touch with AEOE through our website and social media platforms. Furthermore, if you are interested in learning new skills and/or gaining experience in a non profit organization to take your career to the next level, and/or simply enhancing the AEOE community through your expertise via being a council member, organizing socials, conference planning, marketing, etc., please contact me to see how best we can support one another.

My last note to all you wonderful, resilient people: What you do matters! The legacy you leave will be everlasting through the individuals you reach who go on to affect those in their lives and so on. There’s no one right path, so be audacious and do what it takes to make the difference you seek.

Contact me at any time with ideas or suggestions for the southern council. amanda@aeoe.org

Amanda Martin
Southern Council Chair and Conference Chair



Environmental Educator of the Year: Northern Section

Sean Hoppes



Pictured: Sean Hoppes (left) and George Stratman

Congratulations to Sean Hoppes, the 2015 Northern Section Environmental Educator of the Year.

Here is what Abigail Gordon, who nominated Sean, had to say:

Sean is an invaluable member of the Walker Creek Ranch team. He is an incredible combination of teacher, mentor, and community leader. Since joining the team at Walker Creek Ranch he has proven to be a hard-working and conscientious staff member who well understands the importance of community. Well versed and studious, Sean is one of our most knowledgeable staff members. Not only does he possess a vast understanding of the local and global ecology, he is also remarkable in his ability to help students explore their surroundings and in assisting them to make connections and discoveries during their stay. Indeed he consistently seeks ways to enhance the student experience and to this end has fully embraced the BEETLES (Lawrence Hall of Science) approach to his instruction, as well as working to incorporate and bring to life the Next Generation Science Standards.

Sean is keenly aware of the importance of community at the Outdoor School and works daily to touch base with other staff and to help them feel included and appreciated. He organizes birding expeditions on a weekly basis, hosts dinners in

the Naturalist Lodge, and happily engages fellow staff in a variety of off duty activities (ping pong, nature walks, etc.). He is eager to mentor staff and assist them in their instructional knowledge and techniques—in this regard he is a welcome mentor both socially and professionally for the entire staff. Sean is often lovingly referred to as the “Older Brother” by both our intern and permanent naturalist staff.

As the garden naturalist Sean has been a vital force in establishing the Garden Intern position and making this a viable training and experience program which has brought the garden program to new heights. During his tenure the Garden has grown from year to year as an educational highlight for the students we serve. That it is also a production garden that augments the food served in the dining hall to students and conference guests further attests to his fine work and dedication.

Sean began his environmental education experience at the San Francisco Zoo where his father worked and he was often invited to assist. In finding his passion in environmental education Sean went on to study at UCLA and ultimately came to Walker Creek as an Intern and later a Naturalist and Garden Naturalist.

Sean is a part of the Global Explorers program. In this program he helps high school age students understand the environment, the environmental challenges facing the world and ultimately (in the words of the organization’s mission) helping people discover the potential that lies within themselves and the world.

The Walker Creek Ranch staff describe Sean as a mentor, friend, inspiration, and compassionate teacher of children (and staff). His further reaching impacts are also clear, be it teaching a workshop at an AEOE conference, trekking the world with students, or just being a friend. Sean’s impact on the larger field of Environmental Education has been strong and will continue to resonate in the larger community long after he has hung up his hiking boots. As such, I cannot think of a more deserving person to be honored as Northern California’s Outdoor Educator of the Year.



Environmental Educator of the Year: Southern Section

Amy Ecklund



Pictured: Amy Ecklund

Congratulations to Amy Ecklund, the 2015 Southern Section Environmental Educator of the Year.

Here is what Gregory Lewis and Jeremy Rice, who nominated Amy, had to say:

I could list many attributes of Amy Ecklund as an instructor: she is caring, ambitious, and energetic. Amy connects with her students on a personal level that has her receiving mail from them weeks after they attend. But Amy also connects the students directly to the natural world they are surrounded in. Under her direction they drink in not only the scenery but the science behind it and the care needed to sustain it.

