A GRANT PROPOSAL FOR AN
ENVIRONMENTAL CAREER CAMP

by

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Date
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A GRANT PROPOSAL FOR
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ABSTRACT

Purpose of the Project:
The purpose of this project was to secure funds for an experiential environmental career camp. As environmental challenges continue to increase, career opportunities and needs are shifting towards the green job market. Youth are required to make the transition from high school into higher education yet many green career training programs are located in cities leaving rural students to navigate the green career fields on their own. The inception of the Green Teen Career Camp was designed to address these needs through an interactive process of self-exploration and professional development.

Procedure:
After researching current local resources and experiential programs, an innovative career exploration program was designed and a grant proposal developed. Funding is an important part of program development and is crucial to creating a successful experience for both staff and teens.

Findings:
There are many factors relevant to youth when choosing higher education. Experiential education (which has been traditionally used in outdoor education and alternative school environments) promotes access to future careers, higher education and the development of life skills. These skills can also make the decision process easier for transitioning youth. Current resources include federally funded programming such as TRIO, federal green career training programs and smaller non-profits. College access programming mostly focuses on academic readiness and the college application process, leaving students struggling through the choice process.

Conclusions:
More studies are needed to examine the link between the current focus of logistical support for urban students and the larger more holistic psychological components needed when choosing a college in our growing green economy. Final conclusions will be available after funding is secured and program assessments have been collected.

Chair:
______________________
Signature

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Environmental Careers: Education, Access & Choice

Today’s youth are challenged with the opportunity to invent and build the industries of the future. To meet this challenge, youth must explore current environmental career fields and learn the steps needed to acquire the specialized training for successful entry into those fields. Brown (2008) has noted that the emphasis must shift to renewable resources. Our current society is in the age of an energy transition, a shift from the current global fossil fuel market to the use of more sustainable local resources. Higher education is responsible for providing the increased knowledge of renewable technologies and sustainable business practices that will be integral components of this change.

Background

The ability to choose higher education has changed dramatically in the last 50 years. One of the most significant changes includes a wide shift in student demographics. Before 1950 fewer than 20% of high school graduates continued on to college (Kinzie et al., 2004). Most of those attending higher education were upper-class white males, which made the actuality of going to college a fantasy for most women, minorities, and those struggling financially. After World War II and the institution of the GI Bill, the doors opened for young men of more varied economic and racial backgrounds; however, the majority of veterans able to obtain educational services were predominantly white (Herbold, 1994). It wasn’t until the Civil Rights Act of 1964 that many minorities were allowed into college. It was still another year before the Higher Education Act provided federal money in the form of scholarships and loans to make many students’ dreams a reality.
Current Outlook

As more students enrolled in higher education, the traditional system of training to work via apprenticeships which involved modeling and coaching along side a professional, was overlooked for the more respected book learning done in college classrooms (Cash, Stadt, Behrmann, & Daniels, 1997). More access to higher education and an increased desire for college learning meant additional competition among institutions and students, putting more pressure on students during their college choice process (Kinzie et al., 2004). Apprenticeships are still available through the labor unions of many blue-collar jobs including electricians, carpenters and plumbers (Environmental Defense Fund & The Ella Baker Center for Human Rights, 2008) yet, the current number of Americans who believe that higher education is essential for a decent job and place in American society has jumped from 31% in 2000 to 50% in 2007 (National Center for Public Policy and Higher Education, 2008). As more students decide to attain higher education, teachers, counselors and students need access to both information and the often overlooked, practical skills needed for particular career fields.

Literature Review Focus

This review will begin by examining the need for the development of environmental career programs and the pathways to green-collar jobs. Included are federally funded Sonoma County programs, non-profit programs and the services provided by public schools. The literature confirms that policy makers, administrators, educators and counselors have the responsibility of providing college access and opportunities to attend higher education to all students (McDonough, Korn, & Yamasaki, 1997). There are many ways for students to receive and learn the information needed to
begin the decision making process. Students may find support from family, school
counselors, college access programs, books and/or college websites. Due to the variety
of services available, emphasis will be on the goals and effectiveness of current college
access programs; particularly what is missing and what is required for successful,
supported green choices in regards to college and career.

The second line of inquiry in this project focuses on factors that have precipitated
the need for college access programs, the current need for environmental college
programming and the conditions that still influence the college choice process. Most
studies focus primarily upon socioeconomic factors, but researchers including Kovacs
(2008) and Broekemeier and Hodge (2008), have emphasized the need to support teens
with regard to their psychological, biological, emotional and social stages of
development. Researchers have also noted that some of the biggest problems facing our
youth during the transition to adulthood include the pressure of the college admissions
processes and ultimately deciding which college to attend after acceptance. Typically,
most support is logistical and academic, leaving psychological transitions to the students
and family. Navigating the college choice and application process is challenging, even
for educated and motivated families. Many families without prior college experience
tend to get lost in the process. Apprehension and anxiety are only two of the emotions
felt by students and families going through this process (Kraus, 2008). Factors that
influence the emotional and psychological decision-making experience felt by college
applicants will also be reviewed.

The final line of investigation includes the psychological assessment of
educational philosophies that have proven to be powerful components when teaching the
decision-making process. These views, which expand upon the broader idea of experiential learning, as described by Carl Rogers (Kearsley, 2008), build on his “learning by doing” philosophy. Through action, experiences are meant to be significant in that they allow students to not only indirectly know a topic, but also to form a direct relationship with each topic. As they fully interact and utilize their new knowledge or skills they gain a more thorough understanding of the topic and an internalization of the material. Apprenticeships are the basis of these philosophies and can contribute to active decision-making through an increased knowledge of professional fields and sense of self. Choosing a college and career path can be greatly influenced by the utilization of these philosophies in a youth program.

