Teen Eco Action: Moving Towards Environmental Justice through Outdoor Education for At-Risk Urban Youth

By

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Environmental and Social Justice

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TEEN ECO ACTION: MOVING TOWARDS ENVIRONMENTAL JUSTICE THROUGH OUTDOOR EDUCATION FOR AT-RISK URBAN YOUTH

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ABSTRACT

Purpose of the Project
This Master's project involves designing and implementing an innovative outdoor environmental/environmental justice curriculum for a model program entitled Teen Eco Action. The place-based program is designed specifically for at-risk urban youth in West Contra Costa County, California. The purpose of Teen Eco Action is to promote youth civic engagement, address ecological and social issues relevant to their lives, create opportunities to access beneficial resources, and to build community. The intention of this project is to inspire youth to become life-long environmental stewards and community activists.

Procedure
Teen Eco Action merges mainstream environmental and environmental justice issues during two sessions of a week-long summer program in East Bay Regional Park District parklands and in West Contra Costa neighborhoods like Richmond. Through restoration and community service projects, recreational activities, career exploration, and leadership and communication skills development the at-risk youth explore their natural surroundings. Teen Eco Action focuses on eliminating perceived and actual barriers to participation, therefore, monetary award and transportation are provided for program participants. The youth ultimately learn how restoring the environment restores the community, and restoring the community restores themselves.

Conclusions
Teen Eco Action serves as a model outdoor environmental/environmental justice education curriculum fusing the interests of both movements, which furthers the research in this field. Investing in Richmond youth through civic engagement is a viable solution to help young people overcome the ecological, social, physical, and psychological problems they face in their communities. Teen Eco Action empowers at-risk urban youth to actively be a part of the movement towards ecological and social sustainability for all.

Chair:
Signature

MA Program:
Interdisciplinary Studies, Environmental and Social Justice
Sonoma State University
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With sincere gratitude and admiration I thank the resilient youth of West Contra Costa County. I would like to recognize the participants of Teen Eco Action for their willingness to embark on unfamiliar adventures, sharing their life experience, and trusting enough to open their minds and hearts. The youth involved in this project have made a lasting impression on me, which is a gift of a lifetime.

My deepest appreciation to the academic leaders who have shaped my experience on this journey through the Master’s program. I would be remiss not to mention Dr. Francisco H. Vázquez, Dr. Ben Frymer, Dr. Mary Gomes, Paula Hammett, Beth Warner, Nehanda Imara, Dr. Nina Roberts, and Dr. Larry Salomon for your guidance and expertise. You have influenced my ability to make meaningful change in the world towards environmental and social justice for all.
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PREFACE

“A tree lives on its roots. If you change the root, you change the tree. Culture lives in human beings. If you change the human heart the culture will follow.” (Hirshfield, J., n.d.)

The foundation of this thesis report is based on the desire for equality, change, and hope for a more just society and sustainable environment for all. This idealistic vision can be achieved through grand systemic shifts on a global scale, and at the grassroots level affecting community and individual activism for meaningful change. The Action for a Viable Future Master’s of Arts program provides an opportunity to explore the interconnections between environmental, economic, societal, and personal dilemmas alongside solution-oriented approaches to addressing these issues. My area of concentration within the Action for a Viable Future program, Environmental and Social Justice, focuses on environmental justice concepts in outdoor environmental education programs for youth. There is an overarching need to bridge the environmental justice movement and the mainstream environmental movement in order to move the agendas of both causes forward, and this can be accomplished in part through outdoor environmental education programs for at-risk urban youth.

Both movements believe in the basic ecological principle stressing the interconnectedness of all life forms, but at the heart of the environmental justice movement is equity and access to healthy social and natural environments. The mainstream environmental movement, frequently represented by “eco-privileged” people, prioritizes the protection and conservation of natural resources; advocacy for people who are disproportionately impacted by environmental inequities and have less access to environmental benefits are often missing from this discourse. This presents
both ethical and practical challenges for the movements' success. One example of the discrepancy in environmental resources experienced most often by people of color and low-income communities is the lack of access to parks and open spaces. Additionally, mainstream environmental education curriculums often exclude multi-cultural and environmental justice frameworks, rendering the programs irrelevant to the environmental concerns of at-risk urban youth. There is a need and a responsibility to provide an inclusive model outdoor environmental education curriculum for this population, which is the focus of my thesis project.

I created and implemented my thesis project, a model outdoor environmental curriculum and environmental justice curriculum for the Teen Eco Action program, in Richmond, California. This project is an offering to other educators and community leaders looking to creatively engage youth in the outdoors through service learning restoration projects, recreational activities, career exploration, communication and leadership skill development, and positive peer interactions. Teen Eco Action integrates environmental justice issues and mainstream environmental education concepts that are particularly relevant to at-risk urban youth. This outdoor education program's unique design and proven impact has ensured its continuation for the youth in Richmond into the future. It is my hope that Teen Eco Action will inspire others to create accessible youth outdoor education opportunities for under-resourced youth, and to motivate the youth involved in the program towards lifelong environmental stewardship and community activism.

Both the project and the literature review included in this report explore a holistic approach, merging environmental justice and mainstream environmental
concepts, to overcome inequitable access to safe and healthy environmental resources for under-resourced populations. The report closes with reflections on the three main themes for the Action for a Viable Futures program: social justice, ecological issues, and psychological and moral dimensions of change. The Appendices contain supplemental background and logistical resources for both the Review of Literature and project, and a comprehensive Bibliography of sources referred to in this report.
INTRODUCTION

Environmental justice is a social justice movement that focuses on the discrepancies of environmental equality based on race and socioeconomic level. The environmental justice movement in the United States began as a new social movement in the late 1970's and early 1980's in response to inequitable distribution of toxic hazards and protections as a result of environmental racism and classism (Brulle & Pellow, 2006; Bullard, 1993; Bullard, Mohai, Saha, & Wright, 2007; Cole & Foster, 2001; Floyd & Johnson, 2002; Hill, 2003; Jones, 2008; Lee, 2002; Mohai, Pellow, & Roberts, 2009; Rudy & Konefal, 2007; Schweitzer & Stephenson, 2007). The consideration of environmental injustices, predominantly placing people of color and low-income communities in disproportionate environmental risk without protection, is often absent within the conventional discourse of environmentalism (Brulle & Pellow, 2006; Bullard, 1993; Bundy, 2003; Floyd & Johnson, 2002; Jones & Rainey, 2006; Mahai, Pellow, & Roberts, 2009; Melosi, 2006; Rudy & Konefal, 2007). Since the origin of the environmental justice movement, an increased awareness of inequities faced by low-income minority communities in urban areas include access to nature, parks and open space (Floyd & Johnson, 2002; Kibei, 2006). Environmental benefits like proximity to parklands and outdoor education opportunities are often inaccessible for under-

Additionally, traditional theories and practices of environmental education often neglect issues pertaining to environmental and social justice (Running-Grass, 1995; Running-Grass & Agyeman, n.d.; Kushmerick, Young, & Stein, 2007; Sadeh, 2007; Warren & Russek, 1997). This review explores the need for community-based outdoor environmental education programs for at-risk, urban youth that address environmental and social justice issues relevant to their lives.

There are some identified limitations of this literature review's analysis of the subject matter. In the last decade, there has been a lack of current research pertinent to the environmental justice movement in the United States (Mohai et al., 2009). This is largely due to the political climate under the leadership of President George W. Bush (Bullard et al., 2007; Mohai et al., 2009). The deficit of literature during these years can be compared with previous decade's research in *Environmental Racism/Environmental Equity: A Bibliography* (Link, 1993), and in the “Annotated Bibliography of Studies and Articles that Document and Describe the Disproportionate Impact of Environmental Hazards by Race and Income” in the appendix of *From the Ground Up* (Cole & Foster, 2001). Additionally, there are limited studies specifically evaluating the inclusion and benefits of environmental justice issues in outdoor environmental education (Kushmerick et al., 2007).

First, this review of literature will define the terminology associated with the environmental justice movement, and present research discussing the background of the environmental justice movement. Then, the challenges and benefits of confronting
issues of environmental racism and classism within an exclusive mainstream environmental movement will be discussed. Next, the review will pinpoint the absence of environmental justice concepts in conventional theories and practices of outdoor education, the need for inclusion of environmental justice topics, the obstacles to overcome in moving towards a multi-cultural environmental justice focus within environmental education, and access to nature and environmental education programs. Finally, outdoor education programs for underserved urban youth as a vehicle for addressing environmental and social justice issues will be examined.

DEFINING ENVIRONMENTAL JUSTICE TERMINOLOGY

Defining terminology commonly associated with the environmental justice movement remains an issue of contention among scholars (Floyd & Johnson 2002; Holifield, 2001; Pellow, 2000). The need for an agreed upon understanding of sociological concepts like environmental justice and injustice, environmental racism and classism, environmental equity and inequity or equality and inequality, eco-justice, and climate justice is essential for furthering scholarly discourse according to some researchers (Pellow, 2000; Schweitzer & Stephenson, 2007). Others emphasize the need to accept the diversity of interpretations based on people's differing experiences and perceptions of history, geography, politics, and institutions in order to guide more relevant research (Holifield, 2001; Rudy & Konefal, 2007; Schweitzer & Stephenson,
Some of the most viable definitions utilized by canon researchers, governmental agencies, and non-profit organizations in the environmental justice field are outlined in the table below:

**Table 1. Terminology of the Environmental Justice Discourse**

<table>
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<tr>
<th>Terms:</th>
<th>Definitions:</th>
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<tr>
<td>Environmental Justice</td>
<td>“Environmental justice is the cultural norms and values, rules, regulations, behaviors, policies, and decisions to support sustainable communities, where people can interact with confidence that their environment is safe, nurturing, and productive” (Bryant, 1995). <em>Note: This is the working definition of this term for the purpose of this literature review.</em></td>
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<tr>
<td></td>
<td>“The fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development implementation, and enforcement of environmental laws, regulations, and policies. Fair treatment means that no population, due to policy or economic disempowerment, is forced to bear a disproportionate share of the negative human health or environmental impacts of pollution or environmental consequences resulting from industrial, municipal, and commercial operations…” (United States Environmental Protection Agency, 2009).</td>
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<td></td>
<td>“Environmental justice can be understood as a grassroots community reaction to external threats to a given community in its broadest sense” (Agyeman, 2005).</td>
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<td></td>
<td>“Environmental justice refers to the principle of equitable protection from environmental hazards for all races, ethnicities, and socioeconomic groups, and preservation of natural resources of the people, including indigenous communities” (Hill, 2003).</td>
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<td>“Environmental justice, a term that incorporates ‘environmental racism’ and ‘environmental classism’, captures the idea that different racial and socioeconomic groups experience differential access to environmental quality” (Schweitzer &amp; Stephenson, 2007).</td>
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</table>
| Environmental Racism | "Bullard described [environmental racism] as policies, practices, or directives that differentially affect or disadvantage—intentionally or otherwise—individuals, groups, or communities based on race or color" (Hill, 2003). Note: This is the working definition of this term for the purpose of this literature review.

("Environmental racism is racial discrimination in environmental policy making, the enforcement of regulations and laws, the deliberate targeting of communities of color for toxic waste facilities, the official sanctioning of the life-threatening presence of poisons and pollutants in our communities, and the history of excluding people of color from leadership of the ecology movements" (Commission for Racial Justice, 1987).

"An extension of racism. It refers to those institutional rules, regulations, and policies of government or corporate decisions that deliberately target certain communities for least desirable land uses, resulting in the disproportionate exposure of toxic hazardous waste on communities based upon prescribed biological characteristics. Environmental racism is the unequal protection against toxic and hazardous waste exposure and the systematic exclusion of people of color from decisions affecting their communities" (Bryant, 1995).

Environmental Classism | Although environmental classism is mentioned in the reviewed literature, none of the authors defined this term separately from environmental racism.

Environmental (In) Equity or (In) Equality | "Environmental inequality focuses on broader dimensions of the intersection between environmental quality and social hierarchies... [addressing] more structural questions that focus on social inequality (the unequal distribution of power and resources in society) and environmental burdens. Environmental inequalities include any form of environmental hazard that burdens a particular social group" (Pellow, 2000).

Note: This is the working definition of this term for the purpose of this literature review.

"Environmentally equity...is based on the concept of distributive justice; that is, that all social groups should
be equally protected” (Hill, 2003). Note: This is the working definition of this term for the purpose of this literature review.

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<tr>
<td>Eco-justice</td>
<td>“Eco-justice is an emerging perspective that addresses the confluence of social and environmental injustice, oppression for humans and nature, and ecological degradation” (Mueller, 2008).</td>
</tr>
<tr>
<td>Climate Justice</td>
<td>“…global climate justice posits that the effects of extreme weather events due to pollution disproportionately burden those contributing the least to climate change” (Hill, 2003).</td>
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There are noted historical changes in the terminology of this discipline. Environmental racism was more often utilized in past research to encapsulate issues pertaining to the environmental justice movement. This is evident in the number of articles retrieved from databases for this review using the term “environmental racism” compared with “environmental justice.” Additionally, in the early 1990’s when governmental policies began to emerge in response to disproportionate toxic hazards facing low income communities and people of color, the term “environmental equity” entered the frame of reference more often than “environmental racism” (Holifield, 2001). The term “environmental equity” was coined by a governmental agency, the United States Environmental Protection Agency (Bullard et al., 2007; Hill, 2003). Some grassroots activists perceived this usage as misrepresenting the needs of marginalized communities as redistributing pollution “equitably” rather than preventing toxic waste altogether, and denying the racial biases associated with environmental hazards (Cole & Foster, 2001; Hill, 2003; Holifield, 2001). Therefore, due to political pressure, the term “environmental justice” became favored among scholars, activists, and governmental agencies in the last decade rather than “environmental equity” (Holifield, 2001). Other
scholars note that "the term environmental justice supplanted environmental equity because justice was perceived as more inclusive and able to encompass equity, equality, and other related dimensions" (Floyd & Johnson, 2002; Taylor, 2000). In recent years, the environmental justice movement has effectively influenced a reinterpretation of the meaning of "environment"; the term's definition has expanded beyond reference of natural resources to include the physical environment in urban spaces "where people live, work, learn, play, and pray" (Bullard et al., 2007; Rudy & Konefal, 2007; Running-Grass & Agyeman, n.d.; Schweitzer & Stephenson, 2007). The definitions of the terms associated with the environmental justice movement have proven to be highly variable over time influenced by the current political climate.

BACKGROUND OF ENVIRONMENTAL JUSTICE AND MAINSTREAM ENVIRONMENTALISM

The United States environmental justice movement began in response to the disproportionate placement of toxic waste near low-income communities of color exposing them to hazardous health conditions (Brulle & Pellow, 2006; Bullard, 1993; Bullard, 2004; Bullard et al., 2007; Cole & Foster, 2001; Commission for Racial Justice, 1987; Floyd & Johnson 2002; Jones, 2008; Mohai et al., 2009; Kushmerick et al., 2007; Rudy & Konefal, 2007; Schweitzer & Stephenson, 2007). Landmark contributions to the environmental justice movement include the 1983 study conducted by the U.S. General Accounting Office, the 1987 groundbreaking study entitled "Toxic Wastes and Race in the United States" published by the United Church of Christ Commission for Racial Justice, and the 1992 governmental report "Environmental Equity: Reducing Risk for All Communities" written by the U.S. Environmental Protection Agency. These studies
concluded that minority residents with low socioeconomic levels were subjected to higher levels of hazardous waste in comparison to other groups in the United States.

Since these initial studies, a rapidly growing body of environmental justice research, especially in the late 1980's and 1990's, produced a multifaceted discipline confirming the correlation between racial and economic biases and unequal impacts of environmental pollution and beyond (Brulle & Pellow, 2006; Bullard et al., 2007; Jones & Rainey 2006; Kibel, 2006; Lee, 2002; Mohai et al., 2009; Schweitzer & Stephenson, 2007). In 1991, a wide range of environmental justice concerns were addressed by grassroots delegates at the First National People of Color Leadership Summit in Washington D.C. where the Principles of Environmental Justice originated (Alston, 2010; Bullard et al., 2007; Hill, 2003; Holifield, 2001; Melosi, 2006; Mohai et al., 2009; Taylor, 2000) (see Appendix A for the Principles of Environmental Justice). The environmental justice community struggled with both international and national mainstream environmental organizations' institutional environmental racism; therefore, at the second summit in 2002 efforts were made to create the “Principles of Collaboration” to help build productive relationships between regional environmental justice groups and larger mainstream organizations (Alston, 2010; Hill, 2003). The types of environmental injustices examined by academic researchers, community activists, farm workers, professional non-profits, and faith-based civil rights leaders expanded and evolved to include issues of exposure to toxics (i.e. power-plants, mining sites, transportation related operations, landfills, manufacturing facilities, and agricultural pesticides), air and water quality, workplace safety, health and education resources, economic development, and land use (Agyeman, 2005; Brulle & Pellow, 2006; Bullard,
Several scholars include access to parklands, open space, and wilderness as "environmental benefits" (BAOC & PFWLSC, 2010; Bullard, 2004; Floyd & Johnson, 2002; Hill, 2003; Kibel, 2006; Strife, 2008). In a 2006 environmental law report specific to environmental justice and access to parklands, Paul Kibel asserts, "environmental justice is now invoked as a framework for analysis and advocacy for the rights of low-income minority residents" (p. 5) in regards to the accessibility of "environmental benefits." These new perspectives challenge the paradigm of mainstream environmentalism.

From the perspective of the environmental justice movement, the conventional discourse of environmentalism is viewed as an exclusive movement undermining social justice issues through the neglect of environmental inequities facing low-income communities of color (Bundy 2003; Jones, 2008; Kushmerick et al., 2007; Melosi, 2006; Mohai et al., 2009). The mainstream environmental movement, which is conventionally supported by white, middle-class people, has traditionally focused on issues of wilderness preservation, ignoring social inequalities as an integral part of environmentalism (Bundy 2003; Mohai et al., 2009; Rudy & Konefal, 2007; Whittaker, Segura & Bowler, 2005). Some researchers document this view as the perpetuation of environmental racism and classism; environmentalists are seen as placing a higher value on preserving land over people (Agyeman 2005; Bundy, 2003; Melosi, 2006). Some activists and scholars believe that environmental equity has not been achieved because under-resourced groups are less able than white, affluent groups to challenge the environmental inequities in an enduring effort (Bullard, 1993; Jones & Rainey, 2006). Others identify the differing social spheres, political power, and strategies of activism of
mainstream environmental and environmental justice movements as contributing to the problem (Taylor, 2000). Furthermore, some suggest that environmentalism is solely a white phenomenon, making the assumption that low-income minorities do not care about the environment (Jones & Rainey, 2006; Parker & McDonough, 1999). These arguments continue to divide rather than unite the mainstream environmental and environmental justice movements.