Each year Amy has new elements to her teaching “tool bag” and a new twist to her style. (Except the bandana. She always has a bandana.) She attends workshops during the year, and her summer experiences enhance the school year for her and her students.

Yes, Amy cares for the environment, for nature, and for the natural world. But she cares for the students -

not just meaning “she wants good things for them,” but meaning “she is actively involved in their lives” when they are with her.

Amy is a great mix of teacher and student, of naturalist and scholar, and of friend and employee. It’s a pleasure to work with her and watch her succeed every day.

Every week at Thousand Pines our students are excited for their first week, and Amy continually shows the same excitement they do. She has worked for at least four camps across the country and has brought her experience at all of them to us. Her knowledge of botany, geology, and ecology are great well-springs to her students so they can quench their thirst for information.

Not only does she teach students about science but her knowledge of teambuilding practices has ripened into wisdom of group dynamics, letting her guide and direct her students to new, stronger, fuller relationships with each other as well as a deeper understanding of themselves.

She doesn’t just act as an instructor and leader for the students, she also leads and instructs our staff by teaching at our company workshops, leading activities, having new staff “shadow” her as training, and by setting an example of excellence.

Our company has nine values we use to guide our actions including integrity, teamwork, initiative, and of course fun. Amy is perpetually a living example of these values in her everyday life. She can be asked to lead a new activity with little preparation and still succeed. She can be relied on to complete jobs with both a big-picture mentality and a detail-oriented result; and she is always willing, able, and engaged in the team by helping, supporting, and encouraging others.

Amy is an outstanding outdoor educator, and she has had a positive impact on many young lives. Her laugh is loud and infectious, her bandanas are skirting the description of “out of control,” and her attitude is positive towards students, staff, and teachers. She is a valued member of our team and we are so glad that her work is being recognized.



Solar News and Tips

“Solar schools” have been popping up all over the nation in the past decade due to overwhelming demand for cheaper, cleaner energy. The entire solar industry has grown dramatically, expanding in all segments including residential, commercial, industrial, and even more importantly, our schools. Entire school districts in California, Arizona, Colorado, and New York have switched to completely sustainable solar power, saving them millions of dollars while simultaneously contributing to a greener planet and providing an exceptional educational tool for teachers.

A common myth about solar is that it's too expensive, but in reality, it is far cheaper than most utility-provided energy, provided if you choose the “right” solar company. Many solar companies offer installation at no upfront costs. Then customers pay a monthly solar energy bill, just as they would to a utility company but at a cheaper rate, thus eliminating their usual utility bills to companies like PG&E. In looking for a solar provider, you want to look for a company that sells solar as a service, not as a product. What that means is they have a company warranty that provides parts and labor for at least 25 years including system monitoring and a guaranteed amount of production. If your company is just providing you with the manufacturer's warranty on your panels and inverters, they are essentially installing it and saying, “Good luck!” In that case, be prepared to pay repair costs that would eliminate any savings you would have had. In the state of California, 98% of solar companies go out of business in less than five years, causing their customers to lose their warranties. When deciding on a solar company, some clues that they are a reputable and reliable company include being publicly traded, financially backed by a large company (preferably Fortune 500 companies) such as Google, and has had at minimum 25,000 installations (both residential and commercial). Choosing the right solar company is essential to ensuring your savings and warranty for the lifetime of your solar system whether you lease or purchase.

In recent news, the solar industry has been put under threat by large utility companies like PG&E, SoCal Edison, and SDG&E. These companies have implemented a sweeping change to savings and credit for solar customers returning power to the grid, potentially turning the light out on the solar industry. In addition, the federal residential solar tax credit is expiring at the end of 2016. If you have questions about solar for your residence, organization, or school district, feel free to contact me.