Our current education system tends to rely on what Friere (1970) called the “banking” process of education. Students listen to information given by the teacher, but are often not able to personally interact with that knowledge. Experiences are significant to personal change and growth. Through acquiring skills students are able to utilize these skills at a later time in a different context (Kearsley, 2008). Experiential, environmental and adventure education programs rely almost exclusively on this type of learning. The Boojum Institute, an environmental education program based in Southern California, states that experiential education is a learning experience that supports the whole development of a learner. This methodology purposefully engages learners with direct skill building and focused reflection enabling them to build knowledge while clarifying values (Boojum Institute for Experiential Education, 2007). Newly acquired knowledge can then be transferred to new situations and challenges as they occur.
Ultimately, this review will highlight Sonoma County college and career programs that utilize innovative education models to promote green jobs and environmental stewardship. Through varied community programs and increased emotional support, we will better assist our youth in defining their careers while focusing on the environmental concerns facing our population.

**Current Resources Available**

Traditionally, students interested in gaining college information and logistical application support have utilized their high school counselors. In 2007, California designed the “Results-Based School Counseling and Student Support Guidelines.” These guidelines provide a framework for counselors to offer services; yet do not address the student to counselor ratio (McDonough et al., 1997). Currently, the ratio of high school counselors to students in California is 809:1 (American School Counselor Association, 2010). High school counselors today spend their time addressing a wide range of social issues within our public school system in addition to college admissions. College counseling is only a small part of their school responsibilities, often falling down the priority list when compared with confronting the prevention of dropouts, pregnancy, drugs and alcohol or other social crises confronting our students (McDonough et al., 1997). The new industry of private college counseling has moved in to fill the gap. This private professional is referred to as an Independent Educational Counselor (IEC). IECs assist students with organizing and managing college application logistics and the college choice process. Most IECs work with more economically privileged families who can afford their services. Some do provide services to socio-economically disadvantaged
students for a discounted rate, but this is not guaranteed to all students (McDonough et al., 1997).

**Federal and state funded programs.** Finances and high tuition rates are often a factor for students when making decisions regarding higher education (National Association for College Admission Counseling, 2007). For low-income families there are Federal grants and loans to assist students with tuition and fees. By providing financial support, the government has helped to increase the numbers and diversity in our universities. In the past few years, we have seen a decline in financial support for those seeking higher education (U.S. Department of Education, 2008). This has affected enrollment numbers among minorities and those with socioeconomic disadvantages. However, even with these changes in financial support, higher education is still serving 15.9 million students (Facts for Features: U.S. Census, 2004). The advancement of two-year institutions has also provided a more economically feasible alternative to the four-year institution for many students (Pluviose, 2008). Two-year institutions are also providing many of the trade and environmental certificate programs needed to enter the growing environmental fields (Environmental Defense Fund & The Ella Baker Center for Human Rights, 2008). Underrepresented groups are also attending and graduating from higher education at a much higher rate (Swail, 2000). This is a plus, but there are still many students that are failing to gain the level of education they desire.

Federal and State governments have also provided the financial support for national programs to assist with college and career exploration and the application process. Talent Search, a national program with an office in Petaluma, California is part of the federal TRIO program (Federal TRIO Programs, 2008), whose mission is to
specifically target students whose parents have not attended college. They emphasize three critical tasks needed to prepare students for success in college, highlighting what federal studies have shown (Cabrera & La Nasa, 2002). Those tasks include: (a) assisting students in completing the academic college qualifications, (b) graduating from high school, and (c) applying to a four year college. This programming has helped many students to access higher education. Due to the specific recruitment standards and a high level of competition between applicants, many students are ineligible and do not qualify for assistance.

Other federal programs utilized in Sonoma County schools include Advancement Via Individual Determination (AVID) and Mathematics, Engineering, and Science Achievement (MESA). These programs work closely within the high schools. AVID is focused on a specific sub-section of students, the “in the middle” students who need a little extra support to reach their full potential (AVID: Decades of College Dreams, 2006). Currently, 77% of all graduating AVID students are accepted to a four-year college (Advancement Via Individual Determination, 2007).

**Federal program evaluation.** In 2000, the College Board launched a national survey to research the effectiveness of current college access outreach programs (Swail, 2000; Cabrera et al., 2006). The focus of this study was on the specific demographics of the students served, locations of the programs and success rates due to program participation. Most students were recruited out of their middle and high schools based on academic and family situations. Findings showed that many programs are located on college campuses. This provides an experiential component through the students’ exposure to university resources and overall environment. 84% of programs in the
survey cited self-esteem building as one of their goals, yet academic support was rated the highest. Other studies have shown that this is only one of the most critical predictors for college enrollment, in addition to the above two; motivation and a strong sense of self are also needed. One of the most common problems noted was the overall number of participants reached by current services. Researchers found that because of the strict financial and ethnic requirements, there are many more students needing their services than they are able to reach. In addition, there is also a strong sense of competition between the different programs that can inhibit networking (Cabrera et al., 2006). Also cited, was a missing link between the services they offer and the long term plans of the schools. Findings included a need for a more holistic approach within their services to fill in the gaps (Swail, 2000; Cabrera et al., 2006). Researchers have asked for longitudinal studies to track the impact of these programs in an attempt to examine what works and what needs improvement (Cabrera et al., 2006).