Within the conventional ideologies of environmentalism, people of color and low-income groups are often treated as if they were invisible. The movements focusing on environmental inequities have tended to be direct, grassroots activism by people of color and low-income communities who face degraded environmental conditions, rather than a focus on nature conservation (Melosi, 2006; Rudy & Konefal, 2007). Despite an abundance of studies of environmentalism, little research exists on environmental histories and attitudes of people of color (Jones & Rainey, 2006; Melosi, 2006; Parker & McDonough, 1999; Whittaker et al., 2005). Moreover, some suggest that African Americans and Latinos are less interested in the environment than Euro-Americans, and that wealth is a factor in determining environmental concern (Parker & McDonough, 1999; Strife, 2008; Whittaker et al., 2005). In their 1999 study, Parker and McDonough examine the differences in environmental thought of African Americans and Euro-Americans based on the "subculture theory" and the "barriers theory." The "subculture theory" is based on conventional measurements of what it means to be an environmentalist in practice and in theory (i.e. affiliation with a mainstream environmental organization, concerned with wildlife and air pollution, and recreational activities in nature). This theory suggests that African Americans are less concerned
about environmental issues in comparison with Euro-Americans. The "barriers theory" notes the similarity in environmental concern in attitudes of African Americans and Euro-Americans, but focuses on differing barriers to acting on African American people's concern due to a sense of powerlessness, marginalization and discrimination in relation to expressing environmental behaviors. In a 2005 study by Whittaker, Segura and Bowler, they argue that the environmental awareness of people of color encouraged "Latinos to become more sensitive to environmental issues than their white counter-parts over time, but that this difference is manifested only on issues of proximate concern to Latinos and not more abstract environmental principles" (p.435). Misperceptions of attitudes and behaviors of people of color within mainstream environmentalism contribute to the exclusion of environmental justice issues. This ultimately undermines attention to environmental issues that are important to people of color. It is the perpetuation of stereotypes that continue to marginalize and discredit people of color's connection to the environment (Running-Grass, 1995).

Although there is sufficient evidence determining that race and class are significant factors in experiencing environmental inequities, the linkages among race and class, environmental ideologies and attitudes, and environmental justice issues have been left unexamined in the United States until recently (Jones & Rainey, 2006). In a 2006 study surveying 247 people living near a highly polluted community of color, Jones and Rainey conclude that people's awareness of environmental health and justice issues were related to environmental racism. Additionally, some research indicates that people of color are disproportionately subjected to poorer environmental conditions, suffer more health related problems, and think that local public agencies and officials have not dealt
with environmental problems in their neighborhood in a just, equitable, and effective manner (Bullard, 1993; Bullard, 2004; Bullard, Mohai, Saha, & Wright, 2007; Rudy & Konefal, 2007). There is a need to merge the concerns of environmental inequities into the discourse of mainstream environmentalism.

Strategies and practices to bridge the environmental and the environmental justice movements are necessary in order to move both agendas forward (Agyeman, 2005; Lanza, 1999; Rudy & Konefal, 2007). In order to do so, some researchers indicate that it is important that the histories of the movements are understood (Agyeman, 2005; Callewaert, 2002; Pellow, 2000; Rudy & Konefal, 2007). Other scholars focus on the recognition that under-resourced people of color in the environmental justice movement tend to reject "official" science to legitimate their first-hand experience of environmental inequities; many people who face environmentally threatening conditions view this as furthering unequal power distributions when scientific claims override personal experience (Floyd & Johnson, 2002; Hill, 2003; Pegas, 2008). Two principal environmental justice scholars further comment on this area of contention:

Many environmental justice activists view traditional "objective" science as a systematically disempowering discipline and practice... Western science removes moral considerations from public policy formulations and serves to silence the community to delegitimize the voices of those who do not speak the specialized languages of science. Citizens are reduced to the status of a population to be managed (Brulle & Pellow, 2006, p. 115).

This needs to be acknowledged by science-centered environmentalists. Additionally, a greater understanding of the power dynamics and consequences of the lack of agreement between the groups is necessary; creating opportunities for direct communication is key (Makopondo, 2006). Two researchers in the field, Rudy and Konefal, suggest redefining environmentalism to include community-based issues, and
"ecologizing" the environmental justice movement with increased awareness of scientific principles through combined efforts (2007). A common ground can be found through the unification of local organizations working collaboratively towards solutions for both environmental sustainability and social justice issues (Agyeman, 2005; Jones, 2008; Makopondo, 2006).

CONCEPTUALIZING ENVIRONMENTAL JUSTICE IN ENVIRONMENTAL EDUCATION

The primary focus of environmental education is experiential learning, customarily in an outdoor setting, connecting people to the natural world with the intention of promoting environmental stewardship. It deviates from the traditional structure and rhetoric of schooling, and stresses the activism and "place-conscious education" needed to alleviate environmental and social problems (Barnett, Lord, Strauss, Rosca, Langford, Chavez, & Deni, 2006; Cairns, 2001; Hicks & Holden, 1995; Pegas, 2008; Stevenson, 2007). Environmental education uses a multi-disciplinary approach, incorporating a variety of techniques, strategies, and tools to enhance creativity in the learning process (Cairns, 2001; Clover, 2003; Moore, 1997). The North American Association for Environmental Education defines environmental education in the following manner:

Environmental education is a process which promotes the analysis and understanding of environmental issues and questions as the basis for effective education, problem solving, policy-making, and management. The purpose of environmental education is to foster the education of skilled individuals able to understand environmental problems and possessing the expertise to devise effective solutions to them. In the broader context, environmental education's purpose is to assist in the development of a citizenry conscious of the scope and complexity of current and emerging environmental problems and supportive policies which are ecologically sound (Running-Grass, 1995, p. 9).
Some researchers have questioned the inherent assumptions and cultural biases implied in this standardized definition of environmental education (Running-Grass, 1995; Running-Grass & Agyeman n.d.). Therefore, the definition of environmental education continues to be redefined to incorporate environmental justice activism, community building, and education to reverse the detrimental environmental impacts facing oppressed communities (Hill, 2003; Running-Grass & Agyeman, n.d). Ultimately, the social justice movement and environmentalism are ideologically and politically inseparable; the issues of both causes need to take an inclusive and interdisciplinary approach in order to achieve success (Jones, 2008; Running-Grass, 1995).

Several scholars indicate that traditional theories and practices of environmental education mimic the mainstream environmental movement's framework, neglecting environmental justice concepts and the needs of marginalized communities (Kushmerick et al., 2007; Makopondo, 2006; Running-Grass, 1995; Running-Grass & Agyeman, n.d.; Warren & Russek, 1997). The primary focus of environmental education has been to alter environmental behavior by enhancing scientific knowledge of natural history (Pooley & O'Connor, 2000; Running-Grass, 1995; Running-Grass & Agyeman, n.d.; Williams & Agyeman, 1999). Yet, other writers suggest that changing behaviors and attitudes to increase environmental conservation depends on localized education based on emotions, beliefs, and personal experience rather than factual information (Cairns, 2001; Pooley & O'Connor, 2000; Wals, 1991). Environmental education is more apt to create meaningful change when it draws on participants' lived experience and feelings about the environment. This theory lends itself to the integration of environmental justice issues into environmental education programs, especially considering the unequal
exposure to environmental hazards and the lack of access to healthy environmental resources have proven to be emotional, psychological, and physical concerns for low-income people of color.

Addressing issues of environmental justice within mainstream environmental education is necessary for all learners regardless of their race or socioeconomic level (Bowers, 2002; Kushmerick et al., 2007). The integration of these discourses is a method to give voice to the people who are most affected by environmental problems (Clover, 2003; Pegas, 2008). Although there is a need for the inclusion of environmental justice in environmental education, no studies have empirically evaluated its content in outdoor education or recreation programs (Floyd & Johnson, 2002; Kushmerick et al., 2007; Pegas, 2008). There have been several studies focusing on the “equity gap” between personal and cultural knowledge and scientific knowledge in environmental justice education (Barnett, Lord, Strauss, Rosca, Langford, Chavez, & Deni, 2006; Sadeh, 2007; Wals, 1991). According to several scholars and practitioners, the most effective environmental education needs to revolve around the intersection between social and environmental contexts linked to equity, multiculturalism, and activism (Barr Foundation, 2006: BAOC & PFWLSC, 2010; Barnett et al., 2006; Bowers, 2002; Clover, 2003; Fimrite, 2009; Pegas, 2008; Running-Grass, 1995 & 2007; Sadeh, 2007; Williams & Agyeman, 1999). Environmental education needs to take place in local areas where people experience environmental dilemmas first-hand, because meaningful societal change comes from the grassroots level (Arenas, 2008; Barr Foundation, 2006; Barnett et al., 2006; Hill, 2003).
The parklands and open spaces, where outdoor environmental education commonly occurs, show that they are just as much of a cultural resource as a natural resource to reunite people with their heritage (Fimrite, 2009). The changing demographics of the United States place an added emphasis on broadening the scope of environmental issues to include more cultural and social perspectives (Agyeman, Newhall-Smith, & Ringelheim, 2005; Floyd & Johnson, 2002). Some scholars, observers, and environmental educators have noted that environmental justice issues have become increasing apparent in the field of environmental education in theory, but not in practice (Running-Grass & Agyeman, n.d.; Agyeman et al., 2005; Kushmerick et al., 2007). In turn, this reinforces the perception of low-income people and people of color that diversity is not valued by mainstream environmental education institutions (Agyeman et al., 2005).

There are several challenges to overcome in order for the philosophies and practices of conventional outdoor environmental education to be inclusive of environmental justice issues. Some scholars identify model programs incorporating environmental justice concepts, environmental education, and environmental restoration in both rural and urban communities as resources to move beyond obstacles perpetuating exclusivity (Barnett et al., 2006; BAOC & PFWLSC, 2010; Running-Grass & Agyeman, n.d.; Tomblin, 2009). Some of the barriers include a deficit of institutionalized cultural competency¹, relevant curriculum based on the communities' needs, diversity policies, and comprehensive community outreach within environmental education.

¹ The definition of cultural competency for this thesis is the "ongoing process of developing awareness, behavior, structures, and practices that allow an organization or program and its members to reach or engage diverse groups and communities in relating to the natural and built environment and in environmental stewardship" (Barr Foundation, 2006, p. 4).
organizations (Agyeman et al., 2005; Barr Foundation, 2006; Makoponodo, 2006; Warren & Russek, 1997; Kushmerick et al., 2007). There is a lack of racial and cultural diversity within all levels of mainstream environmental educators, from management to field staff (Agyeman et al., 2005; Makoponodo, 2006; Running-Grass, 2007; Running-Grass & Agyeman, n.d.). Environmental organizations that are predominantly white and upper middle class instill an organizational culture and practice defined by their culture that inherently lacks perspective from people of diverse backgrounds (Agyeman et al., 2005; Makoponodo, 2006; Pegas, 2008). An additional constraint for environmental educators is finding practical curriculum exemplifying environmental justice themes in existing frameworks (Kushmerick et al., 2007). There are few environmental education activity guides specifically incorporating an environmental justice context (Facing the Future: People and the Planet, 2006; Hammond & Collins, 1993; Kushmerick et al., 2007; Literacy for Environmental Justice, 2010). Several scholars attempt to specify the rationale behind the absence of people of color in natural parkland settings, pinpointing the need for more role models reflecting themselves positively experiencing the outdoors and increased accessibility to nature (BAOC & PFVLSC, 2010; Fimirite, 2009; Oladipo, 2007; Pegas, 2008).

One of the most significant challenges pertains to the accessibility of parklands and open spaces, and outdoor environmental education programs. Equal access to these resources are environmental justice issues (BAOC & PFVLSC, 2010; Bowers, 2002; Floyd and Johnson, 2002; Kibel, 2006; Running-Grass, 1995; Running-Grass & Agyeman, n.d.; Strife & Downey, 2009). The lack of cognitive, emotional, and physical accessibility of environmental education programs and safe outdoor recreational spaces
disparagingly affects people of color and low-income communities. According to a 2010 study conducted by the Bay Area Open Space Council and the Pacific Forest and Watershed Lands Stewardship Council with urban and rural youth, "fear of the outdoors, physical distance from parks, cultural norms, and confusing and costly transportation options are a few of the challenges that prevent people—especially young people—from spending time in and connecting with nature" (p. 4). Ensuring equitable access for under-resourced groups to parks and open spaces is complex.

Other hindrances that limit access to environmental resources like educational programs include emotional and cognitive rationales. A prominent scholar in the multicultural environmental education and environmental justice field, Running-Grass, observes that when outdoor education programs are available, they tend to be irrelevant to under-resourced audiences' lives by omitting environmental concerns and cultural values of the those communities (1995). Teaching the value of diversity and the values of diversity is essential (Makopondo, 2006; Running-Grass, 1995).

Additionally, environmental discourse often utilizes ecological and social crisis rhetoric to motivate people to fight for sustainability and equality. Some research has determined that this is a counter productive methodology to promote individual responsibility to rectify environmental and social degradation (Barratt-Hacking, Barratt, & Scott, 2007; Hicks & Holden, 1995; Mueller, 2009; Strife, 2009). Using an approach based on fear and urgency leaves people with a sense of helplessness, feeling "ecophobic" or fearful of environmental problems (Barratt-Hacking et al., 2007; Hicks & Holden, 1995; Louv, 2005; Mueller, 2009; Sobel, 1996; Strife, 2009). In turn, this further encourages people to view environmental sustainability as inaccessible, and some
scholars argue that these fears may deter people from participating in environmental stewardship (Hicks & Holden, 1995; Mueller, 2009; Strife, 2009).

There is a significant amount of research indicating that limited opportunities for children to experience the outdoors results in detrimental effects on their physical, psychological, and emotional well-being (Barratt-Hacking et al., 2007; Louv, 2005; Moore, 1997). It is necessary that children living in urban areas have safe access to nature "where childhood and its natural inheritance can be reconnected---as a right" (Moore, 1997). Children’s access to natural spaces is a serious environmental justice issue within low-income urban neighborhoods, because safety concerns deter children from playing outside and constrain social opportunities (Louv, 2005; Strife, 2008). Research has pinpointed some of children’s concerns creating multiple barriers in accessing outdoor spaces and experiencing nature as finding places and time to socialize and play, environmental quality, fears of crime and gang violence, traffic safety, parental concern, and fear of strangers (Barratt-Hacking et al., 2007; Louv, 2005; Moore, 1997; Strife, 2009). Other studies indicate that transportation to outdoor spaces and money are the predominant barriers for children and families of color to participating in nature-based activities (Barr Foundation, 2006; Kibel, 2006; Pegas, 2008). These barriers ultimately hindered consistent, unstructured, and safe interactions with nearby nature in urban environments.
ENVIRONMENTAL JUSTICE ISSUES IN OUTDOOR EDUCATION PROGRAMS FOR YOUTH

Outdoor environmental education programs designed specifically for at-risk\(^2\) urban youth\(^3\) can be used as a vehicle for addressing environmental justice issues (Barnett et al., 2006; BAOC & PFVLSC, 2010). There is a need for environmental justice research focusing on the impacts of the inequities marginalized youth face living in urban environments (Barratt-Hacking et al., 2007; Moore, 1997). Children in particular are susceptible to environmental threats cumulatively affecting their physical, mental and psychological health; merging environmental justice issues with environmental education recognizes the interconnection of the health of individuals, communities, and the ecosystem (Running-Grass, 1995; Strife, 2008). A 2009 study of urban children living in environmentally degraded low-income neighborhoods found that the majority of the children had positive relationships with nature despite their environmental conditions (Strife, 2009), and expressed significant environmental and social concern that is "interwoven into the realities of growing up in poverty within a degrading inner-city environment" (Strife, 2008, p. 223). Even if children do not have physical access to nature, they positively reflect upon their limited experiences or perceptions of it. Other researchers indicate that urban youth do not see a connection between their neighborhoods and nature from a stewardship viewpoint before participating in experiential environmental education programs that are place-based (Barr Foundation, 2006). Both of these studies indicate the importance of connecting youth from all backgrounds with the natural environment.

\(^2\) The term "at-risk" often signifies the complex risk factors associated with living in poverty, the impacts of racism, exposure to high crime, and the lack of resources including health care, food, and education (Pegas, 2008).

\(^3\) "Urban youth" can be defined as people between the ages of 10 to 20 living in densely populated areas with a high concentration of human-made objects (Pegas, 2008).
There are many benefits of field-based environmental education incorporating environmental justice issues for youth. Children and youth, especially those living in under-resourced urban environments, need to have a voice on the numerous social and environmental problems they confront, in order to help them create change (Barratt-Hacking et al., 2007; Moore, 1997; Pegas, 2008; Strife, 2009). Many retrospective studies demonstrate that early childhood experiences in nature influence environmental stewardship as adults (Louv, 2005; Strife, 2008). Children are the environmental stakeholders of the future. Merging the principles of environmental education and environmental justice incorporates experiential learning, community leadership, community action through civic engagement, and places value in localized programs (Barnett et al., 2006; Barr Foundation, 2006; Barratt-Hacking et al., 2007). Additionally, merging social justice concepts with place-based environmental education strengthens resiliency and agency for at-risk urban youth (Pegas, 2008).

Urban youth especially need to be active in environmental justice and environmental education issues in order to discover the interconnections with nature and their local community, and increase their civic engagement (Barr Foundation, 2006; Boss, 1999). They are able to see the oppression people of color and low-income communities face, and the environmental degradation affecting the planet, which calls youth to action. Youth environmental and social activism develops leadership and conflict resolution skills, an understanding of the democratic process, increases creativity, builds community, and facilitates change (BAOC & PFWLSC, 2010; Boss, 1999). When the quality of the environment is directly correlated with "the quality of their lives or social reality, youth become very engaged as advocates for change" (Barr
Foundation, 2006). Environmental stewardship can be achieved when relevant, localized issues are addressed in action-oriented projects for youth (Barr Foundation, 2006).

There have been several studies examining the benefits of action-oriented environmental programs for youth designed to create change, but there are very few studies on the motivating factors influencing practitioners who conduct these programs (Schusler, Krasny, Peters, & Decker, 2009). A 2009 study inquiring about practitioners' youth environmental education program goals determined that they believed that they contribute to uplifting individuals and to sustainable communities (Schusler et al., 2009).

Although many recognize the positive influences of outdoor programs for youth, there are very few studies examining the cultural and contextual factors motivating at-risk urban youth's participation in these programs (Perkins, Borden, Villarruel, Carlton-Hug, Stone, & Keith, 2007). One 2007 study focusing on structured youth program participation, found that underrepresented urban youth engaged in programs to stay off the streets, to participate in fun-filled activities, to learn new skills, and to avoid boredom (Perkins et al., 2007). Conversely, the same study identifies reasons why youth chose not to participate in programs, which differed according to genders and ethnicities (Perkins et al., 2007). Some of the perceived and actual barriers preventing participation were peer influence, personal decisions, and parental restrictions (Perkins et al., 2007).

Environmental education and environmental justice can be linked through localized vocational opportunities. Recently, there has been an upwelling of information connecting environmental justice, environmental education, and economic reform with "green jobs" (Arenas, 2008; Jones, 2008). Research is needed in determining how
environmental and social justice education builds community, empowers individuals, and protects the natural environment when combined with vocational education (Arenas, 2008). There are many opportunities to expand this area of research pertaining specifically to youth. Studies indicate that environmental education becomes more relevant for at-risk urban youth when social justice issues are addressed, and increased “green” vocational opportunities speak to these concerns.