Greg Martin – gmartin@solarcity.com



Photos by Jynn “Scooby” Meier



International EE Conference in California



Photo by Amanda Martin

On October 15-18, 2015 almost 1,500 environmental educators came together for the 44th annual National Association of Environmental Education (NAAEE) conference, held in San Diego, CA. Not only was San Diego well represented, but there were people from all over the United States, North America, and even countries like Belize and Japan were represented. As the state-affiliate of NAAEE, AEOE was admirably represented by eleven board members who participated in the over 175 workshops offered throughout the four day conference.

NAAEE is not only a continent-wide networking organization for those involved in the field of environmental education (EE), but they also have a hand in professional development and fostering conversation through EECapacity (see www.eecapacity.net), collaborating on the creation of environmental literacy plans, promoting and leading research in progressive EE strategies, and creating guidelines for excellence within the field.

The theme of this year's conference was "celebrating diversity in environmental education." This theme was truly highlighted by the variety of participants, workshops, and activities offered at the conference. Friday, Saturday, and Sunday were host to workshops on everything from teambuilding to EPA policy guidelines to how to make registration simpler for participants. One of the main themes within the teaching techniques string, and a topic of interest for many AEOE members, seemed to be citizen science. There were multiple citizen science workshops presented every day including Watershed Wikis and Intelligent River Tools from Groundwork Denver

and Earth Force, H2O to Go, from FAU Pine Jog Environmental Center, trail cameras with the Howard Hughes Medical Institute, climate change threat assessments with the World Wildlife Fund, monarch monitoring with the U.S. Fish and Wildlife Service, and creating equity in EE through citizen science, from the National Science Teachers Association and the U.S. Fish and Wildlife Service. It was not only educational, but also inspirational to see how citizen science is empowering students throughout the United States. Everyone walked away with many valuable new resources.

Also of note this year were the four keynote sessions scattered throughout the weekend. Stephen Pemberton, the Chief Diversity Officer and Divisional Vice President for Walgreens, spoke during the opening ceremony about growing up lost in the foster system until he found himself through books and nature. Friday there was a keynote panel comprised of four leaders within the field of EE discussing how to "connect the dots" between EE and social movements. Sunday the keynote panel consisted of NAAEE's "Game Changers Under 25," a group of young people under the age of 25 showing great promise within the field. Perhaps the most inspirational keynote was Andy Goodman who moved to California many decades ago to become a screen-writer and during his time in Hollywood worked on everything from "Dinosaurs" (which he loved) to "The Nanny" (which he hated). After retiring from Hollywood, Mr. Goodman co-founded The Goodman Center, an organization dedicated to teaching public interest professionals how to reach more people and have a greater impact through story telling. If you are interested in learning more about his work check out his monthly journal, *free-range Thinking*, at www.thegoodmancenter.com/resources/newsletters

Interested in participating in one of these conferences yourself? The 2016 NAAEE conference will be hosted in Madison, WI. You can find more information about any of these programs as well as experience the conference vicariously through photos at www.naaee.net.

Angie Kemsley, Member at Large



Using Citizen Science and Participatory Mapping to Mitigate Camper Impact



Have you ever thought that it would be fun to be a scientist, but it just seems too hard? As environmental educators, many of us are plagued by this type of thinking and have dedicated time and tears to show students their true potential. To this effect, citizen science seems like a long overdue superhero, swooping in to save environmental education as we know it. We tout the opportunity for students to collect data that will help save the world, but have you ever thought that citizen science could save your own site? One outdoor school in California did just that.

In 2010, Fox Outdoor School, run by the San Diego County Office of Education, closed its doors to sixth graders. Its sister site, Cuyamaca, was expanded and staff from Fox were sent to Cuyamaca to accommodate 420 students a week. Situated within Cuyamaca Rancho State Park, there were many who were concerned that 420 students tromping through the State Park each week would have too much of an impact. However, no one had done any research to this effect.

The motivated students at Cuyamaca decided they would take on this arduous task, hoping either to prove they were not having too much of an impact or, if they were, to determine what those negative impacts were and devise a plan to mitigate them.