**Local programming.** Sonoma County has collaborated with the water agency and local non-profit organizations to utilize $1.2 million in federal stimulus grant funding. A project has been developed to employ youth in environmental projects during the summer. These projects, including flood control, environmental restoration and community revitalization, contribute to the well-being of our community and also provide youth with job training and motivation to pursue higher education. Included are the Green Job Youth Corps, Summer Youth Ecology Corps and Summer Jobs Program (Community Impacts of Recovery Funds in Sonoma County: Employment Services, 2009). According to K. Roberts (personal communication, February 19, 2010), last year West County Community Services used these funds to create the Youth Education and
Employment Services (YEES) program. Through participation in summer jobs, youth are exposed to the social needs of the professional world including timeliness, teamwork and professionalism. Unfortunately, space is limited and access is restricted to youth who fall within certain financial and socioeconomic criteria.

Other organizations that provide college and career access for youth include non-profits and privately funded programs. The Rising Sun Center in Berkeley, California has collaborated with Pacific Gas and Electric to create the California Youth Energy Services (CYES). This program combines career development while assisting the community with the environmental retrofitting needed to make homes more energy efficient (Rising Sun Energy Center, 2010). Dynamy Youth Academy, a high school college access program which recently closed due to funding issues, provided low-income students with an experience-based, four-year, after-school, leadership and mentoring, college access program. Students were supported in gaining internships as well as extensive community service (Dynamy Youth Academy, 2001).

These programs are typically better able to reach the individual needs of students but tend to enroll a smaller number of students each year (Dynamy Youth Academy, 2001). Additional private programs designed to meet the specific needs of students struggling to navigate the college admissions system and changing job market are needed to meet the growing needs of college bound students.

**Why Programs Are Needed: Environmental Degradation and College Choice**

Education is needed to address the energy crises being faced by all citizens of the world. Issues that need to be addressed include increasing desertification, exponential population growth, water scarcity, oil dependency and the overarching stressed
ecosystems that sustain life (Brown, 2009). Brown (2009) has created an extensive plan
to save our planet and society from environmental degradation. He bases his plan on
renewable technologies that he claims are an integral component to the energy economy.
We have already begun to harness wind power. Scientists have stated that there is the
potential for only 3 of our windy states to power the entire nation. Europe is already
using offshore wind to supplement their energy consumption. Plug-in hybrid cars are
also an option that will greatly reduce our oil dependence and lower air pollution. Solar
technologies that utilize both thermal and photovoltaic sources can heat homes and water
while also producing electricity for our home and transportation needs. Geothermal
energy has proven a proficient power source for Iceland (Fridleifsson, 2001) and is one of
the renewable energies California has proposed to utilize in their energy plan which calls
for one third all energy to be obtained from renewable resources (Shuster, 2009). Due to
increased environmental need and the expected growth in the global market, the future of
industry is in utilizing these renewable technologies (Brown, 2009).

To meet this growing need, our youth need exposure to the jobs that will help
build a sustainable infrastructure. The newly coined phrase “green-collar” job refers to
vocational trade level employment in environmentally friendly fields (Jones, 2008).
Youth comprise an important work force that can help to establish the foundation of these
growing fields. These fields are inclusive of all disciplines and will promote eco-equity
and a sustainable future (Jones, 2008). Many colleges have begun to shift their programs
towards the environmental needs of our communities and developing green technologies
(Weinstein, 2002). To help youth access these new programs, pathways need to be
created that will lead them from their schools to training in their proposed career field (Jones, 2008).

**College choice.** The literature suggests that youth experience a similar process when they decide which college to attend. Researchers have broken the college-choice process into three main stages: predispositions, search and choice (Anctil, 2008; Cabrera & La Nasa, 2002; Hurtado, Inkelas, Briggs, & Rhee, 1997).

The predisposition stage begins when students enter the 7th grade and are first confronted with the psychological components of choice. Students decide early on if they are college material (Anctil, 2008). The intention to attend college motivates the academic decisions needed as a student finishes middle school and begins high school. Presenting possible careers can mobilize youth to enroll in the appropriate college track courses that will prepare them to be leaders in environmentally sound fields. Students also need extra-curricular activities to support their applications, personal growth and motivation. The encouragement and engagement of families is considered the leading contributor to the perception of how well a student believes they will do in college. Financial and logistical support to make the appropriate steps is also needed to propel students into the second stage (Cabrera & La Nasa, 2002).

The second stage occurs during high school when students are comparing colleges and looking through the applications and financial aid packets (Cabrera & La Nasa, 2002). Typically, students engage in this process between the 10th and 12th grade. The search process includes visiting colleges and accumulating the information needed to decide upon the appropriate college (Hurtado et al., 1997). Educational counselors and teachers provide a large part of the infrastructure needed to complete all of these
logistics, yet parents and a strong sense of self are still the strongest motivating factor (Anctil, 2008).

The final stage is completed when a student has enrolled in a university (Hurtado et al., 1997). Researchers have concluded that the final decision is most often based on financial and sociological considerations (Cabrera & La Nasa, 2002). Motivation from supportive counselors and families are needed to assist students in stepping through the final hurdles of the decision process. All of these stages are highly dependent upon the encouragement and the engagement of supportive adults (Anctil, 2008; Cabrera & La Nasa, 2002; Hurtado et al., 1997).

The National Association for College Admission Counseling (2007) lists the main factors for choosing a college. Top on their list is a comparison of the students' goals and interests with the opportunities provided by the university. Geographic location, specifically how close to home a university is to their home residence is also a top factor. They emphasize the academic style of a university, comparing lecture halls with seminar courses and encourage students to visit the campuses that interest them. The last component of the National Association for College Admission factors in choosing a college is to "trust your instincts." Internships and career development programs give students the experience to make these important choices, which in turn provides them the foundation for making decisions. Our current educational system lacks many of these experiential opportunities in lieu of the more traditional bookwork.