CONCLUSION

One method of achieving the overarching goal of striving for environmental equity and sustainability is through experiential outdoor education programs for youth. It has been proven that there are many benefits of place-based civic engagement for at-risk urban youth in this field. Further research needs include evaluating the impacts of the inequities marginalized youth face living in urban environments; examining the environmental justice content in environmental education; and focusing on how environmental and social justice education builds community, empowers individuals, and protects the natural environment when combined with vocational education. These areas of study will help merge the discourse between the environmental justice movement and mainstream environmentalism.

Building collaborative relationships between the environmental justice movement and the environmental movement is necessary in order to build communities that are just and sustainable for all. The interconnection between preserving natural resources and developing safe and healthy developed environments in which people thrive can create a new “eco-activist”, “green”, or “smart growth” movement (Jones, 2008; Urban
Habitat, 2008). It is crucial that solution-oriented ideologies and practices focus on common interests. “To give the Earth and its peoples a fighting chance, we need a broad, populist alliance---one that includes every class under the sun and every color in the rainbow” (Jones, 2008). Ultimately, a synergistic response is necessary to sustainably move ecological interests and social interests forward.
PROJECT

Teen Eco Action: Moving Towards Environmental Justice through Outdoor Education for At-risk Urban Youth

“Our visions begin with our desires” (Lorde, n.d.).

INTRODUCTION

The vision for this project stems from a desire to build healthy communities and a sustainable environment at regional, organizational, local, and individual levels by empowering youth to take action towards meaningful change. Teen Eco Action involves at-risk urban youth from West Contra Costa County in quality outdoor environmental education programming that is relevant to their lives. The curriculum fuses mainstream environmentalism and environmental justice concepts teaching youth about the value of community activism to protect the environment. East Bay Regional Park District (EBRPD), one face of a mainstream environmental organization and Teen Eco Action’s sponsor, has brought the community at large great benefits, but has not always been seen as equitably distributing public resources. At the project’s conception, there were few EBRPD program offerings outside of organized school groups specifically designed for under-resourced populations and no programs specifically for teens. Teen Eco Action is one solution to help fill this void. More significantly, at-risk urban youth now

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4 EBRPD’s definition of underserved/under-resourced populations includes the following:
  - Individuals with disabilities
  - Seniors who reside in assisted living or skilled nursing facilities
  - School groups with at least 50% of the students participating in the free and reduced lunch program
  - Residents and community-based organizations in neighborhoods with at least 7% of the population with incomes below the federal poverty level
have access to beneficial environmental resources, which is an aspect of achieving environmental justice in communities like Richmond.

**BACKGROUND OF THE PROJECT SETTING**

*The City of Richmond.* Located in the East Bay of the San Francisco Bay Area, the City of Richmond spans a large geographical area of about 34 square miles in West Contra Costa County (see Appendix B for neighborhood and demographic maps of Richmond) (City of Richmond Planning & Building Services Department, 2009). The city is proud of its diverse communities of approximately 104,000 residents (City of Richmond Planning & Building Services Department, 2009), and of the nation’s only metropolis with a Green Party mayor. Richmond has a long history of withstanding complex social and environmental injustices disproportionately affecting people of color and low-income neighborhoods. Some of the outstanding issues and cumulative impacts Richmond faces include:

- Richmond is home to the largest oil refinery in the Bay Area, which is owned by Chevron Corporation (Braley, Lane, & Clarke, 2008). The Chevron refinery repetitively violates the Environmental Protection Agency’s (EPA) air compliance standards harming the health of residents from exceedingly high flare emissions (Choy & Orozco, 2009; Pacific Institute, 2009). In 2007, the EPA reported over 900,000 pounds of toxic waste from the refinery (Choy & Orozco, 2009).

- In West Contra Costa County diesel exhaust from cargo trucks, trains, ships, port heavy equipment operation, and freeways causes poor air quality releasing more than 90 tons of diesel pollution each year (Bay Area Environmental Health
Collaborative [BAEHC], n.d.; Connolly, 2010; Pacific Institute, 2009). This is 40 times more than the state of California as a whole (Pacific Institute, 2009). Health conditions like cancer, asthma, heart disease, and premature birth are caused by diesel exhaust (BAEHC, n.d.; Connolly, 2010; Pacific Institute, 2009; Tam, 2009). "Neighborhoods with an above average percentage of homes near freight transport have a median household income of $37,501 and are 82% people of color..." (Pacific Institute, 2009).

- All of the waterways (creeks and bays) in West Contra Costa County are polluted from industrial discharge, agricultural uses, and urban run-off (Pacific Institute, 2009; Tam, 2009). "From 2005 through 2008, industrial facilities, which generate many of these contaminants, violated water quality regulations 204 times..." based on the San Francisco Regional Water Quality Monitoring Board's data (Pacific Institute, 2009).

- Richmond is one of the poorest cities in the state (Gilligan, 2010). In 2009, 32.2% of Richmond's children lived below the federal poverty line ("Richmond, California poverty," n.d.), which was below $22,050 for a family of four (U.S. Department of Health and Human Services, n.d.).

- Richmond is ranked as the number one most violent city in California per capita in 2009, with a 74% increase in homicides over the previous year (Gilligan, 2010; Rogers, 2009; T. Butt, personal communication, December 29, 2009). All of the victims were African American or Latino (Gilligan, 2010; Rogers, 2009; T. Butt, personal communication, December 29, 2009). According to City Council
member Tom Butt, “Poverty and misguided youth are at the core of Richmond’s homicide rate...” (personal communication, December 29, 2009).

- Richmond’s two high schools obtained a proficiency rating of 1 out of 10, with 10 being the highest, on California Standard Tests in 2008 (City of Richmond Employment Department, 2008). At Richmond High, which has mostly low-income students of color, only 37% of the students passed the English portion of the California High School Exit Exam (Rodriguez & Jongco, 2007). In 2008, there was a 50-60% high school dropout rate in Richmond (City of Richmond Employment Department, 2008). Students who drop out of school are four times more likely to go to prison than students who earn a high school diploma (U.S. Human Resources, n.d.).

- There is a significant lack of quality programs for West Contra Costa youth between the ages of fifteen through twenty, which is one of a variety of disadvantages particularly faced by low-income youth of color (Pacific Institute, 2009; Tam, 2009). Research shows that 78% of all youth living in Richmond may not have access to “positive community resources, activities, and environments youth programs can provide” (Pacific Institute, 2009).

- Limited access to parks and open space and the unsafe conditions and disrepair of city parks are included in Richmond’s environmental problems (Pacific Institute, 2009; Tam, 2009). “The disparity is even more pronounced: the neighborhoods with the worse park conditions are 86% people of color...” directly reflecting environmental racism (Pacific Institute, 2009).
These concerns affect the overall well-being of the population on physical, emotional, social, and psychological levels; the community's health is a product of their environment (Pacific Institute, 2009). All of these issues are interconnected, and Richmond youth face multiple environmental and social injustices. The Richmond community needs equitable access to high quality education, a healthy and safe environment, and sustainable economic opportunities for youth to grow up in a more just society. Youth civic engagement is one strategy proven to mitigate the effects the city's problems have on young people. Teen Eco Action is a part of the solution towards rectifying the youth program deficit and access to well maintained and safe parks in Richmond.

**East Bay Regional Park District.** Founded in 1934, East Bay Regional Park District is the largest regional park agency in the United States preserving and protecting over 100,000 acres of parks and open space (Barr-Wilson, Facendini, Odiye, & Stenhouse, 2010; McCreery, 2010). It is located in Alameda and Contra Costa Counties on the eastern side of the San Francisco Bay, encompassing over 1,745 square miles (see Appendix C for a map of EBPRD) (McCreery, 2010). EBRPD serves a population of 2.4 million residents represented by a seven-member Board of Directors; one of the Board Members lives in Richmond (Barr-Wilson et al., 2010; McCreery, 2010). The District's mission is to "acquire, develop, manage, and maintain a high quality, diverse system of interconnected parklands which balances public usage and educational programs with protection and preservation of our natural and cultural resources" (Barr-Wilson et al., 2010; EBRPD, n.d.; McCreery, 2010; Stein, 1984). Similar to other mainstream environmental organizations, they are guided by an environmental ethic placing greatest
importance on land preservation and acquisition for future generations, and secondly making parks accessible for the District’s constituents (Barr-Wilson et al., 2010; McCreery, 2010; Stein, 1984).

EBRPD also provides educational and recreational programming to help people enjoy their parks. There are approximately 14 million visits per year to the EBRPD parks; over 300,000 people participate in environmental education programs each year (Barr-Wilson et al., 2010). Many of these people are repeat visitors to the parks (Barr-Wilson et al., 2010). Therefore, there is a need for extensive community outreach to underserved communities. Equal access to EBRPD parks and services is an environmental justice issue (Kibel, 2006). The following EBRPD goals are pertinent to the development of this project:

- To improve public health in underserved/under-resourced communities through increased park usage.
- To increase awareness of programs and resources offered by EBRPD for residents and groups in underserved/under-resourced communities.
- To increase access to EBRPD’s parklands for underserved/under-resourced communities.

Teen Eco Action helps meet the needs and goals of West Contra Costa County communities and EBRPD by providing quality youth place-based programming, and by creating access to safe, natural open spaces.

**PURPOSE OF THE PROJECT**

Investing in Richmond youth through civic engagement is a viable solution to help
young people overcome the ecological, social, physical, and psychological problems they face in their communities. Teen Eco Action empowers at-risk urban youth to be a part of the movement towards ecological and social sustainability for all through education and practice. Teen Eco Action serves as a model outdoor environmental/environmental justice education curriculum, which furthers the research in this field. This project is designed to produce long-term, positive results with the intention of inspiring youth environmental stewardship and community activism.

DESCRIPTION AND METHODOLOGY

Teen Eco Action, a program that is sponsored by East Bay Regional Park District and the Regional Parks Foundation, develops opportunities for at-risk West Contra Costa County youth promoting social, economic, and environmental justice through multicultural environmental education. It is a model summer youth program fusing environmental justice issues with environmental education through place-based service learning (see Appendix D for specific planning logistics). Teens thirteen through eighteen years old have the opportunity to meet other youth with similar interests, learn about relevant ecological issues, complete restoration projects, participate in recreational activities, and explore environmental and social service careers. The program takes place at four different EBRPD parklands: Point Pinole Regional Shoreline in Richmond, Brooks Island Regional Preserve in Richmond, Wildcat Canyon Regional Park in Richmond, and Tilden Nature Area in Kensington. All of these parks were strategically selected based on their West Contra Costa County locations, and accessibility to public transportation. The participants earn a monetary award and bus
transportation is provided for them; without these two resources the program would not be accessible to the majority of the youth. The transportation is coordinated with the help of EBRPD's Parks Express program (see Appendix E for the Parks Express application). After completion of the program, each teen has the opportunity to continue onto another internship, employment, or volunteer opportunity that was presented to them during Teen Eco Action. Although this program was first developed in 2007, the focus of this project report will be on Teen Eco Action 2010. The 2010 program was especially designed and executed for the Action for a Viable Futures MA Program.

**Goals and objectives.** The overarching goals and objectives for Teen Eco Action include the following:

1. **Goal:** Participants will increase their understanding of ecological and environmental justice issues relevant to their lives.

   **Objectives:**
   - Participants will hear about local environmental/environmental justice concerns through at least three speakers.
   - Participants will receive brochures and other written materials about ecological issues like water and air quality, pollution solutions, environmental racism, climate justice, regional wildlife, and more.
   - Participants will engage in place-based restoration projects actively working towards solutions to complex social and environmental problems.

2. **Goal:** Participants will understand the importance of civic engagement and environmental stewardship.
Objectives:

- Participants will complete five restoration/community service projects in a week.

- Participants will be affirmed for their service through verbal praise, a final recognition event with family and friends, and through a monetary award.

- Participants will hear presentations from at least five community members from various sectors about the benefits and necessity of community activism, and will be given opportunities to continue their involvement after Teen Eco Action.

3. Goal: Participants will learn about a variety of environmental and social service careers.

Objectives:

- Participants will be informed about at least ten social and outdoor careers from presenters.

- Participants will complete some of the tasks of the introduced professions through a variety of activities (i.e. to learn about wildlife biologists, they will complete a freshwater pond resource inventory alongside professional and student biologists).

- Participants will receive entry-level East Bay Regional Park District job descriptions, an application, an interest card, and other pertinent information about applying for future jobs with the District.
• Participants will learn about at least five employment and volunteer opportunities, outside of East Bay Regional Park District, that they can be involved in after the program's end.

• Participants will receive updates about employment and community engagement opportunities throughout the year.

4. Goal: Participants will engage in educational, recreational, and social service activities that they otherwise would not have access to because of actual and/or perceived barriers.

Objectives:

• Participants can choose to take provided bus transportation to the program.

• All of the parks visited in this program are in West Contra Costa County, and they have public transportation options for future visits (with the exception of Brooks Island Regional Preserve).

• The visited parks and community activities are in different Richmond communities, which cross gang “territorial” boundaries.

• The participants and staff at the onset of the program will create group agreements, general behavioral guidelines, and consequences.

• Participants will receive a monetary award after successful completion of a week of service.

• Food will be provided for participants.

• Participants will be able to complete nine of ten of the California Children's Outdoor Bill of Rights (see Appendix F for the California Children's Outdoor Bill of Rights). They will be able to fish, bike, kayak, swim, hike,
drum, play on a team, play in a safe place, celebrate their heritage, and learn
about California’s past during the program.

• All of the necessary equipment will be provided and safety practices will be
followed during all of the activities.
• Participants will be given park maps with directions to reach the parks for
future visits.

5. Goal: Participants will positively interact with a diverse group teens.

Objectives:

• Participants will meet at least five new people.
• Participants will learn at least three new skills pertaining to leadership,
teambuilding, communication, and conflict resolution.
• Participants will be invited to quarterly meetings to reunite with their
friends.

Resources and funding. Teen Eco Action was primarily supported by a grant from
the Regional Parks Foundation with aid from EBRPD, and in-kind donations from
collaborative non-profit organizations (see Appendix G for the Regional Parks
Foundation grant application document and grant award letter; see Appendix H for an
overview of EBRPD resources included in “EBRPD Pocket Facts”). The initial estimated
costs and approved funding for two weeks of Teen Eco Action for 40 youth was
$18,820, which indicated optional requests for funding in specific categories causing a
variable estimate in the budget proposal (see Appendix I for the estimated program
budget). It did not include the approximated value of in-kind services from outside
organizations. This project is now considered one of EBRPD’s core programs due to its
success, which signifies its continuation in the community with guaranteed funding support in the future.

*Outreach and publicity.* There was a tremendous emphasis placed on outreach efforts in both Contra Costa and Alameda Counties promoting EBRPD and Teen Eco Action. Building trusting relationships and alliances with West Contra Costa County community members, environmental justice organizations, and with at-risk youth needed to be a primary focus in communities that are often marginalized. Many individuals and organizations from outside of Richmond, that do not have the same lived experience as the Richmond residents, try to support the community because of the city’s well-known needs. Extensive outreach for a well intended program is only one element of gaining community buy-in. An effective ally establishes a community rapport founded on respect, patience, tolerance, and trust over time. This sometimes takes years to develop with “outsiders.” Additionally, one of the tenets of an affective community organizer is to approach solutions to issues with the community rather than for the community. Teen Eco Action’s outreach strategies reflected these insights.

In 2010, I directly reached over 2,000 people through interpretive presentations at a variety of Richmond locations. They included seven public and private West Contra Costa County schools, multiple non-profit organizations, four Richmond Neighborhood Council meetings, five Richmond Park and Recreation Community Centers, two homeless shelters, and several interfaith organizations. My personal interactions with the community proved to be the most effective form of recruitment for Teen Eco Action, and for increasing general public knowledge of EBRPD. There was a notable difference in 2010 in program interest based on word of mouth from past participants,
the adults in their lives, and from community leaders in Richmond. Teen Eco Action was viewed as an established, enriching summer program by West Contra Costa community members.

Other traditional and unconventional strategies were implemented to publicize Teen Eco Action, and encourage West Contra Costa County youth to participate. Some methods of publicity included developing an appealing flyer and postcard; creating a press release; publishing a description in the EBRPD Regional in Nature Activity Guide; sending informational mailings and emails with a descriptive letter, flyer, and application; and telephone communications to individuals and organizations serving teens (see Appendixes J and K for the program flyer and publicity letter). Over 200 West Contra Costa leaders and establishments received this information. Some of the general entities included: teachers and career counselors at middle and high schools, youth organizations, neighborhood councils and libraries, community housing providers, non-profit environmental justice and mainstream environmental organizations, parole officers, foster care and social service workers, Richmond community centers, volunteer organizations, and alternative media groups. These community groups aided in reaching the Teen Eco Action participants in addition to canvassing payroll advance businesses, public transportation hubs, and laundromats. As the program becomes more recognized in the community, the future need for as comprehensive outreach and publicity tactics will lessen.

Participants. Youth interested in participating in Teen Eco Action were asked to complete a written application and telephone interview (see Appendix L for the application). This process aided in solidifying their commitment to the program, and
helped develop job seeking skills. Several of the youth requested staff assistance with filling out their application, which was offered to them during the outreach presentations to make the process accessible to everybody, but most of them were able to complete it on their own. The application process enabled the staff to balance programmatic considerations such as participant diversity in gender, age, ethnicity/race, schools attended, outdoor experience, and interests. Over 200 applications were received for Teen Eco Action in 2010, compared to 125 in 2009. Approximately 75 more inquiries were received after the application deadline in 2010. Although most of the applicants were between the ages of 13 to 15 years old, there was a dramatic increase in applications from 17 to 18 year-olds this year due to the economic climate. The increased interest in Teen Eco Action made it challenging for staff to select the participants, so a lottery system was devised. The applicants who did not get admitted into the program were sent a letter with other youth summer program opportunities, and they will be automatically sent an application for the next summer’s Teen Eco Action.

Of the 35 youth enrolled, 28 actually participated in the program from start to finish; seven youth did not attend despite their verbal commitment to the program. Once they were registered, a detailed information packet was mailed to them with a congratulatory letter, the daily topics and activities, waivers, driving directions to the sites, park maps, and contact information in order to prepare them for Teen Eco Action. Additionally, there were three preprogram communications by telephone and email to the selected Teen Eco Action participants and their parents or guardians to ensure the preparedness of the youth, and to emphasis on the importance of following
through with their commitments for themselves and out of consideration of the other applicants who did not get into the program. The 35 participants initially selected represented an equally balanced group considering gender, age, racial/ethnic background, and schools attended. The 28 youth who participated in this year's Teen Eco Action Weeks came from 15 different schools in West Contra Costa County. There were 13 male participants and 15 female participants. The participants identified their race as follows: 11 "Black" or "African American;" 7 "Latino(a)," "Salvadorian" or "Hispanic;" 5 "Asian" or "Laotian;" 2 "White" or "Caucasian;" 2 "Middle Eastern;" 1 "Black/Korean." About 50% of the youth or their parents were born in a country outside of the United States. The participants were in the 13-18 age range. There were (4) 13 year olds, (10) 14 year olds, (4) fifteen year olds, (3) 16 year olds, (6) 17 year olds, and (1) 18 year old.