The students first spoke with teachers, staff, and rangers to determine what impacts they should study. After the interviews and observations made while hiking, the students decided to collect data on unofficial trails, litter, trail erosion, and trampling. Armed with GPSs, rulers, pens, and paper, the students set out week after week collecting data from all of Cuyamaca's frequently used trails.

For unofficial trails, students took a GPS waypoint at the point each unofficial trail diverged from the main trail, then added the path of the unofficial trail to an interactive map. For litter studies, students took a GPS waypoint for each piece of trash found on or near the trail. They also recorded what the item was and whether or not they thought it came from student activities. Erosion was one of the impacts of most concern as some of the trails showed erosion of several feet. The students surveyed staff to get an average weekly use of each trail in an effort to see if the highest used trail showed the most erosion. By mapping each footprint, students were able to discern that the majority of footprints did match the shoe size of a 6th grader and most instances of trampling took place near an area of interest that corresponded with the unofficial trails data. The students suggested that official trails be created to minimize the amount of trampling.

One of the greatest accomplishments of this project was not actually the action plan that the students created (although it was "awesome!"), but the fact that the students were excited to collect data and create action plans. In stark contrast to many of the adults, the students accepted some responsibility for the impacts, but were quick to point out that they could fix it if only they could identify it. By allowing students to actively participate while guiding them through each process, students felt they were able to accomplish their goals and prove to themselves they could do it. One of the most common comments overheard was, "I thought I was too stupid to be a scientist, but I'm really good at this!" There was also much talk of wanting to continue to do research in high school and perhaps even into college. Empowerment through mapping and citizen science shows sixth graders really can make a difference in their own lives and on the State Park. It was even enough to convince the adults that the impacts of outdoor school were more positive than negative and that the negative impacts could be controlled.

To see all of the data collected by students check out this map:

https://www.google.com/maps/d/edit?mid=zwwqc_wCjpyg.kE_OALwBAd9c&usp=sharing

Angie Kemsley, Member at Large



The Happiness Project



Happy 2016! With a new year comes a time for reflection. What are you proud of? What do you want to do differently, better, or experience? How can you improve your work-life balance? In this field, we give so much of ourselves mentally, physically, and emotionally to make a lasting impact on our diverse audiences. Yet the question remains: what are you giving or doing for yourself? Are there ways you can be happier or feel more fulfilled? Consider starting a happiness project, for yourself or with a group! It's more than a New Year's resolution—it's a commitment to prioritizing yourself and reaping the rewards. They're purposeful, specific, measurable goals and steps to achieve greater happiness. To help you get started, answer the following questions:

- 1. What makes you feel good? What activities do you find fun, satisfying, or energizing?**
- 2. What makes you feel bad? What are sources of anger, irritation, boredom, frustration, or anxiety in your life?**
- 3. Is there any way you don't feel right about your life? Do you wish you could change your job, city, family situation, or other circumstance? Are you living up to your expectations for yourself? Does your life reflect your values?**
- 4. Do you have sources of an atmosphere growth? In what elements of your life do you find progress, learning, challenge, improvement, and increased mastery?**

Learn more at www.gretchenrubin.com. Best wishes to however you spend 2016 in pursuit of greater happiness!

Amanda Martin, Southern Council Chair



Tracking the Seasons with Phenology



Photo by Angie Ziobro

Fall is upon us, which means shorter days and cooler weather. We can see many of the changes fall has brought in the plants around us – leaves are changing color, acorns are dropping, and leaves are falling from their branches. As outdoor and environmental educators many of us already pay attention to the timing of such biological events. That is to say, many of us are casual Phenologists without even knowing it! Here at Foothill Horizons Outdoor School in the oak woodland foothills of the Sierra Nevada, we've been increasingly using plant phenology as a tool to inspire student observation, exploration, and learning.

What is Phenology?