Factors affecting college choice. One of the factors affecting students as they look towards the future includes the constant reality of less funding for academic programming within high schools. Many students have a limited ability to see their own
capabilities and the strength of their college applications (Hurtado et al., 1997). The goal of education policy is to improve access and equality for youth (Goodlad, 2004). Policy dictates what and how things are taught. Policy can also be a means of oppression; by keeping things the same and recreating class divisions (Jackson, 2007). We currently have an increased rate of college participation and have ended the disparity between genders, but have yet to balance the inequality found between racial and ethnic groups and low socioeconomic groups (Facts for Features: US Census, 2004). Actions to prohibit the consideration of race and ethnicity with regards to college admissions have also affected the equality and diversity on college campuses. Policy changes in the last decade that have widened the gap include higher standards for high school achievement, more stringent admissions requirements, and higher tuition rates. Unfortunately, this has left many students taking out large loans (Hurtado et al., 1997).

Parental involvement is considered the most influential support affecting a student’s desire and attainment of higher education (Perna & Titus, 2005; Wartman & Savage, 2007). The most important action a parent can take, according to Cabrera and La Nasa (2002), is to begin planning for college early. By communicating the importance of higher education, parents can show their commitment to life long learning and their support for higher education. Specifically, students need parental direction in taking the correct courses to prepare them for college academics. Encouragement to get extra academic support, participate in community service opportunities and assistance in selecting internships are all needed when a student is putting together their academic plans (Choy, Horn, Nuñez, & Chen, 2000).
Parents are not the only influences on students. As students enter the developmental process of college choice, students' perceptions and actions are influenced by how colleges and universities market and advertise themselves. In addition to the traditional marketing plans that have focused on activities and facilities such as climbing walls, hot tubs, and recreation centers (Anctil, 2008), environmentally friendly campuses have been promoted including services such as composting, local organic foods and alternative building designs and energy. Green technologies and living have become of greater importance (Weinstein, 2002). To assess these green living campuses, the Sustainable Endowments Institute, a non-profit organization, has devised a ranking system to inform students about universities that are leading the way in terms of sustainability (The College Sustainability Report Card, 2009). The most widely read rankings today are still the U.S. News & World Report rankings found on most grocery check out aisles, but as green living becomes a greater part of mainstream life, new criteria will be needed to convince students to attend their particular college (McDonough, Lising, Walpole, & Perez 1998).

**Experiential Learning Within the College Choice Process**

Students must wade through all of the possible career choices and college information available to focus on their own personal choice. For many students, the skills needed to make valuable and critical decisions are not learned through the public school setting (McDonough et al, 1998). As is also the case with college access programming, most of the attention focuses on academic skills leaving the emotional and self-esteem building skills to the students themselves. Yet, the responsibility falls solely upon them to make the best decisions for themselves during high school and ultimately
for their future. There are many psychologists and educators who have focused their careers on the decision-making process, including Kolb (1984), Glasser (2008) and Purkey (1970). Their theories provide insight into learning behaviors and the skills needed to make life choices. Many environmental education programs have traditionally utilized these theories within their experiential formats and successfully taught participants how to make good decisions (Boojum Institute for Experiential Education, 2007). Developing a student’s decision-making skills and self-esteem through these diverse theories can assist in the college choice process.

The theory that is used as the foundation for most experiential education programs and is slowly being accepted into the public schools is that of Kolb. The essence of Kolb’s (1984) theory suggests that past experiences are used to guide the choices made in new experiences. Kolb’s model of learning shows that a concrete experience followed by self-reflection and abstract conceptualization will lead to active experimentation (i.e. action). Each action taken is based upon the reflections of past experiences. These ideas reflect Piaget’s stages of cognitive development and the process of learning (Brief, 1983), Gardner’s multiple intelligences which focused on how we best acquire information (Gardner, 1999) and Dewey’s “learn by doing” theories (Atkinson & Murrell, 1988; Dewey, 1998).

Kolb’s learning theory can be applied across curriculum and with both teachers and counselors. With respect to the decision making skills needed by youth as they transition from High School to college, Sugarman (1985) suggests balancing Kolb’s concrete experience stage with abstract conceptualization to articulate the decision making process before making college choices. The more experience a student has in
rational and experiential decision making, the easier it will be to navigate the college choice process. By providing students with the tools to make good decisions, they are set up for success instead of the apprehension and anxiety described by Krause (2008).

In addition to Kolb, both Glasser (2008) and Purkey (1970), come from the humanist background (Kirschenbaum, 2003). They assert that success depends upon creating a positive self-image, or “success identity.” By creating and maintaining a sense of success, students will incorporate these positive attributes and self esteem into their thinking, behaving and acting (Zeeman, 2006). This will propel students through their decision making process and give them the foundation to believe they are good college candidates.

**Choice theory.** Further into the psychology of making a decision, the practice promoted by the William Glasser Institute is called choice theory (The Glasser Approach: Choice Therapy, 2008). Glasser has proposed that an important part of counseling reflects not only his choice theory (choosing your own happiness), but also the integration of what he calls the 7 Caring Habits. These include: supporting, encouraging, listening, accepting, trusting, respecting, and negotiating. By internalizing these seven habits, counselors and teachers can help teens create a strong sense of self-image and promote a life strong in academic, behavioral and social skills (Zeeman, 2006). The more skills a teen can acquire, the more prepared they will be for the many decisions required in life.