The youth were motivated to participate for a variety of reasons. One thirteen year-old chose to enroll in the program because "my mom and dad are struggling with money, so going into this program, just getting the money, just help my parents pay for everything is why I came." Economic considerations were the most common initial attraction to Teen Eco Action, especially for the younger teens, but all of the participants said that they would have done it for free if they knew what they were actually going to experience in advance. Other factors like engaging in productive activities in the community were also important to the youth. "It's good for teens because a lot of teens like to be on the streets and do whatever and if they are out here they can see more and find more stuff to do and help the environment," stated one youth. A sixteen year-old expressed his reasoning, "I wanted to do something positive,
and there ain't nothing really positive in Richmond.” It was evident at the end of the week that they were all inspired to be involved in the program again, whether it was a paid experience or not, because they had a great time and they felt good about their contributions to the community.

Curriculum development. The overarching theme of Teen Eco Action was “restoring the environment restores the community, and restoring the community restores ourselves.” During this program the word “environment” was used to describe both the natural and physical environments. The integration of environmental justice and mainstream environmental issues was taken into consideration when planning the program in order to bridge the two movements’ agendas, and make the information more relevant to the youths’ lived experience. Most of the daily topics and the activities were selected based the teens’ interests, and the needs of the parks and the community. The Teen Eco Action participants learned about regional ecological and social issues through hands-on tasks focusing on the benefits of biodiversity/diversity in urban and natural landscapes, global climate change/climate justice, organic foods/food justice, maintaining healthy waterways/water justice, pollution solutions, endangered species, bike lanes/transportation justice, and green products/green collar jobs. The youth were all given resource folders with pertinent information expanding upon these topics in case they were inspired to learn more.

Teen Eco Action’s schedule was consistent each day, but the types of activities and topics varied (see Appendix M for the daily schedule of activities and thematic topics). The morning hours usually consisted of an opening circle, teambuilding and leadership skills activities, snack, and a restoration/community service project. The
afternoon frequently included recreational activities, lunch and a snack, career exploration, community presenters, and a closing circle. Although there was an organized schedule for each day, there was flexibility to take advantage of teachable moments and mold the time according to the energy of the group.

On the first morning of the program the participants quietly arrived to the park with closed body language, and on the last day of the program the dynamic completely changed due to the structure of Teen Eco Action's activities. One participant disclosed, "I'm actually a really shy person, and I usually don't talk to people that I don't know, but this program changed all that." The initial team building activities aimed to ensure emotional and physical safety, break down walls, and begin the process of building a cohesive team. Another teen commented at the end of the week, "I mean when most people get together and they don't know people they just be uptight. But this group, we all got together, we all met each other, we all worked together, nobody didn't give up, we all participated even though we was tired and it was fun."

**Interpretive and recreational activities.** The project's educational and recreational activities were all interactive designed to engage a variety of learning styles and abilities. The wide range of activities emphasizing basic natural and social science principles included: team building and leadership skills games, fishing, water color painting and working with clay, orienteering skills workshop and treasure hunt, drum circle, spoken word eco-poetry, sustainable community mapping, kayaking, "Pollution Solutions Jeopardy," hiking, guided visualization, biking the Wildcat Creek watershed to the Bay, global sustainability and ecology games, "Crossing the Line" activity, live raptor presentation, journaling, eco-privilege activity, backcountry watershed tour, solo and
trust walks, and swimming. When asked about the benefits of the activities he experienced in Teen Eco Action one of the youth stated, “Before I came here I never had experienced none of that, so down the line if I ever was supposed to do some of this stuff, I would know how to do it. It will be a great affect in my life.” The participants enjoyed most of the activities, but kayaking and the orienteering skills treasure hunt were identified by the majority as the top two.

Interestingly, the two recreational activities that stimulated the most fear and anxiety at the onset are the same two they ultimately identified as their favorites. Kayaking to Brooks Island Regional Preserve was an exciting endeavor on many accounts. The island is visible from the Richmond shoreline, but infrequently accessible to visitors. Many of the youth did not know how to swim. Additionally, they had historically rooted and culturally instilled fears of the water. One sixteen-year-old participant, who is known for his “tough” behavior among his peers on the streets, was brought to tears because of his fear of drowning. After going through the basic training and assuring him of his safety he felt more comfortable teaming up with an adult to take on the challenge. When he was on the water, he beamed with pride because of his accomplishment. After reaching the highest summit on the island an eighteen-year-old participant that was a hesitant kayaker threw her arms to the sky and shouted, “I’m free!” She also mentioned later, “I didn’t realize how much more there was out there than Richmond until I saw it all from that view.” A few of the participants had not travelled outside of the East Bay; the kayak trip increased their perspective. By overcoming perceived and actual barriers during the week, the youth gained a greater sense of confidence and awareness of their capacity on multiple levels.
This year culminated with an evening celebration honoring the youth for their service. The Teen Eco Action participants, their families and friends, and community leaders who contributed to the program were invited to attend. Thanks to the City of Richmond’s generous support, the event was hosted at Nevin Community Center in Richmond’s Iron Triangle neighborhood. Security was also provided free of charge by the City of Richmond’s Recreation and Parks and Police Departments. This location was convenient for many families who live nearby, and for its proximity to public transportation. Over 75 people attended the celebration where food, a live raptor presentation, slideshow presentation, award ceremony, and youth speeches and poetry took place. The youths’ speeches about there experience were heart-felt and inspired. The participants and their families gave staff positive feedback about the event, and expressed their excitement about reuniting with their friends from the program.

*Restoration and community service.* Habitat restoration isn’t just about the natural environment, but about “re-storying” our communities and ourselves. Implicit in the idea of “re-storying” is an understanding that the work of restoration often happens on physical, mental, emotional, and spiritual levels.

Environmental restoration work can spontaneously engender deep and lasting changes in people, including a sense of dignity and belonging, a tolerance for diversity, and a sustainable ecological sensibility. This art and science of helping the web of life in a particular place heal and renew itself can serve as a mirror and an impetus for individual and community renewal (Shapiro, 1995, p. 225).

The youth involved in Teen Eco Action restoration projects experienced these sentiments in a tangible way. “If you can reserve this safe haven, plant life, tree life then I’m pretty sure you can fix the community around you,” remarked a fourteen-year-old participant. This youth made a connection between the practices of restoring the
natural environment and creating change in her community. Another powerful example of relating restorative activities in the natural environment to individual restoration came about during a group discussion regarding endangered species before completing a restoration project to increase biological diversity. In his own words, a Teen Eco Action participant compared himself and all other black men to an endangered species noting the social context African American men face each day in the United States. His sharing brought the group to a new level of understanding, and linked nature to some of their lived experiences. The youth grasped that they helped create change through restoration projects and community service activities, and were interconnected with something greater than themselves.

The restoration and community service projects served as a way for the youth to give back to their communities, and they were also great activities to cultivate a sense of group camaraderie and hone leadership skills. “One thing that I learned is that leadership isn’t just one person, it’s a whole bunch of people joining together to make one single thing, to change something,” stated one participant. Some of the projects completed at parklands and in Richmond neighborhoods included fresh water pond surveys, oyster bed restoration, erosion control through split-rail fence construction, shoreline trash clean-up, invasive non-native plant and animal removal, organic food gardening and bioremediation, graffiti removal, repainting vandalized public spaces, trail maintenance, bat and kestrel box construction, storm drain decals installation, and native plant and tree plantings. These projects were successful in part because of the collaborative efforts of EBRPD staff, docents, and other allied non-profit organizations alongside the youth.
Career exploration and “green” job opportunities. Over 40 people with various outdoor and social service careers came to speak to the youth about their community-based positions of employment. The goal of the career panels were to introduce the youth to a variety of jobs related to parks and the environment, in addition to community organizing jobs. About half of the speakers were from EBRPD, and half of them were from outside agencies (see Appendix D for the list of specific careers highlighted on the logistics and planning worksheet). They were asked to describe their job, why they are passionate about their work, some of the challenges that they face, and what was their path that led them into that specific line of work in a way that was accessible to the teens. The program participants were then given an opportunity to ask questions. The speakers did an excellent job making the information relevant to the teens when they shared their personal stories.

In addition to the career talks, the participants were offered opportunities to continue their community involvement. Non-profit organizations involved with environmental and social justice issues along with mainstream environmental organizations were invited to share with the participants how they can be activists to make their communities thrive. These Richmond-based adult role models influenced the youth in different ways. After hearing about one speaker’s role in developing critical mass bike rides in San Francisco, “scraper bikes” in Oakland, and another bike-related non-profit in Richmond, one youth exclaimed, “I don’t want no hooptie no more. I need to get me a bike!” Another teen considered it a privilege hearing an 80 year-old environmental justice activist share his experience growing up in Richmond. A few of the teens related to the speakers talking about their experience in prison, and how they
changed their lives around to lift up the community by working in “green” jobs. Eight of the speakers offered the teens participating in the program employment and volunteer positions immediately following the program. About 10 of the 28 youth entered a paid summer program, or are beginning a fall internship or volunteer activity because of an opportunity introduced to them at Teen Eco Action. All of the participants were given job descriptions and interest cards to entry-level positions with EBRPD at the onset of the project in the participant folders. Staff aided past participants with applications and interviews that were interested in pursuing a job in parks, and continued to forward entry-level employment opportunities to the youth throughout the year.

Evaluation. This year an intern from San Francisco State University was hired by EBRPD to create and administer long-term assessment tools for all of the summer camp programs, including Teen Eco Action. The project staff helped design the evaluation questions based on Teen Eco Action’s goals and objectives. EBRPD staff not affiliated with the project and the intern conducted a voluntary pre/post evaluation of the program (see Appendix O for a sample evaluation, the evaluation procedures, and excerpts from the final version of the evaluation results). Most of the participants, 26 of the 28 youth, completed the evaluation. The evaluators objectively recorded their responses with audio recorders, and transcribed the interviews verbatim. The youth self-administered a simple questionnaire as well; the questionnaire did not have a lot of demographic-related questions, because that information was captured on the participant applications. Then, the lead intern investigator translated the feedback into a formal report. This process was an effective way to gauge the program’s impact, successes, and identify areas for improvement despite the small sample size.
SUCCESSES AND CHALLENGES

Overall, Teen Eco Action was a successful and beneficial program from the perspective of the participants and their families, EBRPD staff, funders, allied organizations, and West Contra Costa County community members (see Appendix O for excerpts from the participant evaluations that coincide with the goals and objectives of the program). Some of the specific aspects of the 2010 project that went well from a coordination perspective were the following components:

- The building trust of the West Contra Costa community was apparent through personal communications and actions with collaborative organizations, parents and guardians, and the youth.
- The amount of growing interest in the program based on word of mouth, and the number of applications received.
- The diversity of the participants; the differences in their self-identified socioeconomic levels, ages, schools attended, abilities, racial and ethnic backgrounds, and genders all made the project richer.
- Receiving grant funding from the Regional Parks Foundation in 2010, and a promise for future funding since Teen Eco Action has become a signature program for them.
- Extensiveness of the outreach efforts to publicize the program.
- The integrated approach addressing environmental justice and ecological issues in an outdoor education curriculum.
• The variety of topics and activities based on the participants’ interests that were done effectively in a week.

• The number of paid and unpaid opportunities presented to the youth to continue their involvement in environmental and community service work.

• The continuous contact and communications initiated by the youth and staff after the project’s completion due to their positive rapport.

• Having a professional long-term pre/post program participant evaluation created and conducted by an intern from outside of EBRPD.

• Offering the participants transportation and monetary awards.

• Including a closing celebration in the community for the participants to be honored by their friends, families, and community leaders.

• The park locations for the program were appropriate.

• EBRPD and outside organization support for the program; it has become a core program that has brought EBRPD national and local notoriety.

Some of the challenges and recommendations for future Teen Eco Action programs include the following:

• **Challenge:** Funding sources to pay for the participant’s monetary awards and staffing, which the Regional Parks Foundation will not fund, were not secured until weeks before Teen Eco Action. The EBRPD staff member responsible for allocating monetary resources to the project did not follow through with their commitment. **Recommendations:** Seek out alternative funding sources outside of EBRPD to fund these budgetary items. If financial resources are coming from
EBRPD, ask responsible parties for written confirmation of funding amounts and timeframes; have the agreement signed by multiple officials.

- **Challenge:** Cultural competency and valuing a diverse workforce are not high priorities when EBRPD hires and trains staff. There were a couple of key decision makers that did not offer the same support for Teen Eco Action as they did for conventional summer programs, because they stated that they didn’t understand the purpose of outreach. **Recommendations:** EBRPD needs to create a diversity policy. EBRPD would benefit from hiring staff at all levels that reflect the demographics of the communities that EBRPD serves, and by offering mandatory trainings relevant to issues of diversity like institutional racism and classism. Additionally, explore the possibilities of transitioning Teen Eco Action to a different EBRPD department that prioritizes and values serving under-resourced audiences.

- **Challenge:** Although past participants in Teen Eco Action applied for EBRPD seasonal employment after completing the program, none of them were hired after going through the application and interview process. **Recommendations:** Hire seasonal staff from qualified previous program participants by giving them priority over other applicants that have not been involved in EBRPD in the past. Develop an extended youth summer employment program in West Contra Costa County. Teen Action Week can filter into a longer-term paid summer program. This would help provide more consistent, ongoing relationships with the youth.
• **Challenge:** The number of participants was reduced weeks before the program due to budgetary and staffing constraints, and several registered teens did not follow through with their commitment to participate. This caused an imbalanced dynamic during the program. **Recommendations:** Maintain at least 20 participants for each Teen Eco Action program by having reliable funding sources, and by devising a five-person waiting list of for each week that can be contacted the first day of the program if there are no shows.

• **Challenge:** The project outreach and recruitment process requires a great deal of time and energy that extends beyond the capacity of one person. **Recommendation:** Develop a less time-consuming recruitment process that ensures youth participation from diverse backgrounds. This would require more EBRPD staff and volunteer support, and possibly using a central registration system to streamline the registration process.

• **Challenge:** The number one suggestion Teen Eco Action participants made when evaluating the program was to make it longer than a week. **Recommendation:** Consider the feasibility of offering the program for two weeks with two weeks in between each program.

• **Challenge:** The proposed camping trip for Teen Eco Action participants was cancelled due to staffing constraints. Instead, a celebratory evening event was offered. **Recommendations:** Include an optional camping or backpacking trip at a Richmond park for all the teens, along with the evening recognition event, since this is an activity EBRPD is accustomed to providing groups. The overnight
trip would be very memorable for the youth; many of them had not been camping before.

- **Challenge:** Some of the program applicants were from outside of West Contra Costa County. The majority of the teens who lived outside of this county were from Oakland. **Recommendations:** Encourage other teen program offerings in other parklands throughout the EBRPD. Expand Teen Eco Action to West and/or East Oakland.

Teen Eco Action will be a prosperous community-based program for at-risk youth in the future if the project's strengths and challenges are taken into account; building on its successes and taking a collaborative approach to solving issues will make the program grow stronger.

**CONCLUSION**

Teen Eco Action empowers at-risk urban youth to work towards environmental and social justice through civic engagement. It is an environmental and environmental justice curriculum model that can be replicated by others who believe in connecting youth to the outdoors through action-oriented, place-based educational programs. The youth involved in Teen Eco Action exemplified positive change in different ways. Some of the participants experienced changes within themselves, collectively as a group, and at the community level. This occurred when they were given equal access to natural, social, emotional, and psychological resources they need to thrive.

The Teen Eco Action participants came to grasp our inherent interconnection to the environment linking them to their local and global communities. The youth also
understood the potential impact they could have as current and future environmental and social justice leaders to continue this work. One youth stated, “This program just taught me that helping is the best thing that you can do. It’s very, what’s the word, fulfilling? It gives you that good feeling. It helps you know, that you can make a big difference in your community.” Another teen reflected, “It’s like that Gandhi quote, you have to ‘Be the change you wish to see in the world.’ That’s basically what this whole program is about. Changes you to be a better person.” Thus, Teen Eco Action affects change by reverently honoring and protecting human and nature’s diversity.

“In the end, we will conserve only what we love.
We will love only what we understand.
We will understand only what we are taught.” (Dioum, n.d.)
REFLECTIONS: HOW THE PROJECT ILLUMINATES
THE PROGRAM THEMES

The final section of this report reviews how the three interconnected themes of
the Action for a Viable Future Master’s program are reflected in my project, Teen Eco
Action. Immersing myself in studies of social justice, ecological issues, and psychological
and moral dimensions of change not only helped shape Teen Eco Action, but also
influenced my perceptions of how meaningful change can manifest into reality.

SOCIAL JUSTICE

Environmental justice is a part of the social justice movement advocating for
human rights and equality. The movements are often built upon grassroots organizing
for change through civic engagement with the communities affected by the cumulative
impacts of injustices, and by creating strong collaborations and alliances. Teen Eco
Action is an example of how community partnerships and youth activism can help
inspire change towards justice on many different levels.

Teen Eco Action originated as an outdoor environmental education program,
merging environmental justice and mainstream environmental concepts, especially for
under-resourced, at-risk youth living in an urban area. Environmental justice fights for
low-income communities and people of color that often are overburdened with
environmental hazards and have unequal access to environmental benefits. Teen Eco
Action offers an alternative to counter these disparities faced by West Contra Costa
County communities.
The project strives towards social justice by uplifting youth in a variety of ways. Teen Eco Action provides access to quality educational programming, “green” economic opportunities, parks and open spaces, transportation options, healthy food choices, and recreational activities that are place-based and relevant to the youths’ lived experience. All of these project components contribute to social justice causes. The program also includes how these resources can be sustainable after Teen Eco Action, since this type of environmental programming is most commonly available to people with “eco-privilege.” As a well-known Bay Area environmental justice organizer, Nehanda Imara, once stated, “All that’s ‘green’ ain’t just!” (personal communication, August 31, 2010). This project integrates both social and ecological discourses to light; in an environmental justice framework, one discipline cannot be separated from the other.

ECOLOGICAL ISSUES

The foundation of Teen “Eco-logy” Action is based on an ecological principle that all life is interconnected; this is one of the most important concepts that nature can teach us. As John Muir, who is considered the father of the environmental movement, stated, “As soon as we take one thing by itself, we find it hitched to everything in the universe” (Murray, 1999). This project focuses on the interface of ecological issues in natural settings on an urban fringe, human impacts on the natural world, and ecological sustainability through environmental stewardship.