Phenology is literally “the science of appearance.” It's the study of the timing of biological events in plants and animals such as flowering, leafing, hibernation, reproduction, and migration. Scientists who study phenology are interested in the timing of such biological events in relation to changes in season and climate. By monitoring plants and noting when the first buds leaf out, when the first flowers appear, when leaves drop in the fall, and other parts of the plant life cycle, scientists can figure out how seasonal patterns are changing and make predictions for the future.

Phenology at Foothill Horizons Outdoor School

Plant phenology fits wonderfully into environmental education. Over the past year at Foothill Horizons we've been having our 6th grade students monitor and collect data on trees such as California Black Oak, Buckeye, Manzanita, and Big Leaf Maple during their week at outdoor school. In addition to encouraging

students to make close observation, this sort of phenological study is directly aligned with several scientific practices set forth in the Next Generation Science Standards. Moreover, we've made this study into a Citizen Science project, entering our students' data into the Project Budburst database of national phenophase observations. In this way they share their findings with scientists, researchers, and fellow educators.

We're really excited about how phenology has guided our students' exploration and observation while simultaneously inspiring nature connections. Now, we're looking to take the next step with this great educational tool. As is the case for many environmental educators, our students only spend a few days (or hours) exploring nature with us before heading home – far too brief a time for them to fully experience the seasonal changes going on all around them. Additionally, a few days at outdoor school is far too narrow an experience for students to grasp the big picture of changes happening over a greater time and space.



Photo by Angie Ziobro

A Statewide Network

Here's our idea: What if a bunch of outdoor schools and nature centers around California tracked plant phenology with their students? What if we monitored trees or shrubs common to our sites across the state, and we shared that phenophase data with each other through Project Budburst's online database? Creating such a California outdoor school phenology network would hold tremendous potential for us as educators.

Continued on next page



Tracking the Seasons with Phenology (Continued)

Immediately, we'd have a powerful tool for comparing ecosystems in real time, enabling us to guide our students' attention to broader seasonal changes beyond their current time and place.

In the short term, as we begin compiling data over several years, our students will be able to compare their observations not just spatially but temporally as well. Over the long term, we'd be amassing and sharing data that would give scientists deep insight into how climate change is impacting our local environments.

Such a statewide outdoor school phenology network would bring other benefits, too. By joining an existing Citizen Science project, this network would connect student observations to something larger than themselves. In sharing phenophase observations between sites, this network would

also tie our respective students' individual outdoor school experiences with other students having similar experiences throughout the state. Moreover, this data set could serve as the basis for a great pre- or post-visit activity for teachers looking to build on their students' trip to outdoor school. Finally, as members of this network we'd be able to easily share ideas for implementing phenology study and analysis in our outdoor education programs.

If you're interested in learning more about participating in our California outdoor school phenology network, take a minute to fill out this quick survey. <http://goo.gl/forms/F9jRtd6w8r> I'm Looking forward to connecting with you all and sharing phenology ideas at another AEOE conference soon!

Gabe Germanow
gabriel.germanow@gmail.com
Naturalist, Foothill Horizons Outdoor School

Environmental Literacy Task Force

Imagine a world where every K-12 student understands their role in the natural world and has the opportunity to learn about and connect their environment. State Environmental Literacy Plans (ELPs) are a means to develop goals and strategies to promote environmental literacy for all students, and formal and informal educators. ELPs work to align the resources of schools and informal service providers while leveraging existing curricula and resources towards these goals. In October 2012, following the NAAEE Conference in Oakland, State Superintendent Tom Torlakson launched California's statewide task force to develop a "Blueprint for Environmental Literacy."

A 47-member Environmental Literacy task force was convened to evaluate the state of environmental education and make recommendations for improvement. Under the leadership of co-chairs Elizabeth Babcock of the California Academy of Sciences and Craig Strang of the Lawrence Hall of Science, the Task Force's findings were published on September 15, 2015 in California's Blueprint for Environmental Literacy. Task Force recommended making high-quality environmental education

available to all students, finding a funding source to sustain and improve instruction, working with outside organizations to ensure the instruction is high quality, and providing students with a variety of learning experiences.