**Invitational counseling.** Purkey (1970) has developed a practice called invitational counseling, which has assisted in shaping students’ attitudes towards college and their experience during the application process. This practice was initially designed
as a counseling technique, but quickly spread into the learning environment of schools. The invitational education model (Ellis, 1990) emphasizes the schools’ role of being a welcoming and comfortable place to promote the active participation of students, parents and teachers. Using this same philosophy, Ellis (1990) has pointed out developmental benefits of the invitational approach when used in the educational counseling setting. To be an invitational counselor, you must perceive others as capable, valuable and responsible (Zeeman, 2006). An intentionally inviting counselor must consciously listen, accept and be “real” with students, creating an understanding environment that promotes concrete humanistic behaviors (Ellis, 1990). The behaviors needed by youth, to make important decisions about life including where to go to college are as follows:

- **Relating**: relating well to staff, parents and peers to better synthesize all of the information being provided

- **Asserting**: students need to internalize that they are the leader in this decision

- **Investing**: a willingness to spend time checking out new schools, new directions and possibly make mistakes

- **Coping**: participate in meeting deadlines, expectations and completing the college plan

By incorporating these behaviors, students will be better able to make positive decisions for themselves and may have an easier time in the college choice process (Ellis, 1990). Through incorporating these behaviors into life, teens are more likely to overcome the financial and academic challenges put in their way.

**Adventure-based counseling.** The experiential design of adventure based counseling and more specifically the Ropes Course, both utilize a theory called
‘challenge by choice’. This theory is a model of real life. Students are able to set their
own goals and define what their own personal sense of success is. By creating an
environment that emphasizes and promotes collaboration, cooperation and caring, an
individual is able to find who they are within the group, school, family, etc. (Neill, 2008).
They are also able to make “real” decisions that affect their physical bodies and are
pertinent to the real-life situations being created on the Ropes Course. There is currently
a separation between academic exercises and the “real” exercises of life. The more
practice that students have with making life decisions, the more capable they will be with
long term planning (i.e. decisions).

When used for real life decision-making, these experiential theories can be
valuable tools that allow students to set their own standards of success and clarify their
individual goals (Neill, 2008). The next steps for teachers and counselors are to connect
these theories with current college access programming and the broader reach of our
public school system. We have the tools and knowledge to promote our students in a
positive and supportive way, doing so in a holistic manner will assist them in becoming
capable and successful adults. Our teens need to learn and practice life skills that will
assist them in attaining higher education, becoming life long learners and confronting the
environmental needs of our society.

Conclusion

This literature review shows the severity of the environmental needs facing the
next generation and shows some possible programming models that may support youth in
acquiring the skills to join the environmental career movement and address these issues.
It also makes clear the strong connection between experience and action. As the
environmental conditions of our planet become more apparent, youth are looking at a
shift in career opportunities and educational needs. Affordable programming is needed to
assist students through the choice process, time is needed for self-reflection and
discovery, and practical experience is needed within progressive environmental fields.
To address these needs, the Green Teen Career Camp (GTCC) has been conceived.

As Freire (1970) pointed out, via learning, students are able to make and remake
themselves. College and higher education is the opportunity to begin that process. This
review shows the variety of factors involved in attaining higher education as well as
progressive theories and methods that are beneficial in supporting youth with the decision
making process. All students are conditioned by their family’s structure, yet not
determined by them (Jackson, 2007). The environmental needs of our community and
the planet must be our focus to ensure our continued success. Due to the specific needs
of our community, GTCC will address the lack of career development offered to Sonoma
County students and emphasize the need for experiential learning opportunities.

By including a holistic blend of psychological and experiential theories, we can
bring back the dreams of education and fully support students through the college choice
process. Walsh (2008), a college counselor and writer, insists that students should not
dwell on the choice process. He encourages students to expand their exposure to more
after school activities and programming to help foster the self-esteem and reliance needed
to assist with the pressure of making life decisions. The basis of his advice is for students
to gain “real” experiences and “real” life practice. GTCC will provide the “real”
experiences that teens need to make environmentally healthy decisions while promoting a
greener future.
References


Kraus, D. (2008). College searches with happy endings are actually the norm... aren't they?. *Journal of College Admission, (198),* 4-6.


In 1944 the GI Bill, also known as the Serviceman’s Readjustment Act, offered WWII veterans the opportunity to earn a college degree and a chance for economic security. At inception, segregationist principles of the time made a huge proportion of minorities unable to earn a college degree. Today, scholars believe that the GI Bill may have been a propelling force in breaking the inequalities of race prevalent in U.S. universities (Herbold, 1994).

Green collar jobs are defined as blue-collar work force opportunities that are created by firms and organizations whose mission is to improve environmental quality (Jones, 2008).

College choice is defined as the process in which students decide where to attend higher education (McDonough et al, 1997).

Experiential, environmental and adventure education programs include Outward Bound, National Outdoor Leadership School (NOLS), Boojum Institute and the Sonoma County based Life School (also called Go-Adventures). These programs utilize experiential education to teach outdoor skills.

Van Jones (2008) describes green-collar jobs as the answer to saving our environment and our economy. Green-collar jobs range from entry-level positions to high-skill positions yet all promote environmental stewardship.
Methodology

This master's project consists of a formal grant request to fund an environmental college access program. The process to complete the formal request includes three main parts: research regarding current programming and funding in Sonoma County, garnering community support and the actual proposal writing.

Research

My research began with a thorough literature review in both the fields of college choice, and environmental careers. In the fall of 2009, I participated in the Bioneers conference (2009) in San Rafael, California. This conference illustrated the need for youth to be involved in the environmental movement and led me to notice the local need for an environmental college access program. Sonoma County youth are surrounded by progressive environmental innovations, yet public schools cannot afford to keep up with the quickly changing technologies and known best practices. I found myself asking how these students were going to find college and apprenticeship programs to promote them in the green industry and/or to become contributing members of the green economy.

My literature review provided me the opportunity to examine the current programming and financial support here in Sonoma County. This, coupled with my desire to create an experiential education environment that promoted college access and assisted students in defining their life path, generated the motivation to establish a youth program.
Community Support

The first breakthrough I received was an invitation to join the Earth Roots Collective, an environmental education program sponsored by the Sebastopol Community Center. This dynamic program, held at Laguna Farm in Sebastopol, California, utilizes many of the educational philosophies used in environmental and adventure-based learning. Earth Camp, the summer program that Earth Roots Collective runs for elementary-aged students, was looking for others to collaborate with them and provide a teen program. After long discussions and support from parents, community leaders, and Earth Roots Collective staff, the Green Teen Career Camp (GTCC) was conceived.