Teen Eco Action takes a solution-oriented approach to addressing environmental problems. Through environmental education and restoration projects, the youth make a difference in protecting nature in their neighborhoods. They each
gained a unique perspective from their outdoor interactions. One program participant commented, “I realized that I don’t have to go to Yosemite to be in nature, ‘cause nature is all ’round me in Richmond” (personal communication, July 2010). Another teen made a connection between the health of the natural environment and human health, “Before I wouldn’t really care if there were litter on the parks or stuff like that, on the creeks and stuff. Now I care more because I notice what the damage is and what could happen to us afterward.” The program caused one youth to look deeper into the benefits of natural spaces in urban settings. She commented, “Usually I think parks are boring. This program showed me that it is much more than just a park. Stuff that is long gone is still there...history, air, trees.” All of these reflections were shaped by the youths’ engagement in community-based restoration projects. Some of the specific restoration activities that participants were involved in during Teen Eco Action 2010 include: 1) removing six truckloads of trash from local shorelines and creeks; 2) building 100 yards of fence line to prevent erosion into waterways; 3) constructing and installing bat and raptor boxes along providing habitat for species in need; 4) removing invasive, non-native plant and animal species to increase biodiversity; 5) planting an edible native plant garden and trees in Richmond parks and neighborhoods; and 6) installing 75 storm drain decals along the sidewalks of creek-side neighborhoods by bike. After these projects, which were supported by thematic activities and discussions, the youth understood the meaning of Terry Tempest Williams’ sentiments, “It’s no longer the survival of the fittest, but the survival of compassion” (p. 97).
PSYCHOLOGICAL AND MORAL DIMENSIONS OF CHANGE

The area of my project that holds the greatest significance is its capacity to create change on psychological and moral levels. Tapping into individuals' emotions and belief systems will contribute to enduring compassion towards social justice and ecological sustainability. Equality and stewardship are based on ethics and morality, and Teen Eco Action explores these issues.

One of the intentions of Teen Eco Action is to create an atmosphere where people can safely reflect upon individual and societal benefits of positive change. The project provides youth with a sense of empowerment and hope to make a difference in concrete ways. Specifically, this goal was met during the 2010 Teen Eco Action through a plethora of activities like the following: 1) team building exercises; 2) guided visualizations or meditations; 3) art projects; 4) leadership and communication skills development; 5) music therapy through drum circles; and 6) hearing the voices of lifelong Richmond activists during presentations. Participating in these activities alongside the restoration projects enhanced the youths' experience; they began not only seeing tangible, physical changes manifesting through their efforts, but intangible internal changes became more apparent to them as well.

The youth were asked if they changed as a person after participating in Teen Eco Action during the final program evaluation, and the majority of them responded that they had. Here are some of their responses received through recorded and transcribed personal communications:

- "I learned that it's all right to communicate with different people and to experience different things and it's not going to hurt you."
- "Basically I learned that it is o-kay to work hard. I didn't know that I had it in me like this."
• “I’m not really an outdoor person. Got into Teen Eco, makes me want to go out more. I definitely want to go to more parks and hike. I have seen so many parks over this week.”
• “There’s a lot of troubled teens out there. Myself, when I come here I feel like nothing can affect me. They come out here and they’re feeling troubled, they can relax and maybe let go of some of the issues that they’re having.”
• “We really know what’s important now and we know what to do instead of going back to our old habits.”
• “I can honestly say that I did change. I used to take nature for granted.”
• “I feel relaxed and kind of free when I am out here in nature.”
• “I just think it’s a really good opportunity and there’s a lot of people that care about you.”
• “The people I hang out with don’t care, but if they come out here they will change their mind.”
• “I actually learned not to judge people before I get to know them.”
• “I learned I can get along with somebody from a different race.”
• “[The program] made me want to switch my major in college next year to get into more of a field that had to do with nature and maybe wildlife.”
• “The program makes me more eco-friendly than before and I have more confidence.”
• “I feel more bright than before, like I am wide open, I feel free.”

The participants identified personal insights from their experience in Teen Eco Action, causing internal transitions leading them to take different actions in the future. These responses reflect Teen Eco Action’s theme. Restoring the environment restores ourselves, restoring ourselves restores the community.

CONCLUSION

The Action for a Viable Future Master’s of Arts program has been a deeply rewarding and humbling experience. I set out on this endeavor with grand ambitions of how I can contribute towards a more socially just and ecologically sustainable world; I achieved this goal through Teen Eco Action in a modest way. I am grateful for the opportunity to connect resilient urban youth to the natural environment and to the
benefits of community activism. Their strong desire to make this world a better place, take positive risks to try new things, and willingness to openly share their lives are significant outcomes of this project. As Grace Lee Boggs, an influential 96 year-old social justice leader, states, “We never know how our small activities will affect others through the invisible fabric of our interconnectedness. In this exquisitely connected world, it's never a question of 'critical mass.' It's always about critical connections” (n.d.). Through our connections, the youth have influenced me on multiple levels; I have learned more from them than they could imagine. The youth gifted me with renewed inspiration----to compassionately strive for justice following what is true in my heart.
APPENDICES
APPENDIX A

17 Principles of Environmental Justice

WE, THE PEOPLE OF COLOR, gathered together at this multinational People of Color Environmental Leadership Summit to begin to build a national and international movement of all peoples of color to fight the destruction and taking of our lands and communities, do hereby re-establish our spiritual interdependence to the sacredness of our Mother Earth; to respect and celebrate each of our cultures, languages and beliefs about the natural world and our roles in healing ourselves; to ensure environmental justice; to promote economic alternatives, which would contribute to the development of environmentally safe livelihoods; and to secure our political, economic and cultural liberation that has been denied for over 500 years of Colonization and oppression, resulting in the poisoning of our communities and land and the genocide of our peoples, do affirm and adopt these Principles of Environmental Justice:

1. Environmental Justice affirms the sacredness of Mother Earth, ecological unity and the interdependence of all species, and the right to be free from ecological destruction.

2. Environmental Justice demands that public policy be based on mutual respect and justice for all peoples, free from any form of discrimination or bias.

3. Environmental Justice mandates the right to ethical, balanced and responsible uses of land and renewable resources in the interest of a sustainable planet for humans and other living things.

4. Environmental Justice calls for universal protection from nuclear testing, extraction, production and disposal of toxic/hazardous wastes and poisons and nuclear testing that threatens the fundamental right to clean air, land, water, and food.

5. Environmental Justice affirms the fundamental right to political, economic, cultural and environmental self-determination of all peoples.

6. Environmental Justice demands the cessation of the production of all toxins, hazardous wastes, and radioactive materials, and that all past and current producers be held strictly accountable to the people for detoxification and the containment at the point of production.

7. Environmental Justice demands the right to participate as equal partners at every level of decision-making, including needs assessment, planning, implementation, enforcement and evaluation.

8. Environmental Justice affirms the right of all workers to a safe and healthy work environment without being forced to choose between an unsafe livelihood and unemployment. It also affirms the right of those who work at home to be free from environmental hazards.

9. Environmental Justice protects the right of victims of environmental injustice to receive full compensation and reparations for damages as well as quality health care.


12. Environmental Justice affirms the need for urban and rural ecological policies to clean up and rebuild our cities and rural areas in balance with nature, honoring the cultural integrity of all our communities, and provide fair access for all to the full range of resources.

13. Environmental Justice calls for the strict enforcement of principles of informed consent, and a halt to the testing of experimental reproductive and medical procedures and vaccinations on people of color.

14. Environmental Justice opposes the destructive operations of multinational corporations.

15. Environmental Justice opposes military occupation, repression and exploitation of lands, peoples and cultures, and other life forms.

16. Environmental Justice calls for the education of present and future generations with emphasis on social and environmental issues based on our experience and an appreciation of our diverse cultural perspectives.

17. Environmental Justice requires that we, as individuals, make personal and consumer choices to consume as little of Mother Earth’s resources and to produce as little waste as possible; and make the conscious decision to challenge and reprioritize our lifestyles to ensure the health of the natural world for present and future generations.
APPENDIX B

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(Bay Area Environmental Health Collaborative, n.d.)
APPENDIX C

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**APPENDIX D**

**Teen Eco Action 2010 – Planning Logistics and Timeline Table**

**Theme:** Restoring the environment restores the community, and restoring the community restores ourselves.

**Age Range:** 13-18 years old

**Dates:** June 21-25 and July 5-9

**Time:** M-F 10-4pm

**Locations:** Point Pinole, Brooks Island, Wildcat Canyon, and Tilden Nature Area

**Stipend:** $100

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<tr>
<td>Seasonal staff support</td>
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<td></td>
<td>DZ/BF</td>
<td>Get final o-kay for 2 staff for each week from supervisor; determine prep days for staff; make staff info. packets; create staff schedule; conduct pre-program meeting</td>
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<td>Preliminary contact w/ staff at program sites</td>
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<td>Done</td>
<td>BF</td>
<td>Overview of dates and activities via email and telephone with each participating park; solidify their interest and involvement levels</td>
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<td>Confirm staff participation</td>
<td>6/1</td>
<td>Done</td>
<td>BF</td>
<td>Telephone and email reminders; distribute program schedules, solidify roles, and field contact info.</td>
</tr>
<tr>
<td>Write thank-you letters</td>
<td>7/15</td>
<td>Done</td>
<td>BF</td>
<td>Make a running list of all supporters; create cards with youth group photos or supporter working w/ them; have youth sign</td>
</tr>
<tr>
<td>Item:</td>
<td>Timeline:</td>
<td>Status:</td>
<td>Who:</td>
<td>Notes:</td>
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</tr>
<tr>
<td>Overtime requests</td>
<td>6/1</td>
<td>n/a</td>
<td>BF/DZ</td>
<td>Not approved; no extra staff support this year; the actual hours for 1 person to lead program is about 80 hours/week.</td>
</tr>
<tr>
<td><strong>Publicity</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EBRPD activity guide write-up</td>
<td>12/1</td>
<td>Done</td>
<td>BF</td>
<td>Check it when it’s released; send photo in with write-up</td>
</tr>
<tr>
<td>Press release</td>
<td>5/1-ongoing</td>
<td>Done</td>
<td>BF/SL</td>
<td>Write it; send to Public Affairs for distribution; check the Globe and Ned McKay’s Contra Costa Times article</td>
</tr>
<tr>
<td>Flyer creation and distribution</td>
<td>3/1-ongoing</td>
<td>Done</td>
<td>HP/BF</td>
<td>Sent request to Hillary 3/8; order copies of flyers and postcards; pick-up at West Oakland location</td>
</tr>
<tr>
<td>Contact/distribution list</td>
<td>2/1-ongoing</td>
<td>Done</td>
<td>BF</td>
<td>Revise last year’s list of past attendees, libraries, schools, community org., etc.; send emails and U.S mail w/ letter, flyer, and application; revise application and letter w/ current info.</td>
</tr>
<tr>
<td>PSA</td>
<td>5/1-ongoing</td>
<td></td>
<td>SL/IP</td>
<td></td>
</tr>
<tr>
<td>Submit to Camp Cooperative</td>
<td>2/1</td>
<td>n/a</td>
<td>BF</td>
<td>Title, fees, date, location, description to Rec. Dept.</td>
</tr>
<tr>
<td>Canvas community</td>
<td>5/20</td>
<td>Done</td>
<td>BF/EH</td>
<td>Door knocking, transportation centers, rec. centers, churches, advance cash businesses, homeless shelters; etc.</td>
</tr>
<tr>
<td>Schedule outreach visits</td>
<td>3/1-6/1</td>
<td>Done</td>
<td>BF/EH</td>
<td>Develop priority list; schedule school and non-profit org. visits w/ contacts; plan presentation</td>
</tr>
<tr>
<td>Item:</td>
<td>Timeline:</td>
<td>Status:</td>
<td>Who:</td>
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</tr>
<tr>
<td>Staff communications w/ public</td>
<td>2/1</td>
<td>Done</td>
<td>BF/EB/IP</td>
<td>Develop plan for info. dispersal and application requests (binder, frequent q&amp;a, info at ISA meeting)</td>
</tr>
<tr>
<td><strong>Interpretive Programming</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Create daily agendas</td>
<td>6/17</td>
<td>Done</td>
<td>BF</td>
<td>Write-up for site on flip charts; remember sheet for group agreements</td>
</tr>
<tr>
<td>Create weekly agenda</td>
<td>5/1</td>
<td>Done</td>
<td>BF</td>
<td>Distribute to participants in packets</td>
</tr>
<tr>
<td>Create daily supply lists</td>
<td>5/1</td>
<td>Done</td>
<td>BF</td>
<td>Develop list and buy supplies; fund out of pocket and keep receipts</td>
</tr>
<tr>
<td>Create “post then pre” evaluations</td>
<td>6/1</td>
<td>Done</td>
<td>BF/SR</td>
<td>Create evaluation and protocol; meet with interviewers; conduct interviews; SR write final report</td>
</tr>
<tr>
<td>Name</td>
<td>Role/Position</td>
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<tr>
<td>Lana &amp; youth crew</td>
<td>Earth Team</td>
<td></td>
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<tr>
<td>&quot;Green Screen&quot; Youth Media</td>
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</tr>
<tr>
<td>Jessica</td>
<td>Wildlife Biologist</td>
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<tr>
<td>Leigh</td>
<td>Stewardship/Fisheries</td>
<td></td>
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</tr>
<tr>
<td>Khari</td>
<td>Firefighter</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Juliana Gonzalez</td>
<td>Environmental Restoration Manager</td>
<td></td>
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<tr>
<td>Lifeguard staff</td>
<td></td>
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<tr>
<td>Shyaam Shabaka</td>
<td>Eco Village</td>
<td></td>
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</tr>
<tr>
<td>Whitney Dotson</td>
<td>Activist</td>
<td></td>
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<tr>
<td>Saleem Bey</td>
<td>Neighborhood</td>
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<tr>
<td>House and North Richmond</td>
<td></td>
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<tr>
<td>Green Community Organizer</td>
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<tr>
<td>Doria Robinson</td>
<td>Urban Tilth</td>
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<tr>
<td>Rue Mapp</td>
<td>Outdoor Afro Social Media Founder</td>
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<tr>
<td>Brian Drayton</td>
<td>Richmond Spokes</td>
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<tr>
<td>Ana Orozco</td>
<td>CBE</td>
<td></td>
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<tr>
<td>Dr. Clark</td>
<td>West County Toxics Coalition</td>
<td></td>
<td></td>
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<tr>
<td>Reetu Moody</td>
<td>STAND! Against Domestic Violence</td>
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<tr>
<td>Tetteh Kisseh</td>
<td>Richmond Rec.</td>
<td></td>
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<tr>
<td>Lori Grey</td>
<td>BORP Disability Awareness and Advocacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric Aaholm</td>
<td>YES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda Yemoto</td>
<td>Naturalist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ken</td>
<td>Plumber</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Marcel</td>
<td>Carpenter</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Martín</td>
<td>Electrician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucinda</td>
<td>RYSE Center</td>
<td></td>
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<tr>
<td>Item:</td>
<td>Timeline:</td>
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</tr>
<tr>
<td>Teambuilding activities and sustainability/ecology games</td>
<td>6/1</td>
<td>Done</td>
<td>BF</td>
<td>Determine variety (low/high risk, lengths of time, theme); gather supplies; revise “pollution solutions jeopardy”; use Facing the Future resources; “eco-privilege” activity; revise questions for “crossing the line”; guided visualization materials and site set-up; community mapping project input send to city council</td>
</tr>
<tr>
<td>Art activities</td>
<td>6/1</td>
<td>Done</td>
<td>BF/TF</td>
<td>Confirm w/ TF; gather supplies; buy non-fire clay and watercolors; set-up spoken word UCB student workshop; make journals out of recycled products</td>
</tr>
</tbody>
</table>
| Confirm kayaking | 2/1 | Done | BF | CCK – Kenny 
Kenny@calkayak.com 
email details closer to the date; check tides before contact; call CCK w/ final numbers |
<p>| Drum circle | 4/1 | Done | BF/KQ | Confirm Kathy’s participation; reminder contact; set aside site in Wildcat and invite Rangers |
| Bike trip | 4/1 | Done | BF/Rec/BD | Arrange Rec. participation and bike loans; workout pick-up and drop-off details; scout out route; ask participants for bike access; call Republic Services |
| Storm drain decal installation | 3/1 | Done | BF/MH | Public Works Dept. for decals; buy supplies; site maps |</p>
<table>
<thead>
<tr>
<th>Item:</th>
<th>Timeline:</th>
<th>Status:</th>
<th>Who:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fishing</td>
<td>5/1</td>
<td>Done</td>
<td>BF/HJ</td>
<td>Confirm use of poles, fishing gear, bait.</td>
</tr>
<tr>
<td>Invasive species removal projects</td>
<td>6/1</td>
<td>Done</td>
<td>BF/Pt. Pinole Staff</td>
<td>Select site and species; confirm GGA participation; gather supplies</td>
</tr>
<tr>
<td>Seining pond</td>
<td>6/15</td>
<td>Done</td>
<td>BF/JS</td>
<td>Crab Cove (boots and seine net); pond study supplies</td>
</tr>
<tr>
<td>Shoreline clean-up</td>
<td>6/1</td>
<td>Done</td>
<td>BF</td>
<td>bring trash/climate change talk stuff to bus; check with Brooks staff for trash bags and pick-up; prepare alternative activities;</td>
</tr>
<tr>
<td>Oyster bed restoration project</td>
<td>6/1</td>
<td>Done</td>
<td>BF/JG</td>
<td>Confirm timing with date with Watershed Project; bay ecology supplies; data sheets and pencils; hip waders</td>
</tr>
<tr>
<td>Split-rail fence building</td>
<td>6/15</td>
<td>Done</td>
<td>BF/JH</td>
<td>Buy fence supplies; site pre-visit</td>
</tr>
<tr>
<td>Backcountry creek tour</td>
<td>6/1</td>
<td>Done</td>
<td>BF/DZ/MH</td>
<td>Reserve vehicles; contact park staff to advise</td>
</tr>
<tr>
<td>Organic food gardening</td>
<td>6/1</td>
<td>Done</td>
<td>BF/DR</td>
<td>Check with Urban Tilth and Lots o' Crops; incorporate bioremediation; plan bike timing to sites and contact org. in route</td>
</tr>
<tr>
<td>Graffiti removal and painting</td>
<td>6/1</td>
<td>Done</td>
<td>BF/Wildcat Staff</td>
<td>Paint suits/gloves; buy supplies</td>
</tr>
<tr>
<td>Bat and kestrel box construction</td>
<td>6/1</td>
<td>Done</td>
<td>BF/Jeff/JS</td>
<td>Confirm animal presentations; buy supplies; create model; gather tools; determine sites</td>
</tr>
<tr>
<td>Native tree planting</td>
<td>5/1</td>
<td>Done</td>
<td>BF/MH</td>
<td>Decide location; buy trees and gather supplies</td>
</tr>
<tr>
<td>Trail maintenance project</td>
<td>6/1</td>
<td>Done</td>
<td>BF/MH</td>
<td>Gather supplies; determine sites</td>
</tr>
<tr>
<td>Lake Anza swim</td>
<td>3/1</td>
<td>Done</td>
<td>BF/KMc/Lifeguards</td>
<td>Swim reservations; van use</td>
</tr>
<tr>
<td>Item:</td>
<td>Timeline:</td>
<td>Status:</td>
<td>Who:</td>
<td>Notes:</td>
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</tr>
<tr>
<td>Live raptor presentation</td>
<td>6/1</td>
<td>Done</td>
<td>BF</td>
<td>Confirm dates and times with Native Bird Connections; send check</td>
</tr>
<tr>
<td>Orienteering skills and treasure hunt</td>
<td>6/15</td>
<td>Done</td>
<td>BF</td>
<td>get prizes; itemize supplies by group; copy maps</td>
</tr>
<tr>
<td>Celebratory event</td>
<td>7/9</td>
<td>Done</td>
<td>BF</td>
<td>Create and send invite; purchase food; create awards; coordinate speakers; reserve space; security; set-up and clean-up space; create slideshow; distribute next steps info.; get checks from finance</td>
</tr>
</tbody>
</table>