Six guiding principles emerged as keystones for the Blueprint for Environmental Literacy for California:

1. Equity of Access
2. Sustainability and Scalability of Systems
3. Collaborative Solutions
4. Commitment to Quality
5. Cultural Relevance and Competence
6. Variety of Learning Experiences

Read more about each of these principles and how they will strengthen participation in Environmental and Outdoor Education and read the plan in its entirety at: <http://www.cde.ca.gov/pd/ca/sc/documents/environliteracyblueprint.pdf>

Tracey Weiss, Board Vice President



Statewide Conference

Connecting the Dots



April 29-May 1, 2016

• Camp Hess Kramer • Malibu, California •

Keynote: Chris Duffy

Registration begins mid-January • aeoe.org



Seeking Nominations: 2016 Howard Bell Award

The purpose of this award is to give recognition and pay tribute for outstanding achievements and contributions as a leader in the field of environmental and outdoor education. The award is presented at the Statewide Spring Conference.

The nomination form can be accessed at:
<http://form.jotform.com/form/2762102390>

While not limited to any certain profession, nor exclusive to AEOE members, the award is designed primarily for individuals who are still active in their work. Each member of AEOE has the opportunity to nominate someone whom he/she feels deserves consideration for this award. Nominations are kept on file for three years.

Recent Award Winners:

- Bill Andrews, 2015
- Randy Widera, 2014
- Tom Preston, 2013
- Dean Thompson, 2012
- Helen de la Maza, 2011
- Lisa Curnett, 2010
- Pete Devine, 2009
- Zayanne Thompson, 2008



Call for Presenters: Spring Conference

At the upcoming spring conference (see page 11) AEOE will offer over 60 workshops. If you or anyone you know would like to present, the application process is simple and you can receive a \$50 discount on the early registration rate.

Workshop Strands Include:

- Administration
- Diversity and Inclusivity
- Natural History
- K-12
- Best Practices
- Creative Arts
- Hodgepodge

Presenter Application can be found on www.aeoe.org starting January 4, 2016.

The deadline for workshop presenter applications is February 21, 2016.

Priority will be given to those received before February 14, 2016.

- Although early applications are encouraged, workshop decisions will be made at the deadline and announced after February 21, not as they come in.
- Do NOT register for the conference until you hear from us as discount codes will be provided to accepted presenters.
- For more information: www.aeoe.org or email Mariana Diaz at: mariana@aeoe.org

“We must connect the dots between climate change, water scarcity, energy shortages, global health, food security, and women’s empowerment. Solutions to one problem must be solutions for all.”

Ban Ki-moon, U.N. Secretary General



Two Scholarship Types Available for AEOE Spring Conference!

These scholarships are for AEOE's Spring Conference April 29 – May 1, 2016 at Camp Hess Kramer in Malibu, CA. Please fill out the form online at <https://form.jotform.com/53236790896166> to be considered for these scholarships. Application Deadline is February 21, 2016. Questions should be directed to nathan@aeoe.org.

Joie's Daisies Scholarship

Joie's Daisies Scholarships began when a group of naturalists at the Fall 1999 Northern AEOE conference decided that they wanted to do something in Joie Armstrong's memory. Joie Armstrong worked passionately as a Naturalist at Yosemite Institute. In July 1999, the AEOE community was shocked and deeply saddened by the news of her tragic death.

The home that she lived in was originally a pioneer home and had feral daisies, which were descendants of those planted by the original homeowner. Most of them were fading in the summer heat, and shortly before her death, Joie was trying to give them a little more life by hauling water from the stream and bringing it to the flowers one heavy bucketful at a time. During the FBI's thorough investigation of the area, a ranger noticed the flowers and took pity on them. He was seen making the same trips to the river to extend their lives yet a little longer. AEOE is one group that has taken on the job of keeping the next generation of Joie's daisies alive, metaphorically speaking.