Green Teen Career Camp is designed to expose teens to environmental careers and promote their understanding of the academic requirements needed to enter those fields. The program curriculum is based upon extensive research on the effects of experience on the decision making process. Through the creation of a fun, interactive learning environment GTCC will help students through what Cabrera and La Nasa (2002) call the 2nd stage of the choice process. This is when students are comparing colleges and programs, and they need both strong decision making skills and high self-esteem to make these important choices. The foundation of GTCC is based on exposure to environmental careers as a catalyst to assist youth in being able to see themselves as capable of achieving these positions. Each week’s curriculum provides the opportunity for teens to work alongside environmental leaders, listen to presentations that describe the educational and career paths taken by these influential figures and time to explore.
Funding

Funding is needed to procure the site, transportation, staff and community training needed for GTCC to function for a full summer. A small foundation seemed like an appropriate fit for this small grassroots programming. When completed, the grant proposal will be submitted to the Crocker Trust, which was created in 1889. The mission of this trust is to fund pre-collegiate programs, specifically programs that address and promote solutions to environmental problems. The grant will be submitted in the fall of 2010.
References

Bioneers: Revolution from the heart of nature. (2009). San Rafael, California.

Grant Proposal

Green Teen Career Camp

An experiential education program, promoting youth
to engage with the environmental community, strive for higher education
and achieve success.

Organization Name: Green Teen Career Camp
Address: 1720 Cooper Road, Sebastopol, CA
Contact Name: Nichole Clark, Camp Director
Contact Phone: 707-824-1600
Contact E-mail: marianichole707@gmail.com
Specify Field of Interest: Environmental Education/College Access
Amount Requested: $29,160

Brief Description:

Green Teen Career Camp is an experiential summer camp that provides Sonoma County teens with the opportunity for greater awareness of environmental careers, direction in regards to college access and higher education choices and the opportunity for self-exploration and personal awareness.
Narrative

The Green Teen Career Camp gives teens the opportunity to explore environmental careers, examine our current state of environmental degradation and participate in progressive green solutions. Curriculum is based upon the pillars of the permaculture model including 1. Earth care 2. People care and 3. Reinvestment of surplus. Emphasis is placed on the need for innovative designs, critical thinking and collaborative action. This will be modeled and discussed through each weeklong curriculum. Camp will consist of 4 weeks of summer activities.

Each week will focus on a different environmental topic. Included will be solar energy, water, green building and waste management. Students will be given the opportunity to meet with professionals in the field, see the work that they are doing to promote ecological sustainability and discuss the possible academic programs that could prepare them for entering these progressive fields. Each student will leave camp with a list of colleges and gap year programs to further explore as they enter their final years of high school.

Each camp will begin with an overnight camping experience designed to facilitate bonding and open up the participant’s heart to the natural world. Leadership skills will be developed through utilizing non-violent communication skills and genuine interactions. Progressive career assessment and personality evaluations are given throughout the camp sessions including Riasec and True Colors. These activities provide students the opportunity to better know themselves and their career matches.

GTCC will utilize the experiential learning techniques that will provide students
with the opportunity to experience, reflect and act upon environmental issues. We will explore environmental businesses in our local area and meet with professors at local colleges.

**Needs Assessment**

GTCC aims to address the imminent environmental need and growing “green collar” work force. Renewable technology is an integral component in our nation’s plan to restore ecological balance, reduce green house gas emissions and promote sustainable business practices. We are living in the age of an energy transition in which the current public education system has not caught up. GTCC places the emphasis on teaching youth about renewable resources, possible environmental careers and the universities that can provide the education to step into this growing field. Today’s youth are challenged with the opportunity to invent and build the industries of the future. To meet this challenge, youth must explore current environmental career fields and learn the steps needed to acquire the specialized training needed to successfully enter into those fields.

**Goals and Objectives**

The overarching goal of the program is to engender a sense of personal responsibility and accountability while gaining the skill set needed to participate in a necessary field within sustainable development. Students will be presented with an environmental problem and gain experience using the progressive environmentally sound techniques of regeneration. Through these opportunities to interact with people involved in all aspects of the environmental movement, Green Teens will see that
environmentalism involves lawyers, policy makers, Teachers, Engineers and Scientists; not only digging in the dirt or recycling cans.

The long term goals of The Green Teen Career Camp is to assist teens in actualizing their academic goals, motivate them to explore environmental colleges and gap year experiences and mesh the environmental needs of our planet with the professional opportunities available. Through exploration and tangible experience with today’s environmental leaders students will be given a glimpse of the environmental needs of the future and what they can do to influence ultimate outcomes.

Specifically, GTCC’s goals and objectives include:

Goal: Create awareness of environmental careers
Objectives:
- Exposure to local professionals
- Experience doing innovative environmental work
- Exploring local environmental businesses

Goal: Promote college access and higher education
Objectives:
- Tours of local universities
- Creating list of possible colleges to attend
- Exploring gap year and internship opportunities

Goal: Self-exploration and personal awareness
Objectives:
- Temperament and Personality Assessments
- Personal connection and appreciation of the natural environment
- Self reflection and solo opportunities

Evaluation

Students will be given pre and post questions to evaluate their knowledge of themselves and the possible career choices available. Their own personal goals and objectives will be considered in all discussions as a means to contribute to the final list of
at least 10 colleges and programs that fit their environmental career goals. Staff and parent surveys will also be given as a means of continual program improvement.