**Participants**

<table>
<thead>
<tr>
<th>Item:</th>
<th>Timeline:</th>
<th>Status:</th>
<th>Who:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>6/24 &amp; 7/8</td>
<td>Done</td>
<td>IP/BF</td>
<td>Buy certificates; copy poem</td>
</tr>
<tr>
<td>Photos of participants</td>
<td>6/17</td>
<td>Done</td>
<td>Staff</td>
<td>Batteries for camera; make discs for participants; create slideshow</td>
</tr>
<tr>
<td>Snacks and lunches</td>
<td>6/15</td>
<td>Done</td>
<td>BF</td>
<td>Create list; food allergies; shopping; introduce new foods; cultural considerations</td>
</tr>
<tr>
<td>Sign-in/out sheet</td>
<td>6/15</td>
<td>Done</td>
<td>BF</td>
<td>Update roster; clipboard copies</td>
</tr>
<tr>
<td>Name tags</td>
<td>6/15</td>
<td>Done</td>
<td>Staff</td>
<td>Buy supplies</td>
</tr>
<tr>
<td>Application</td>
<td>2/1</td>
<td>Done</td>
<td>BF</td>
<td>Revise and distribute</td>
</tr>
<tr>
<td>Stipends</td>
<td>6/1</td>
<td>Done</td>
<td>DZ/IP</td>
<td>Access $, distribute, communicate with Finance</td>
</tr>
<tr>
<td>Transportation</td>
<td>3/1</td>
<td>Done</td>
<td>BF/ED</td>
<td>Request, confirm, pick sites, funding; sent request to Parks Express 3/8; reconfirm timing and pick-up points by 6/1</td>
</tr>
<tr>
<td>Unselected participant letter</td>
<td>5/30</td>
<td>Done</td>
<td>BF</td>
<td>Make copies and mail out; find other community programs that they could be involved in</td>
</tr>
<tr>
<td>Item:</td>
<td>Timeline:</td>
<td>Status:</td>
<td>Who:</td>
<td>Notes:</td>
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</tr>
<tr>
<td>Interview/registration calls</td>
<td>5/30</td>
<td>Done</td>
<td>BF</td>
<td>Updates; waivers; stipends; special needs; transportation; develop interview questions; confirm contact info.</td>
</tr>
<tr>
<td>Welcome letter</td>
<td>5/30</td>
<td>Done</td>
<td>BF</td>
<td>Send w/ directions/medical history and liability release/photo release; program itinerary</td>
</tr>
<tr>
<td>Create participant packet</td>
<td>6/15</td>
<td>Done</td>
<td>EB?</td>
<td>Folders, paper, pencil, position flyers, application, interest cards, env. info., maps, etc.</td>
</tr>
<tr>
<td>Reminder calls</td>
<td>6/20 &amp; 7/4</td>
<td>Done</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td><strong>Other Logistics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fee planning worksheet</td>
<td>10/09</td>
<td>Done</td>
<td>BF</td>
<td>Turn into DZ</td>
</tr>
<tr>
<td>Budget</td>
<td>10/09</td>
<td>Done</td>
<td>BF</td>
<td>Send any revisions to Regional Park Foundation</td>
</tr>
<tr>
<td>Reserve picnic sites</td>
<td>2/1</td>
<td>n/a</td>
<td>BF/KM</td>
<td>Pt. Pinole – Palms Picnic Area - not reservable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wildcat – Elderberry Creekside - not reservable</td>
</tr>
<tr>
<td>Grant application and report</td>
<td>10/09</td>
<td>Done</td>
<td>BF</td>
<td>Report back one month after last program; if applicable, send changes to RPF; send through channels for approval; send RPF thank-you w/ photos</td>
</tr>
<tr>
<td>Expense reimbursement</td>
<td>7/30</td>
<td>Done</td>
<td>BF</td>
<td>Keep all receipts; itemize and detail purchases; copy for records</td>
</tr>
<tr>
<td>T-shirts and water bottles</td>
<td>6/1</td>
<td>Done</td>
<td>BF</td>
<td>Purchase and distribute to youth</td>
</tr>
</tbody>
</table>
APPENDIX E

PARKS EXPRESS
TRANSPORTATION

AN OUTREACH PROGRAM OF THE
East Bay Regional Park District

PO Box 5381, Oakland, CA 94605 ph. (510) 544-2205 - fax (510)639-4757

Info Sheet & Application Form also at: www.ebparks.org (under Activities - Educator Resources - Field Trips)

What is Parks Express?

Parks Express Transportation is an outreach program of the East Bay Regional Park District, providing low-cost transportation to East Bay Regional Parks (see list on website). We serve low-income schools, groups serving children from low-income families, seniors, and people with disabilities in Alameda and Contra Costa Counties.

Who is eligible?

Schools: At least 30% of the school's students must be on the current Free & Reduced Lunch Program, published on the California Department of Education's website. You can visit their website or we can check for you.

Non-profit Organizations and Government Agencies: 501-c-3's and area municipalities which are serving groups of Alameda or Contra Costa children from low-income families, seniors, or people with disabilities are eligible to apply. With your application, include a signed statement on organization letterhead stating how your organization qualifies for our program. Non-profits: Please include proof of 501-c-3 status and your non-profit tax ID number. Further information on your clients may be necessary.

When do we apply for 2010 transportation?

We need at least 6-8 weeks prior to your trip date to receive your application, process your request through the bus companies, issue you an invoice, receive your payment, and notify park staff for parking fee waivers.

We are on a January through December calendar year. Applications (and attachments, if necessary) are taken by mail or fax, beginning in December for the following year. Each teacher or group leader is allowed one trip per year. With limited annual funding and limited availability of our bus providers, we encourage you to apply early in the calendar year, even for Fall trips. If you are waiting for a program date at a Visitor Center, still send your transportation application early in the calendar year. (See “Coordinate Scheduling” info on page 2).

How much does a bus cost us? (This includes a Bus Parking fee waiver at the park - $25 value!)

Yellow bus: (40 passengers minimum) $110
The largest capacity bus that may be available is 26 benches/no seatbelts. (Small kids = 3 per bench, larger kids/adults = 2 per bench) Newer buses have seatbelts. This affects capacity. The bus company will provide vehicles based on your stated passenger count.

Coach bus: Available only to senior or adult-only trips. (25 passenger minimum) $110

Lift Vans: up to 4 wheelchairs plus up to 8 ambulatory passengers. (Limited Availability) $110

Trips can be scheduled M-F, 8:30-2:30 Sept. - June, and 9am-6pm July-Aug., up to 7 hours max. No Holidays.

When do we pay?

We will notify you by mail when your transportation is scheduled. The letter will include an invoice due (payable to the Park District/Parks Express – NOT to the bus company or the park). We accept checks, money orders and VISA/MasterCard. Exact amount cash can be brought to our office with your invoice paperwork. (Our location: 2950 Peralta Oaks Court, Oakland). We cannot accept P.O.'s. Unpaid trips will be cancelled.

All information subject to change or revision

Continued on page 2 ➔
Are there other fees?
The Parks Express fee of $110 per bus covers your transportation and includes a parking fee waiver for the bus. Additional vehicles accompanying the bus will pay parking. Some parks have additional fees such as park entrance, reserved picnic site, swimming or fishing fees. To request a reduction of these other fees for trips to Black Diamond Mines or Ardenwood Historic Farm, send letter to Rick Parmer, Chief of Interpretation & Recreation Services. For all other East Bay Regional Parks, send to John Escobar, Assistant General Manager, Operations. PO Box 5381, Oakland, CA 94605. Or, call them for more info. Phone: (888) 327-2757 (888-EB-PARKS)

Is this OK with my school district or organization?
Some districts and organizations have restrictions or even exclusive contracts regarding the services that you use. Contact your administration to verify that your school or organization is allowed to use the transportation carriers we contract with.

Schools that have bus fleets prefer or even require that you use their services. We are usually able to subsidize busses or lift vans that you arrange through your school district bus fleet. Your cost will still be just $110 each and still includes bus parking fees! Call us to coordinate. As with our other carriers, we need 6-8 weeks to process requests.

Can we coordinate scheduling with other park programs?
Program coordination is not required for transportation. We welcome you for self-guided park experiences too!

If you would like to coordinate a Naturalist Educational Program: You may request a Naturalist Program by sending a separate request to a Visitor Center. Contact the Centers for more info on their programs, application procedures and deadlines. (See website for a complete list of all parks and visitor centers)

If you are applying for Parks Express transportation AND are waiting for a date assignment for a Visitor Center scheduled program, submit your transportation request to Parks Express early in the calendar year to ensure funds will be available for your bus. Check the box on the application form stating you are requesting a Visitor Center program date. We will notify you by mail if your trip will receive our transportation funding. Then, when you receive your program date, call us to coordinate your transportation for that assigned date and the correct times. Contact us as soon as possible; we need 6-8 weeks to process and confirm requests. Transportation is subject to the availability of our contracting bus companies. Generally, availability is more likely early in the week.

Swimming Reservations are made with our Reservations Department: (888) 327-2757, press #2. Reservations help ensure the park will have adequate lifeguard coverage so your group can be allowed into the swim areas.

What if we need to change or cancel?
If you need to change the date, hours or destination of your trip, contact our office. After we schedule a trip, you may revise only twice. Change requests are not accepted within one week of your scheduled date. All change requests are subject to availability. Cancellations made at least one week prior to the trip may receive a refund. Your changes or cancellation due to weather follow same policies.

Need more info?
If you have questions about the Parks Express transportation program or would like an application form, please call us at (510) 544-2205.

Please share this information with other teachers or group leaders!

All information subject to change or revision

East Bay Regional Park District
PARKS EXPRESS
TRANSPORTATION REQUEST

An Outreach Program of the East Bay Regional Park District
Mail to: PO BOX 5381, OAKLAND, CA 94605 or fax (510)639-4757; phone (510) 544-2205
Info Sheet & Application Form also at: www.ebparks.org (under Activities - Educator Resources - Field Trips)

See program information sheet for details. Incomplete application forms will be returned. Non-profits & municipal programs: attach required documents. All program info may be subject to change or revision.

School or Organization Name: __________________________
Group type: check at least one
☑ School: Your grade(s): ________ ☑ Child Care Program, Ages: ________ ☑ Youth, adult or senior?
☑ Preschool (pre-k) ☑ Recreation Program, Ages: ________ ☑ Other: ________

Mailing Address: __________________________ City ________ ZIP ________
Teacher/Leader Name: __________________________
Work Phone (and ext. #: ________) Home or cell phone: (required) ________

Bus Pickup/Return Address: __________________________ City ________
(Include "Street", "Avenue", "Road", etc.) Closest Cross Street: __________________________

East Bay Regional Park or Visitor Center Destination: __________________________

Select ☐ only ONE for your transportation request:
☐ Date not yet known: I am waiting for a Naturalist Program date confirmation from an Interpretive Center.
Which Location? In which month or semester (Spring, Summer or Fall)? (required)
Teachers: Mail this NOW, then call us at the transportation office with your dates & times as soon as your Naturalist Program date is received. See Info Sheet for more information.
☐ Bus Date Requested: 1st Choice date: ________ 2nd Choice date (if possible): ________
We are not coordinating a Program. We already have a Program confirmed for this date.

Trips can be scheduled Monday – Friday: Sept. – June between 8:30am and 2:30pm; July & Aug. between 9am and 6pm, up to 7 hrs max.
Pickup Time at your school/center: ________ Final Drop-off Time back at your school/center: ________

(required) Swimming? Our group may be swimming on this trip: ☐ yes ☐ no

Passenger info:
• How many adults? (Must have at least 1:10 ratio of adult chaperones to children on the bus.) __________
• How many small children (preschool through grade 3)? __________
• How many larger children (grade 4 and older)? __________

Total number of passengers: ________
These figures include how many passengers in wheelchairs ________

☐ CT ☐ Carded ________ ☐ Co # ________ ☐ Grp ________ Date used/signed ________
January 12, 2010

Bethany Facendini
Naturalist
Tilden Nature Area

Dear Bethany:

Thank you for your recent grant submission to the Regional Parks Foundation. Per your request, the Regional Parks Foundation is pleased to offer this award letter, confirming your grant amount of $12,820.00 in support of the Teen Eco Action Week program.

Based on your proposal, it is the Foundation’s understanding that this program will be able to serve 40 low-income and at-risk youth from West Contra Costa County, and provide transportation services to and from a East Bay Regional Park. The focus of the project’s work will be on environmental restoration and career exploration. Should there be any changes to this program or the number of teens served, please contact Foundation staff immediately.

Over the past year, Foundation staff was delighted to learn more about the innovative Teen Eco Action Week program and your personal commitment to helping at-risk youth in better understanding our environment and their responsibility to help preserve it. It is our hope that this program will once again be able to achieve the positive results as in years past, and we look forward to a grant report highlighting the program’s achievements and/or challenges no later than September 30, 2010.

Should you wish to apply for future grant funding for the 2011 calendar year, please be sure to submit your proposal and accompanying documentation no later than Friday, October 15, 2010. Your timely submission helps the Foundation to prepare for the Board’s Annual Planning Meeting that takes place in November.

Once again, congratulations on all of your hard work and success!

Sincerely,

Rosemary L. Cameron
Executive Director

cc: Dave Zuckerman, EBRPD Supervising Naturalist
Nancy Kaiser, Interpretive Service Manager
Rick Parmer, Chief Interpretive and Recreation
REQUEST FOR REGIONAL PARKS FOUNDATION SUPPORT
GRANT APPLICATION FORM

Name of Person Submitting Request: Bethany Facendini
Department and Work Location: Interpretive and Recreation Services/Northwest Sector
Phone Number: (510) 544-3257 Amount Requested: $12,320-$12,820

Purpose / Event:
Transportation, restoration project materials, naturalist program supplies, overnight camping experience, and kayaking excursions for two week-long sessions of a successful interpretive program: Teen Eco Action.

Description of Funding Request:
Teen Eco Action Week is an innovative program launched in 2007 that serves at-risk youth from West Contra Costa County. It is a service learning program for teens that focuses on community-building, leadership skills, environmental justice, environmental restoration, and career exploration. The program occurs in four East Bay Regional Parks in West Contra Costa County (Wildcat Canyon, Point Pinole, Tilden Nature Area, and Brooks Island). Besides being well received, it has helped the District meet environmental and social justice concerns of equal access to parklands and open spaces for under-resourced populations. Regional Parks Foundation funding support would allow 40 participants to complete the program.

Please see attached grant proposal for specific program details and requests.

Impact/No. Served: 40 West Contra Costa County underserved, low-income teens

Has this request been pre-approved by your Manager & Chief? (Please circle) YES NO

Printed Name of Applicant's Manager & Signature: Nancy Kaiser
Printed Name of Department Chief & Signature: Rick Parmen

Date Needed: One month prior to program

Additional information:
Applicant needs to attach all necessary documentation for this expense or funding allocation, including a Project Budget where applicable. Sales tax and other fees must be included in all invoices and/or estimates, and need to be submitted along with this request either in form or in writing.

Regional Parks Foundation Approval:
Nancy Baglietto, Development Officer Date:
Rosemary Cameron, Executive Director: Date:
APPENDIX H

ERBPĐ ANNUAL BUDGET

The 2011 General Fund Operating Budget is $1,883.5 million. Approximately 64% of the funding is generated from property taxes and assessments levied in both Alameda and Contra Costa Counties.

Funds generated by fees and charges for services, rents and leases, interest, and miscellaneous funds make up the remaining 16%.

Park Use Fees are reviewed and approved by the Board of Directors annually. Typical fees charged include, but are not limited to, parking, swimming, camping, fishing boat launching, reservable picnic areas, and recreational programs.

BUDGET ALLOCATIONS

45% - Personal Services
15% - Supplies & Services
17% - Debt Services
12% - Capital Outlay
3% - Info/Other
8% - Grants to Other Agencies Charges

EMPLOYEES

District Regular 774
District Seasonal 87

BOARD OF DIRECTORS

A seven-member, publicly selected, Board of Directors determine all Park District policies. Each Board member represents a geographical ward and is elected to a four-year term. The Board members for 2011 are:

Whitney Dotson Ward 1
John Sadda Ward 2
Carol Severin Ward 3
Douglas L. Siden Ward 4
Ayn Weikamp Ward 5
Beverly Lane Ward 6
Ted Radel Ward 7
Robert E. Doyle, General Manager

Board Meetings are held on the first and third Tuesday of each month at 2:00 p.m. in the Board Room at District Headquarters, Oakland, CA.

The Park District welcomes any comments from the public they have been serving for over 75 years.

REGIONAL PARKS FOUNDATION (RPF)

The RPF is a private 501(c)(3) non-profit foundation dedicated to the sole purpose of supporting the EBRPD. The Mission of the RPF is to raise funds to provide broader public access, resource preservation, and educational and recreational programs, as well as the acquisition of parklands. One of the flagship programs of the RPF is to help send low-income kids to camp through its award-winning Campership Program.

For information, call (510) 544-2212

PARK MEMBERSHIPS

Individual and Family Memberships are available in several categories and are sold through the Regional Parks Foundation. Good for one year, basic benefits include free day use parking, free swimming during the summer season, a free dog pass, invitations to special events, and a subscription to Regional in Nature.

Visit www.RegionalsParksFoundation.org to learn more or call the Membership Department directly at (510) 544-2220.

ERBPĐ PROFILE

Founded in 1934, the ERBPĐ is the largest local park agency in the United States. Within Alameda and Contra Costa Counties it encompasses 7,425 square miles on the eastern side of San Francisco Bay. ERBPĐ serves a population of 2.4 million residents.

- Over 106,000 acres of regional parks, recreation areas, shorelines, preserves, wilderness, and land bank areas
- 31 regional inter-park trails
- 6 freshwater lakes
- 3 large swim lagoons
- 2 San Francisco Bay beaches
- 3 accessible swimming pools
- 40 fishing docks
- 3 bay fishing piers
- 215 family campsites, 32 group camps, 21 backpacking camps, and 7 equestrian camps
- 2 golf courses
- 134 reservable group picnic sites
- 9 interpretive & education centers
- 2 mobile exhibits
- 18 children's play areas
- Wedding, meeting, and banquet facilities

ERBPĐ receives approximately 16 million visits per year.

ON GOING PRIORITIES & GOALS

- Work in accord with the 1997 Master Plan to sustain, maintain, improve and expand District parks and facilities, and protect cultural and natural resources.
- Provide outstanding customer service.
- Continue to improve opportunities, park facilities, and access for youth, families, and visitors with special needs so they can enjoy and learn about the natural surroundings of the parks.
- Acquire new parklands and natural resource protection areas.
- Take full advantage of grants that are available to the District.
- Increase operating staff to support the operations of new facilities.
- Address priority infrastructure, renovation, and resource-related projects.
- Continue to develop programs to increase public awareness of the East Bay Regional Park District.
- 90% of the District's lands are natural parklands.