This year we have two categories for distribution of a total amount of \$2,000 in Joie's Daisies Scholarships. AEOE will be offering 15 \$100 scholarships (or the equivalent thereof in partial scholarships) to individuals whose organizations/employers will NOT be contributing to their registrations or memberships. AEOE will also be offering 10 \$50 scholarships (or the equivalent thereof in partial scholarships) to individuals whose organizations/employers WILL be contributing to their registrations or memberships.

Funds for the Joie's Daisies scholarships come from money raised at our silent and live auctions at our statewide conferences.

IMPORTANT NOTES:

Please read all of this information! Those not following these guidelines will not be eligible for a scholarship.

- Your online application must be submitted by February 21, 2016 to be eligible. No hardcopy applications will be accepted.
- Do not register for the conference until after you have heard the results of your application. The scholarship committee will contact all applicants one week after the scholarship deadline (2/28). If you have been granted a scholarship, you will be provided a promotional code to use when you register which will include your scholarship amount as a discount. Successful applicants must register for the conference by March 11, 2016. Those that do not forfeit their scholarship. The funds will be given to somebody else.
- To be eligible for the scholarship, you must be a current individual member of AEOE. Renew or become a member at <https://aeoe.org/membership/>.
- Scholarships are not transferable.
- In deciding your scholarship request amount, if you can afford to pay more, please request a smaller scholarship to help the scholarship funds stretch farther so more people may attend the conference with scholarship support.
- By applying for this scholarship, you agree to allow AEOE to use all or portions of your scholarship application in AEOE publications (print or online) and in AEOE publicity. If you prefer to retain anonymity, please indicate this on your scholarship application.
- This application DOES NOT guarantee you will receive a scholarship to the conference. If you do not receive a scholarship, you can choose to pay the registration conference fee.



Call for Nominations



AEOE is accepting nominations for our AEOE Board, Northern Council, and Southern Council.

Nomination Deadline: January 5, 2016.

AEOE is a non-profit governed by an all-volunteer board with guidance from two regional, volunteer councils. Board and council elections are held each year at the spring conference.

A nomination form is available here:
<http://aео.org/about/governance/nominations-and-elections>

Are you interested in contributing to the AEOE Newsletter?

Ideas for articles include:

- Lesson Plans
- Recipes
- Seasonal Nature Art
- Inspirational or Funny Teaching Stories
- Student Quotes/Letters
- Phenology Events
- Educational Games

Contact the AEOE Newsletter editor, Angie Ziobro, at newsletter@aео.org for all of the details.

The deadline to submit articles, photos, and information for consideration for the February 2016 Issue of the AEOE Newsletter is January 10.

Now Hiring: Newsletter Editor

AEOE is looking for its next newsletter editor. Do you love grammar, know how to use InDesign, and have a hankering to reach a statewide audience on a quarterly basis? If so, this job is for you!

Basic Job Description: Create a paper and electronic version of a quarterly newsletter to be distributed statewide to all members of the organization. Serve as the Chair of the Newsletter Committee, solicit articles from the AEOE Board and membership, edit submissions and contribute content as required. Coordinate with Webmaster to include information on AEOE events and information for members. Actively participate in organization by, at a minimum, serving on a Council.

Qualifications:

1. Daily access to computer with reliable (high-speed) internet connection.
2. Knowledge of and access to Adobe InDesign CS5 or later.
3. Excellent writing, text editing, and communication skills.
4. Above average graphics/photo-editing skills.
5. Previous experience with newsletters or other publications helpful.

This is a stipended position.

Upon review of applications, some applicants may be asked to create a 2-page newsletter design template, complete a copyediting test, and may be interviewed.

View full job description and see how to apply at: <https://aео.org/jobs/aео-newsletter-editor>





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