### Budget

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<tr>
<td>Fund Raising</td>
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<td>Parental Fees ($200 per week per teen)</td>
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<td>Staff Wages (Pre, Inter and Post Camp)</td>
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<td>Indirect Costs</td>
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<td>Environmental Specialists</td>
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<td>Camping Gear Rental</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

Matching Contributions of Key Partners: GTCC has received tremendous support from the surrounding community. Our community is committed to improving the environment and assisting in the education of future leaders. Included is the plan for local organizations to match at least $7,000 worth of professional lecture time, organizational tours, sustainability workshops, organic produce, supplies and equipment and other in-kind donations as necessary for program success.

### Qualifications

The Green Teen Program will work in collaboration with Earth Roots Collective, an environmentally focused camp designed to connect children and teachers with nature.
and enhance the balance needed for a healthy environment, community and self. Green Teens will be based at a 50 acre farm located within the floodplain of the Laguna de Santa Rosa. The Green Teen Program provides the next step for elementary school students currently attending Earth Camp.

The Sebastopol Community Center has graciously agreed to act as our nonprofit fiscal sponsor. This provides us with the opportunity to provide services while working on acquiring our own nonprofit status. The Sebastopol Community Center provides a wide variety of activities for all community members from Preschool to seniors. They provide space for classes, concerts and events, which enhances their vision of providing diverse opportunities to all community members.

Green Teen Career Camp staff includes two California state credentialed teachers and a licensed counselor. We are all dedicated to connecting children with nature and promoting a sustainable future for our community. Currently, two staff members have been busy building and leading the Earth Camp, a 10-week summer program for youth ages 5-12. Nichole Clark brings an extensive background of program development and coordination and has agreed to lead the 4-week teen program. Ms. Clark will lead the preliminary pre-camp work, which includes administration and advertising and will be joined by her colleagues during the important camp weeks. This Leadership structure has been designed to utilize the prominent skills of each of our members.
Conclusion

In conclusion, we respectfully ask that The Mary A. Crocker Trust support The Green Teen Career Camp by awarding a $29,160 grant. This will permit GTCC to provide the necessary programming to support Sonoma County teens in becoming leaders in the newly evolving fields of sustainability.
Reflections

The Hutchins Action for a Viable Future Master’s Program is an Interdisciplinary Program designed to promote innovation and action within the themes of social justice, ecological sustainability and psychological and moral dimensions of change. Action for a Viable Future encourages introspection through challenging personal beliefs in tandem with broadening and further defining a greater global perspective. The project component is designed to bring classroom learning into the community and support the sustainable growth and development of our chosen fields.

Education Leadership and Counseling is a personalized program that combines adolescent development, education and public policy. The diverse combination of courses provides a foundation for my future goals of providing students with the skill set needed for positive choices and the tools to navigate the complex college admissions process. The Green Teen Career Camp (GTCC) will take local youth out of their comfort zone and into real environments in which they can address the larger issues surrounding the environmental movement and concrete exploration of the career fields needed to promote ecological change. This project includes college tours, career exploration, self-reflection exercises, realistic goal setting, leadership training and fun.

This reflection will examine how GTCC’s mission parallels each of the Hutchins program goals and supports the overall theme of the program. Furthering the education of our youth will provide a platform from which to address social justice. Exposure to the ecological issues that face our planet will contribute to the psychological and moral
change needed to save our species from collapse. Following, are some specific examples of the goals and desired outcomes of the GTCC.
Social Justice

Education is the key component to social justice. The more we know, the more we can do. More specifically, the greater our knowledge of ourselves, the better equipped we are to realistically handle the world (Martin, 1988). Our stratified social setting has led to a class division in regards to green culture and ecological sustainability. Through education, we must develop a sense of personal responsibility to maintain a balanced ecological system. If we are to care for the next generation and step into a green identity, this shift in educational focus must begin today.

This social movement is led by the incorporation of thinking of ourselves as part of nature instead of the masters of nature. Learning new behaviors that promote sustainability are not widely promoted in our current school system, work environments, and often our homes because we are stuck in the societal structure that has shaped our behavior throughout our entire lives. This is what binds together the common identity within a community. To reach the level of change needed to shift our century old thinking, it will take a new perspective, concrete knowledge of new ways and a strong desire to make the world a better place. The views and beliefs of our future generations will be influenced by our current actions and more specifically, we have the power to shift the environmental perspective within society (Castells, 2004).

During the past few decades, education has changed to a new focus of promoting access and equality. For example, during the 1930’s and 1940’s schools used aptitude tests to divide students into different curricular tracks, which sent mostly affluent students on to college and the others onto their appropriate vocational training (Mondale...
& Patton, 2001). Today, we still use educational and psychological testing, but most students have the opportunity to attend some sort of university. Vocational experience is required for most university applications and is known to be a determining factor when choosing a college major. All of our youth can now choose which level of education they want and the type of job they want to pursue (Springer, Reider and Franck, 2009).

The GTCC is an opportunity for youth to gain their identity, define their career goals and see the path that will take them there. The focus will be careers of the environmental movement.
Ecological Issues

Scientists and environmentalists have begun to agree that a more holistic view of the earth and its ecology is needed to combat the environmental issues facing us today. This more holistic view is needed to help students as they define their identity. To be a proponent of ecological sustainability is not yet taught in our everyday lives yet, we are looking towards the youth to inspire the change. We are now looking at the need for a global movement that will combine a kaleidoscope of technologies that will save our planet. Castell (2008) describes this vision as a blending of color, a sharing of ideals and support for each other and the earth. The collective goal needs to be one of sustainability. By exposing youth to the ecological issues surrounding our planet and our current societal traditions, we open the doors for innovation and change.