2011 POCKET FACTS

REGIONAL IN NATURE (RIN), a program information newsletter supplement, which is distributed in all Alameda Newspaper Groups (ANG) and Contra Costa Newspapers 8 times a year. The RIN lists programs offered by the Park District through recreation, aquatic, and interpretive programs.

Call to subscribe: (510) EBPARKS or 1-888-625-8275

On-line Registration is available for many of the District's programs. Go to www.ebparks.org and click on Reservations/Registration.

OTHER SERVICES

ERBPĐ provides volunteer operated activities in various parks throughout the District. These activities include boat rentals, wendalibool and sailing/kayak lessons and rentals, boarding for horses, guided trail rides, dog wash services, two golf courses, meny-go-round, steam train rides, and food services.

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APPENDIX I

Teen Eco Action 2010 - Estimated Budget

Funding Requested from the Regional Parks Foundation:

- **Transportation:** Bus service provided from two pick-up points each day to the program locations for forty participants. Transportation estimated cost - $710 per day for ten days. Total: $7,100

- **Naturalist Program Supplies:** Restoration project materials, art and crafts supplies, food, publicity, photo development, etc. are included in this category. Program supplies estimated cost - $30 per participant at 40 participants. Total: $1200

- **Brooks Island Kayaking Trip:** This excursion would enable the youth to visit a park that they see off of the Richmond shoreline, but would otherwise have no access to it. Kayaking to this site would include a hike on the island, lunch, and a restoration project. Kayak outfitter's estimated cost - $68 per youth at 40 participants. Total: $2,720

- **Overnight Camping Excursion (optional):** This would be a first time camping experience for many of the youth. The two groups would come together for this overnight to learn how to set-up camp, cook outdoors, and additional recreational and survival skills. Camping estimated cost - $20 per youth at 40 participants. Total: $800

- **Participant Survey Instrument (optional):** A participant survey instrument (post program evaluations) will be developed by a third party and applied in a pre and post program process in order to apply for future grant funding. Assessment consultant time estimated cost - $500 to $1000. Total: $500-$1000

Total Foundation Funding Requested: $12,500-$13,220

Requests for Support from Other Sources:

- **Participant Stipends:** Monetary award for each participant that completes an entire week of service. Will likely seek grant funding. Stipend estimated cost - $150 per teen at 40 participants. Total: $6,000

Total Outside Sources Funding Requested: $6,000-$7,500
Dear Friends of the West Contra Costa Community,

I am looking forward to two weeks of an exciting summer program entitled “Teen Eco Action” for youth between the ages of 13-18. This year the program is on June 21st-25th and July 5th-9th from 10:00am-4:00pm at Point Pinole Regional Shoreline, Brooks Island Regional Preserve, and Wildcat Canyon Regional Park. All of these parks are in Richmond. Transportation is available to the sites from two designated community pick-up points determined by the participants. The youth earn a $100 monetary award upon completion of a week’s service. A completed application and a brief telephone interview are required for this program. Teens will be selected by lottery considering race/ethnicity, age, and gender for this opportunity.

The intention of the program is to bring together youth from West Contra Costa County and beyond to explore environmental and social issues relevant to their lives. This will be a great chance for the participants to meet new friends, engage in restoration projects, earn community service credit, and learn about a variety of “green” careers. There will be a balance between fun-filled recreational activities and conservation and social service work. The ultimate goal of “Teen Eco Action” is to promote life-long environmental stewardship and community activism through service learning.

Your support is crucial to the program’s success! Please pass on the attached flyer and application, and extend personal invitations to the teens involved in your organizations. Thank you very much in advance for your help.

Please contact me if you would like further information about this program, or if you would like to share helpful feedback. I am open to your input.

With gratitude,

Bethany Facendini
East Bay Regional Park District
Naturalist - Northwest Interpretive Sector
bfacendini@ebparks.org
(510) 544-3257

Spring 2010
Teen Eco Action Week 2010
Participant Application

Please respond to the following questions, which must be completed by the participant only. You may attach additional pages if necessary. If you need assistance filling out the application, or if you want more information about the program, please contact Bethany Facendini at (510) 544-3265. This application must be received no later than May 24th, 2010 at 5:00pm. If chosen via the lottery, you will be contacted to schedule a telephone interview. You will be notified by June 2nd if you are selected to participate in this year's program. Thank you very much for your interest!

Please be as clear and specific as possible when filling out this application.

Name: ___________________________ Age: ________

Gender: ___________ Race: (optional) ________________________

Mailing Address:

Street ______________________ City __________ Zip Code __________

Home Phone: ___________________ Cell Phone: ___________________

Email: __________________________

Name of Parent/Guardian: __________________________

Guardian’s Phone: __________________________

Name of School: __________________________

Have you applied to this program before? (Circle one) Yes No

Do you know somebody who is applying to be in this program? If so, please name: __________________________

Please circle which of the weeks you can participate: June 22-26 July 6-10 Either

We will be biking. Do you have a bike in working condition? (Circle one) Yes No

We are going kayaking, and your height and weight is needed to determine what kayak to bring for you. What is your approximate height and weight? Height: _______ Weight: ________
1. How did you learn about this opportunity?

2. What are some of your hobbies, interests, or extracurricular activities?

3. Are there any environmental issues that you care about?

4. Describe a memorable outdoor experience that you have had.

5. What are some of your education or career goals?

6. Why do you want to participate in "Teen Eco Action Week"?

7. Transportation is provided from two pick-up points. Please choose the pick-up/drop-off sites that work best for you by ranking them 1 (the most convenient) through 6 (the least convenient)

   _______Richmond BART   _______Del Norte BART   _______Helms Middle School
   _______DeAnza High School   _______Pinole Valley High   _______Other (Please List)

Additional Comments:

Please submit this application no later than May 24th, 2010 by email at bfacendini@ebparks.org or U.S. mail by sending it to the following address:

Tilden Nature Area
Attention: Bethany Facendini
600 Canon Drive
Berkeley, CA 94708
APPENDIX M

Teen Eco Action - Daily Schedule 2010

**Week's Theme:** Restoring the environment restores the community, and restoring the community restores ourselves.

**Monday**

*Bay Ecology and Biodiversity/Diversity*

9:15 Del Norte BART bus pick-up
9:30 DeAnza High bus pick-up
10:00 Drop-off Point Pinole/walk to picnic site
10:10 Opening circle
   - Introductions
   - Overview of week and day
   - Name game and what you want to get out of the week
   - Group mixer
   - Group agreements/expectations
   - Quote of the day: “The tides are in our veins.” – Robinson Jeffers
   - Snack
10:45 Biodiversity discussion and walk to restoration sites
11:00 Restoration projects: invasive plant species removal/oyster bed monitoring
12:30 Lunch at pier
1:00 Fishing and career talk
1:30 Art project (water color painting) and career talk
3:00 Hike back to home site
3:30 Snack and journals
3:45 Closing circle
   - Team building activity
   - Spontaneous poem
4:00 Pick-up at Point Pinole

**Tuesday**

*Endangered Species/Introduction to Environmental Justice*

9:15 Del Norte BART bus pick-up
9:30 DeAnza High bus pick-up
9:45 Drop-off at Point Pinole
10:00 Opening circle
   - Overview of day
   - Introduce your neighbor mixer
   - Leadership skills activity: “Star Qualities of a Leader”
   - Trust walk
   - Quote of the day: “It’s no longer the survival of the fittest, but the survival of compassion.” – Terry Tempest Williams
   - Snack
10:45 Meet restoration project facilitators and brief career talks
11:00 Endangered species discussion
11:00 Restoration projects: pond seining and survey/split rail fence project
12:30 Lunch and kickball
1:00 Leadership skills activity: orienteering workshop and treasure hunt
  -Snack
2:00 Environmental justice discussion and activities (EJ BINGO!)
2:45 Community activist panel
3:30 Closing circle
  -Snack
  -Journals: “Eco-poetry”
  -Spoken word style sharing
4:00 Pick-up at Point Pinole parking lot

Wednesday
Pollution Solutions
9:15 DeAnza High bus pick-up
9:30 Del Norte BART bus pick-up
(On bus) Opening circle
  -Overview of day
  -Trivia: What’s the most important thing that nature can teach us?
  -Quote of the day: “As soon as we take one thing by itself, we find it hitched to everything in the universe.” –John Muir
  -Trash and pollution solutions talk
  -Team building game: “Pollution Solutions Jeopardy”
10:00 Drop-off at Richmond Marina
  -Meet kayak folks
  -Basic kayaking instruction, safety, and gear set-up
11:00 Kayak to the island
12:00 Arrive on island
  -Lunch
  -Career exploration
12:30 Hike around island
  -Solo walk
1:30 Restoration project: shoreline debris and trash pick-up
2:45 Kayak back to marina
3:30 Group closure
  -Snack
4:00 Pick-up at marina

Alternative Activities (if too windy to kayak): bat and kestrel box construction, graffiti removal and repainting, hike with vistas, team building exercises, clay

Thursday
Watersheds/Environmental Justice (water, food, climate, and transportation justice)
9:15 DeAnza High bus pick-up
9:30 Del Norte BART bus pick-up
9:45  Drop-off Wildcat Canyon-Alvarado
10:00  Opening circle
   - Overview of the day
   - Quote of the day: “We have a beautiful/mother/her green lap/immense/her brown embrace/eternal/her blue body/everything/we know.” – Alice Walker
   - Group exercise: “Eco-privilege”
   - Snack
   - Group activities: global sustainability and guided visualization
10:30  Drum circle
11:30  “Crossing the Line” activity
12:00  Lunch
12:30  Bike the Wildcat Creek watershed to the bay
   - Watershed discussion and activities
   - Restoration projects: storm drain decals/organic food gardening and bioremediation
   - Meet environmental justice speakers
   - Snack
3:45  Closing circle
   - Group exercise: “Three good reasons…”
4:00  Pick-up at “Landfill Loop” parking lot

Friday
Sustainable Futures and Celebration
9:15  DeAnza High bus pick-up
9:30  Del Norte BART bus pick-up
9:45  Drop off at Wildcat Canyon
9:45  Opening circle
   - Overview of day
   - Quote of the day: “Be the change you wish to see in the world” Gandhi
   - Thank-you cards
   - Snack
   - Group activity: sustainable community mapping
10:15  Backcountry watershed tour
10:30  Restoration projects: native plant and tree planting/trail maintenance
12:00  Bus to Lake Anza
12:30  Bus to Lake Anza
   - Lunch
   - Swim
   - Program evaluations
   - Snack
2:30  “Next Steps Panel” and career talks
3:30  Closing circle
   - Activities: “A wish for the environment…” flags and “web of life” community interconnectedness
   - Sharing and praise
4:00  Pick-up at Lake Anza parking lot
APPENDIX N

Teen Eco Action 2010 - Program Evaluation Sample

Park Use:
- Prior to this camp, where you aware of East Bay Regional Park District (EBRPD)?
  - Did you attend EBRPD parks regularly before the program? Which parks?
  - How did you get to them?
  - Why did you go to these parks?
- What constraints/barriers keep you from going to EBRPD parks? (Barriers and constraints will probably need to be defined.)
  - What do you need to overcome the constraints/barriers?
- How has this program changed your opinion about going to parks and nature areas?
- Prior to this program, what nature-based activities did you do in the outdoors? Why did you do them?
- After going through the program, what activities would you like to do in the environment/outdoors/nature? Why?
  - How will the activities affect your life?

Program Participation:
- Why did you choose to do this program?
  - How important was the 100 dollars in your decision? Why?
  - Knowing what you know now, how more willing would you be to do the program again without the 100 dollars incentive?
  - Would you recommend this program to a family member or friend?
    - If so, what would you tell them about the program?
- How important was having transportation to the program?
  - If no transportation was available would you still do the program?
- What were your feelings about the program? Is it beneficial to people? Why or why not?
- What did you most enjoy about this program? Why? Examples?
- What did you least enjoy? Why? Examples?
- Which restoration project did you most enjoy, and why?
- Which restoration project did you least enjoy, and why?

Program Impact:
- Prior to this program, what were you hoping to learn by attending?
- In general, what did you learn this week?
  - Related to leadership; teamwork/interacting with people; communication; nature/environment
  - How is what you learned going to apply to your daily life?
- Prior to this camp, what local environmental problems were you aware of?
- After going to the program, what local environmental problems are you aware of now?
  - Are they important? Why or why not?
  - How do they affect you?
  - Does what you learned change you outlook on nature/environment? Why or why not?
- Do you believe parks/outdoors/nature areas can help society/people? How?
- How was your interaction with the other participants?
  - How have you benefited or not benefited from the interaction with other people?
  - Have you gained any communication/social/teamwork skills?
  - How will you apply them in your life?
Instructions:
Please put an “X” in the box that shows how you felt about each statement BEFORE THE TEEN ECO ACTION BEGAN. If you have any questions, ask the staff. Thank you!

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed being outside in nature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was interested in pursuing a career in the outdoors/nature/social services</td>
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<td></td>
</tr>
<tr>
<td>I enjoyed helping/working on project that protected the environment</td>
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</tr>
<tr>
<td>I was interested in learning about the environment/nature</td>
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<tr>
<td>I felt safe in nature/outdoors</td>
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<tr>
<td>I enjoyed hiking/walking on trails</td>
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</tbody>
</table>

Instructions:
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<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy being outside in nature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am interested in pursuing a career in the outdoors/nature/social services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy helping/working on project that protected the environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am interested in learning about the environment/nature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe in nature/outdoors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy hiking/walking on trails</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This information will help us better understand who you are. Thanks for sharing!

Do you identify as a male or a female?

What is your age?

What grade did you just finish?

My race/ethnicity identity is:
Teen Eco Action Evaluation Procedures

Interview Guidelines

A few key guidelines to help establish consistency and strengthen validity:

1. Tell youth reason for evaluation.
   (To help us better understand programs impact on them and to improve the program.)

2. Explain to youth that participation is voluntary and confidential and there are no wrong
   or right answers. We are curious about their opinion.

3. Do not ask for any of the youths' demographic information.
   (Demographic questions are on hand written survey.)

4. Conduct the interview for 20 minutes.

5. Explain written survey procedures to youth.
   (First questionnaire is for BEFORE, based on what they know now, and second
   questionnaire is for AFTER the program.

Evaluation of the Interview

Some questions to keep in mind while we interview the youth that can help us improve the
evaluation process:

1. Is the survey too long?

2. Are the questions easy to understand and answer?

3. Does the interview setting add or take away from the evaluation?

4. What interviewing techniques help youth respond easier to the questions?

5. Are the youth responding? Are they enthusiastic?

6. Other issues?
Teen Eco Action 2010
Excerpts from the Final Report

Prepared for East Bay Regional Park District
By Steven Rossi, Principal Investigator

Acknowledgements

An evaluation project of this magnitude is never accomplished by one person. First, I would like to thank Bethany Facendini for putting together the Teen Eco Action program. She cares deeply about the program, which left an impression on me. As will be seen, this program is making a difference in the lives of East Bay youth. Second, I could not have completed the youth interviews without the help of Elizabeth Hales and Ilana Peterson. We collected 400 minutes of verbal interviews that were recorded and transcribed for data analysis. It goes without saying that their help made this evaluation happen. Third, I would like to thank Jackson Wilson, Assistant Professor of Recreation at San Francisco State University, for helping with the understanding and use of Statistical Package for the Social Sciences (SPSS). His guidance with SPSS helped me provide statistical significance of the program’s impact on the youths’ lives. Finally, I would like to thank Joe Stack, Recreation Supervisor, for his support and confidence in me to conduct this evaluation. I am grateful to all those who have helped me in providing evidence to the success and benefits of a program such as Teen Eco Action.

Methodology

Survey Design
To grasp a deeper understanding of the program’s impact on the youths’ lives, two survey techniques were used: an interview and a post-then-pre survey. On the last day, each youth was interviewed by one of three East Bay Regional Park District staff. Upon completion of the interviews, youth were asked to fill out a post-then-pre survey (Appendix B) using a 5-point Likert scale. A post-then-pre design was used over the traditional pre-then-post design to help account for response shift. Response shift occurs when there is a “change in the participant’s metric for answering questions from the pre-test to the post-test due to a new understanding of a concept being taught (Klatt and Taylor-Powell, 2005).” Having gone through the program, participants’ understanding for assessing changes from before to after is greater and more reliable (Cook and Campbell, 1979). In a post-then-pre design, participants receive one survey at the end of the program that includes the questions with the before and after Likert scale (Appendix B) side-by-side. In addition, a post-then-pre design requires less time and is more efficient for administrating surveys in the field or through the mail (Lamb, 2005).

Youth Participation
The first part of the evaluation consisted of a semi-structured interview. Nineteen questions with several sub-questions were developed to gage the youth’s desire to access and use parks/nature, their feelings about the Teen Eco Action program and their
thoughts on the program’s impact in their lives. Interviews lasted up to 20 minutes. Interviews were recorded and transcribed by park staff.

The second part of the evaluation consisted of a post-then-pre survey design using a 5 item Likert scale. The Likert scale contained 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. The survey was given to the youth after they had been interviewed. In total, there were six questions used for the before and after post-then-pre survey design (Appendix B). Questions were developed to measure the programs impact on the youth’s feelings about nature, their desire to access nature/parks, their comfort level in nature, and their enjoyment of nature-based activities. At the end of the survey, youth were asked their age, race/ethnicity, and gender.

**Findings**

**Youth Participants**

2010 Teen Eco Action spanned two separate weeks, two groups and 28 youth in all. All but two youth participated in the evaluation process. No surveys had to be omitted. Of the twenty six post-then-pre surveys, 25 filled out demographics.

**Quantitative Evaluation**

The statistical analysis program Statistical Package for the Social Sciences (SPSS), ver. 17 was used to gain a better insight into the impact of the program on the youth. Analyzing the means through a Paired-Samples T-test allows the program to see if the differences between before and after are statistical significant, if the program made difference in the dependent variables (survey questions). Youth used a Likert Scale 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree to mark their feelings towards the survey question. What follows is the analysis of the significance of the means for dependent variables (survey questions) with relation to the participants.

**Figure 1. I feel safe outdoors**

*It is significant the difference between the means, thus the program had an effect on the youth feeling safer outdoors because of the program.*
Figure 2. I enjoy meeting new kids

*It is significant the difference between the means, thus the program had an effect on the youth enjoying meeting new kids.

Figure 3. I enjoy hiking/walking on trails

*It is significant the difference between the means, thus the program had an effect on the youth enjoying hiking/walking on trails.
Figure 4. I am interested in learning about the environment

![Bar chart showing interest in learning about the environment/nature before and after the program.](chart1)

*It is significant the difference between the means, thus the program had an effect on the youth being interested in learning about the environment/nature.

Figure 5. I am interested in pursuing a career in the outdoors/nature

![Bar chart showing interest in pursuing a career in the outdoors/nature before and after the program.](chart2)

*It is significant the difference between the means, thus the program had an effect on the youth being interested in pursuing a career in the outdoors/nature.
Figure 6. I enjoy being outside in nature

*It is significant the difference between the means, thus the program had an effect on the youth enjoying being in nature.
Qualitative Evaluation
To understand the impact that the Teen Eco Action Week program had on the youth, themes were developed to categorize youth responses to interview questions about the program. Specifically, themes were created from responses related to constraints/barriers to park access, program impact on accessing parks, engaging in activities in parks, programs impact on youth's lives, knowledge of local environmental problems, benefits of accessing parks, and transportation needs for youth participants. Each theme was quantified (n), the number of participants whom talked about that theme, and quotes were added to exemplify the opinions giving by the youth. In addition, an analytical interpretation was added to provide better understanding of the themes that emerged.

Figure 7. What constraints/barriers keep you from going to EBRPD?

| • nothing but I learned a lot | • parents are busy, can't drive me | • never knew about them |
| • now I know how to access them | • hard to get to parks | • more advertisement |
| • just haven't gone | • many parks are far away | |
| | • don't know bus routes | |
| | • need money for bus pass | |

Comments:
While the majority of youth did not mention barriers/constraints to accessing EBRPD, the interviews showed that many youth experienced the parks used by Teen Eco Action Week for the first time. It's possible the youth were not aware of these parks thus never sought to access them. In turn, they did not see a barrier to accessing them. In addition, interviewers did mention that the words barriers and constraints proved difficult for the youth to understand. Therefore, in following surveys the language should be changed. If the youth use transportation to get to parks, usually it is in a car and with a parent. Accessing these parks by themselves or without a car does not seem to happen. Some youth stated they did not know how to get to the parks, or that they were too far away. Possibly, the program can take time during the week to show youth how to access these parks through public transportation, possibly even taking a trip on public transportation to the sites.

Although knowledge of parks came up as barrier, the Teen Eco Action Week addresses the issue of learning about the parks by accessing six different EBRPD during the course of the week. Data gathered during the interviews suggest that youth gained knowledge about parks that are near to their neighborhoods. Further research could look at the youth access of the EBRPD after having attended the program to better understand the program's effectiveness in breaking down barriers, such as knowledge of parks and transportation.
Figure 8. How has this program changed your opinion about going to parks?

- more aware of the environment
- now I know how beautiful it is out here
- air is better and environment is less hostile
- I learned about the mysteries each park has
- nature need more caring than you think
- feel more strongly about the environment
- there is a lot to do to take care of the parks
- respect for the work needed to keep the park clean
- more aware of the plants and the negative things in the environment
- I'm excited about nature
- before I sometimes wanted to be in nature now I'm more interested in it
- they are very enjoyable and interesting
- I thought they were boring but I see now they have history and save wildlife
- know about more parks and how to access them
- yeah, you can do more things outside and have fun
- I want to come even more
- broadened my knowledge of the parks
- I want to go to more parks, definitely. I have seen so many parks this week
- didn’t know much about them now I will access them
- it’s fun to hang out at and play
- made me want to go being here is nice
- a little because now I know about them
- I learned that parks are not boring and it’s much more than parks like history air and trees

Comments:
For some youth, seeing parks on such a magnitude was a new experience for them. Not only the size of the parks, but also the amount of vegetation and wildlife found in the parks seemed to leave an impression on the youth that could translate into more park use. In general, the youth program participants, gained an appreciation for what parks have to offer, which has pushed them to want to access parks. For some, just going to and seeing the parks instilled in them a desire to explore parks more often. For others, experience the parks opened them up to the idea that parks have many things to offer, such as history and clean air. All in all, the interviews suggest that the program had a significant impact on creating a desire to go to parks.
Figure 10. How do you think activities you did will affect your life?

| • use less cars | • make me healthier and less stressed |
| • more aware of the trash I create | • if you try something you will probably like it |
| • I want to help protect parks and stop littering | • get exercise |
| • more aware of the water I use | • changed how I conduct myself in the environment |
| • tell people not to throw stuff down the drains | • exercise |
| • not to litter | • help get me outside |
| • help me be more green | • I want to go outdoors more though I never did before this program |
| • want to pick up trash and keep the neighborhoods clean | • make my life easier and happier |

Comments:
There seems to be a direct link between doing recreational activities and wanting to take care of the environment. For example, riding their bikes more instead of driving or reducing their litter came up as actions that the youth can do to reduce pollution. In addition, youth recognized the connection between recreational activities and improved mental and physical health, such as less stress and increased exercise.
Figure 15. After going through the program what local environmental problems are you aware of?

- trash in the sewers and connection to ocean
- learned that while plastics may be biodegradable that aren't totally, it never vanishes
- trash going into sewers
- there is a bunch of trash in the sewers and we need to recycle more
- people dumping trash and killing fish we eat
- going to the shoreline and seeing Styrofoam, tennis balls was like whoa. It puts things into perspective
- now I know how to recycle in blue bin and trash in brown bin
- now I know how garbage gets into the ocean
- oil spills getting into water
- oil refineries polluting the air
- the pollution Chevron and diesel fuel creates; Chevron refinery is a big contributor to carbon dioxide in Cali and west of the Rockies and its sad to know it is in my backyard
- factories and trucks might be far away but they still pollute the air
- fossil fuels
- our creeks are polluted
- my people are being polluted making them sick
- non-native plants that take over native plants and spread
- learned about the importance of watersheds
- invasive plants because I didn't know anything and that they are bad for the native plants
- non-native plants decrease biodiversity
- non-native fish bad for ponds, creeks
- now I know how to conserve water and resources
- now I know about endangered species
- erosion

Comments:
Completing a restoration project each day during the week taught the youth of local environmental problems that they may not have known. For example, some youth learned about to the Chevron refineries located in their "backyards", the amount of trash that is collected in the sewers that ends up in the ocean, and the effect of non-native plants on the survival of native plants and other species. While the Teen Eco Action Week may not solve all environmental problems in a week, it is obvious that the program has introduced the issues to the youth and gave them a starting point for understanding and exploring the issues further.
Figure 16. What did you learn about leadership, communication, and teamwork?

<table>
<thead>
<tr>
<th>Hard work and trust</th>
<th>Meet new people</th>
<th>Helping people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working together makes leadership</td>
<td>Make new friends</td>
<td>Takes cooperation</td>
</tr>
<tr>
<td>You have to be strong</td>
<td>It's all right to talk to people who are different</td>
<td>I learned I'm actually good at it</td>
</tr>
<tr>
<td>Leadership isn't just one person, it's a bunch of people working towards a single goal</td>
<td>Helped me learn you need communication to make something work out</td>
<td>It's easier to get things done in a group like cleaning the ocean</td>
</tr>
<tr>
<td>You need to be positive and responsible</td>
<td>Have to talk to people in order to do things and learn</td>
<td>Learned to share ideas</td>
</tr>
<tr>
<td>To help out because if you help out they will help out</td>
<td>I'm shy but this program changed all that because I got brave</td>
<td>Everyone needs a part that they enjoy so we work together</td>
</tr>
<tr>
<td>Be respectful</td>
<td>Less shy</td>
<td>You have to work together to clean-up the shores</td>
</tr>
<tr>
<td>Need someone to take control or it gets out of hand</td>
<td>Have to be a good listener</td>
<td>Without team work you won't get things done</td>
</tr>
<tr>
<td>Takes responsibility, dedication, commitment and a positive attitude</td>
<td>Helps things get done faster</td>
<td>Work gets done faster in teams</td>
</tr>
<tr>
<td>Learned to give people directions</td>
<td>By communicating people have a better understanding of what you want</td>
<td>Like in the kayak if you are going fast and your partner isn't then you won't go anywhere</td>
</tr>
<tr>
<td>As a leader you have to be able to help out people</td>
<td>You have to take time because some you have to explain things more than twice to some people</td>
<td>Trust in your partner</td>
</tr>
</tbody>
</table>

Comments:
The recreational activities and the restoration projects provided the youth with many valuable skills related to leadership, communication and teamwork. For example, kayaking allowed the youth to work in teams as they navigated the boats through the bay. Many came to realize that in order to move the kayaks they need to communicate. Similarly, cleaning up the shores required teamwork. The youth learned to speak up, work together, and delegate different tasks to each other. All in all, the program allowed the youth to trust one another, hold each other responsible for their tasks, and take a leadership role.
Figure 17. Do you believe the parks/outdoors/nature can help society/people?

- healthier lifestyle
- better to look at these parks than our neighborhoods
- if you take care of the reserves you can help the communities around you
- help people be more positive
- help people open their eyes and realize there is more around them
- they can help people if they have a chance to go to them
- see that they can be fun
- it can help relax people
- if people feel troubled they can come out here and feel relaxed and maybe let go of some of their issues
- helps relieve stress and a space to think
- they can get exercise and be more healthy
- shows me and people not to litter
- programs like this help you learn about the environment
- people can learn what is good about the environment
- once they see how beautiful it is they will want to protect it
- going through a program like this makes you want to change, so yeah it can help
- just knowing about other environments
- realize nature is in my backyard
- helps keep people off the streets
- helps people realize what we have and what happens if we don’t take care of them
- helps people get out of their house and learn about nature
- people can jog in a park where it is less dangerous than their neighborhood
- can tell people not to litter and they can learn about not doing bad stuff to the environment
- can do something good in my neighborhood
- fight racists

Comments:
Besides teaching the children about environmental issues and concepts Teen Eco Action allowed the participants to understand the importance of parks in society. The benefits of parks to a person’s well-being were recognized by the youth. They see the parks as a place to escape, relax, get exercise, and be more positive. It is deduced that the youth themselves felt these benefits, and hopefully will continue to seek them out in the parks. Also, some feel that a connecting people to the parks, through a program such as Teen Eco Action, can help reduce pollution and help protect parks and neighborhoods. Again, it can be assumed that the youth changed based on their contact with the parks and feel that others should benefit from the same.
Figure 18. How do you think what you learned is going to apply to your daily life?

| • use less water                      | • teamwork and communication will help me out at school |
| • ride bikes, less car                | • maybe look towards studying marina biology            |
| • I'm going to bike to the store instead of taking the car | • when you have a job you don't like there is a struggle and you do it |
| • I'm going to take care of the environment more | • it's easier to make friends now                      |
| • learned to protect the environment  | • I will help in my neighborhood                        |
| • learned how to help out the environment everyday |                                             |
| • nature has a bigger effect on the world than you think |                                             |
| • be more respectful towards nature because one little thing will have big effect |                                             |
| • be better with the environment because animals are kind of like humans, they need to live |                                             |
| • try to consume less water           |                                             |
| • learned new ways to protect things  |                                             |
| • I'm more aware of what I'm doing and how it effects animals and everything |                                             |

Comments:
During the course of a week, the youth learned about the connection between their actions and the health of the environment. Some youth were not aware of the amount of litter and pollution that they themselves had helped contribute. If there is one aspect of their lives that is going to change because of their participation in the program it's to be more cautious of their impact on the environment, such as reducing litter, using alternative transportation and helping out the environment. In general, the youth seem to be more aware of the environment and the actions they can take to protect it.
### Figure 19. Do you think you have changed as a person from participating in the program?

<table>
<thead>
<tr>
<th>Learned More About the Environment</th>
<th>I Learned It's OK to Work Hard. This Will Help Me a Long Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Aware of the Urban Environment and the Dumping That Goes On</td>
<td>I'm Less Shy and Not Afraid to Try New Things</td>
</tr>
<tr>
<td>I Changed a Lot Because I Can Explain How Litter Affects Oceans and Animals, and We Mess Up the Earth for All of Us</td>
<td>I Get Along With Others From Another Race</td>
</tr>
<tr>
<td>Do More in the Bay Area Like Save Electricity and Recycle</td>
<td>My Attitude Changed; I Was Boxed In Now I Talk More</td>
</tr>
<tr>
<td>I Give a Second Thought About Where I Leave My Trash</td>
<td>Helped Me Open Up More</td>
</tr>
<tr>
<td>Changed a Little Because I Want to Help Out the Environment</td>
<td>Before I'd Just Stay Quiet and Now I'm Like More Talkative; It's a Good Program</td>
</tr>
<tr>
<td>Use to Take Nature for Granted and Now I Know That One Candy Wrapper Can Get Into the Storm Drains and Get to the Ocean</td>
<td>Yeah, It's Like Gandhi's Quote: &quot;You Have to Be the Change You Wish to See in the World&quot;</td>
</tr>
<tr>
<td>More Sensitive Towards Nature</td>
<td>I Feel Brighter, More Wide Open, Like Feel Free to Talk to Anybody About More Things Than Before</td>
</tr>
<tr>
<td>Now I Walk Around and Pick-Up Trash</td>
<td>Learned More About Other People</td>
</tr>
<tr>
<td>At My House We Have Trash on the Lawn and Now I Pick It Up and Put It in the Garbage</td>
<td>Opened Up and Communicated More</td>
</tr>
<tr>
<td>Last Year I Littered But This Program Cares About the Environment So I Don't Think I'll Litter</td>
<td>Don't Look at People How They Are Dressed Because They Aren't Like That</td>
</tr>
<tr>
<td>I'm More Eco-Friendly Now</td>
<td>Understanding Why People Do Stuff</td>
</tr>
<tr>
<td></td>
<td>I'm Less Shy. I Have More Confidence in Myself</td>
</tr>
<tr>
<td></td>
<td>I Can Do It Though I Am a Girl</td>
</tr>
<tr>
<td></td>
<td>Made Me Want to Study Nature and Wildlife in College</td>
</tr>
</tbody>
</table>

**Comments:**

Overall, the interview data seems to show that the Teen Eco Action was a positive experience in the youth's lives. For some, this was their first time to the parks that helped them grow personal and taught them about the environment they live in. Many youth have stated that they will think twice about littering because they have seen through experience the connection it has with pollution in the bay and their neighborhoods. Some youth have enjoyed the experience so much that they are looking towards an education or a job in the environment. Furthermore, the program helped some youth open up and be less shy when interacting with other people while others have gained more confidence in themselves.
Concluding Remarks

The Teen Eco Action Week Summer 2010 program was an overall success. For both youth who had experienced parks before, and those who accessed parks for the first time benefited from the recreational activities, restoration projects and guest speakers. The analysis obtained from the interview data and the post-then-pre survey data show that the youth were introduced to environmental concepts and issues, leadership, communication and teamwork skills, and benefits of accessing parks. Furthermore, it also supports previous research that showed providing youth with an opportunity to learn about the environment/nature and gain access to parks helps break down barriers, encourages physical activity, educates about well-being benefits found in parks as well as creating interest in working towards the protection of the environment and nature. While it's hard to say if what the youth learned will hold true in the long run, the Teen Eco Action Week program has planted a seed that could translate into continued interest. The conclusions taken from the report hopefully will translate into continued support for the program.

Finally, to have a quick understanding of how Teen Eco Action Week program impacts a youth's life, one quote taken from the interview sums it up nicely:

"I got to learn and do different stuff without having an attitude about it; like this is something I actually wanted to do. And I learned that, I told myself that it is OK to work hard, and I did. And that is something that will take me a long way instead of just saying, if someone just throws something at me that's gonna take me a long way, and I want to take the easy way out... How can I explain this, like you gave me something to do, and I knew that it was something positive but I just wanted to take the easy way out, and it didn't get me nowhere. I dunno, I didn't really know I had it in me like this".
APPENDIX O

Student investigators must obtain clearance from their department’s human subjects committee, if one exists. Psychology students are required to obtain the signature of the department chairperson.

Last Name: Facendini

Protocol Summary Sheet

<table>
<thead>
<tr>
<th>If requesting Exemption or Expedited Review, specify category (see <a href="http://www.sonoma.edu/aorsp/human_subjects.shtml">http://www.sonoma.edu/aorsp/human_subjects.shtml</a> for Appendix B: Research Activities Eligible for Exemption or Expedited Review): A-1 and/or A-2</th>
<th>Title of Project: Teen Eco Action: Addressing Environmental Justice Issues through Youth Civic Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description of purpose of project: The project is an urban youth focused outdoor environmental education program merging environmental justice concepts with mainstream environmentalism through restoration projects, leadership skills development, career exploration, and recreational activities at local parks. The participants will earn a grant funded monetary award and transportation will be provided. After participating in this program, the youth will be eligible for employment and internship opportunities in &quot;green&quot; jobs presented to them during the program by collaborative partners.</td>
<td></td>
</tr>
<tr>
<td>☑ New project ☐ Modification ☐ Sub-study ☐ Previous study</td>
<td>Date Starting Interaction with Human Subjects: June 2010 End Date: August 2010 Funding Source (if any): East Bay Regional Park District, and the Regional Parks Foundation</td>
</tr>
<tr>
<td>Subjects</td>
<td>Number: 35-40 Population: West Contra Costa County youth ages 13-18 years old</td>
</tr>
<tr>
<td>Source/How contacted: Various community outreach methods through East Bay Regional Park District. Many students referred through West Contra Costa School District faculty, Richmond non-profit organizations serving youth, churches, and other municipal recreational centers and organizations.</td>
<td></td>
</tr>
<tr>
<td>Instruments</td>
<td>Check all that apply: ☑ Tests ☑ Questionnaires ☐ Interview guides ☐ Other: __</td>
</tr>
<tr>
<td>How administered: ☐ Telephone ☐ Mail or email ☑ In person Length and frequency of procedure: 20 minutes on one occasion</td>
<td></td>
</tr>
<tr>
<td>Setting: Outside at a park bench</td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td>Check all that apply. Data will be recorded by: ☑ written notes ☑ audio tape ☐ video tape ☑ photography ☑ film ☐ other:</td>
</tr>
<tr>
<td>Data will include: ☐ information which can identify the subject (e.g., name, social security number, other unique identifier) specify: n/a</td>
<td></td>
</tr>
<tr>
<td>For items checked above, circle box of those related to data that will be reported</td>
<td>☐ publication ☑ evaluation ☑ needs assessment ☑ thesis ☐ other: grant reporting</td>
</tr>
<tr>
<td>☐ oral attach text of statement and request for waiver of written informed consent: see</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Greetings:

Your application was received in the ORSP on April 26. Technically, the application must be classified as "Cannot Review - After-the-Fact" because standard procedures do not permit the review and approval of research once the rule has been breached that human subject research may not begin prior to approval by an Institutional Review Board. Were your application timely it would have been approved with perhaps some minor revisions being required.

I would recommend to the Graduate Studies Office that they accept your research under the circumstances because it posed no undue risks to your subjects and your oversight seems to have been the result of your advisor not realizing that all research done under the auspices of the university must be reviewed and approved by the Institutional Review Board.

Kind regards.

Duane

Duane Dove, Ph.D.
Chair Institutional Review Board
Sonoma State University
Ph: 664-2954 Office: Stev 2017
BIBLIOGRAPHY


Cairns, K. J. (2001). Environmental education with a local focus: The development of action competency in community leaders through participation in an environmental leadership program. (Ed.D. dissertation, University of Louisville,


City of Richmond Employment Department. (2008, April 1). *Summer youth employment program*. Paper presented at the City of Richmond departmental planning meeting, Richmond, CA.