GTCC will open up the ecological profession, by showing youth that environmentalism is not only digging in the dirt, but can be found at all levels and in all professional fields. Students will meet green builders, solar engineers and others who promote ecological sustainability through policy and law.

GTCC Ecological Focus:

- Alternative Energy (Solar, Wind, Water)
- Alternative Fuels (Bio-Diesel, Veggie Oil)
- Green Building
- Permaculture
- Myco-remediation
- Community Supported Agriculture (Business Practices)
• Land Stewardship/Conservation Law

• Natural Cycles (moon/sun/weather)

Specifically, we will look around our community and see that individuals and businesses have turned towards more sustainable practices. Students will have the opportunity to see these innovative designs and talk with the professionals who created and manage them.
Psychological and Moral Dimensions of Change

The goals of education have dramatically changed over the course of our nations history. During the conception of the United States common school, the primary function was to teach academics: the 3 R's (reading, writing and arithmetic). Students went to school, learned the basics and went home. Horace Mann publicized the social and physical inequities of the time, which lead to an increased awareness towards the needs of schools and students (Mondale & Patton, 2001). Today, we have long full days with national standards that guide the educational content. We have stepped away from singularly addressing the intellectual aspects of education and are continuing to define the content and standards we want our students to learn. Vocational education began as a way to assist students in being ready for the work force after they finish high school (Goodlad, 2004). Due to many of the funding issues that schools are facing, these vocational programs have closed their doors. The Junior College system has picked up some of the vocational programs, but the hands on learning that is needed for many of these fields at the high school level is lacking.

Vocational training is not a new philosophy. Take for instance the revolutionary ideas of John Dewey. His philosophies of the early 1900’s emphasized child centered teaching practices and he coined the phrase “learn by doing” (Mondale & Patton, 2001). Dewey ascertained that schools needed to both support students in getting into college, but also be a “final stage” for students who chose to begin their life after high school (Tyack & Cuban, 1995). This “expert of the time” has been greatly referred to in recent
years as a model of what an effective school could look like and provides many of the philosophies used by the GTCC.

The environmental concerns of the 21st century have emphasized the need for a work force that is knowledgeable in sustainability and prepared to become leaders in the green revolution (Van Jones, 2008). This is going to require a shift in our attitudes as well as our skills. We must re-define our relationship with the earth so that sustainable growth and balance becomes part of our professional responsibility and daily actions (Brown, 2008).

To address this need, GTCC will bring the principles of permaculture to camp participants. We will examine the need to integrate skills and ideas with community and ecological needs. We will learn to think of ourselves as part of the environmental system, not separate from the natural systems that sustain us. To meet the growing demands of our society we must learn to reuse all of the energy within the current system. Both our professional and personal lives must reflect the natural systems we live in.

To achieve this, there must be a psychological and moral dimension of change. We must reach out to youth while they are forming their identity and ideals. Attending GTCC will give youth the tangible skills and concrete experience to further their steps into the future.

Students will be exposed to professionals who utilize both the old indigenous ways as well as professionals who are creating the technologies that are shaping the modern world. Exposure to a more balance perspective, will assist students in

1. concrete exploration of the professional world
2. exposure to the careers of the future which will help them to address the current ecological crises

3. navigation of their life path which develops from personal interest to higher education and finally a professional career

This education of action will supplement the prior learning provided them in the public schools and allow them to have a glimpse into their possible learning of tomorrow. The change and eco-healing must begin within each of us. As we shift our values and systems of knowledge and money, we will step into sustainable abundance; a world that unifies people while promoting our creativity and freedom of choice
References


Appendix A

Letter of Inquiry

An experiential education program, promoting youth to engage with the environmental community, strive for higher education and achieve success.

**Organization Name:** Green Teen Career Camp  
**Address:** 1720 Cooper Road, Sebastopol, CA  
**Contact Name:** Nichole Clark, Camp Director  
**Contact Phone:** 707-824-1600  
**Contact E-mail:** marianichole707@gmail.com  
**Specify Field of Interest:** Environmental Education/College Access

Mary A. Crocker Trust  
233 Post Street  
San Francisco, CA 94108

Dear Crocker Trust Grant Committee,

We take great pleasure in requesting support for the Green Teen Career Camp, which will provide greater environmental career options for West Sonoma County teens.

Green Teen Career Camp (GTCC) requests a grant of $29,160 from the Mary A. Crocker Trust. Our environmental career exploration and college access program will provide services for up to 50 youth per year.

Our program goals and objectives strive to promote academic excellence through an alternative approach to the career and college search process for teens. We are
dedicated to providing the knowledge of sustainable environmental practices. GTCC supplements public school career counseling by providing a focused experiential look at the environmental careers needed to promote a sustainable lifestyle and be a leader in the energy transition.

The Green Teen Program works in collaboration with Earth Roots Collective, an environmentally focused camp designed to connect children and teachers with nature and enhance the balance needed for a healthy environment, community and self. The Green Teen Program provides the next step for elementary school students currently attending Earth Camp.

The Sebastopol Community Center has graciously agreed to act as our nonprofit fiscal sponsor. This provides us with the opportunity to provide services while working on acquiring our own nonprofit status. The Sebastopol Community Center provides a wide variety of activities for all community members from Preschool to seniors. They provide space for classes, concerts and events, which enhances their vision of providing diverse opportunities to all community members.

The vision of GTCC stems from the growing need for increased sustainability in our communities. Teens are given the opportunity to explore environmental careers, examine our current state of environmental degradation and participate in progressive green solutions. Curriculum is based upon the pillars of the permaculture model including 1. Earth care 2. People care and 3. Reinvestment of surplus. Emphasis is placed on the need for innovative designs, critical thinking and collaborative action. This
will be modeled and discussed through each weeklong curriculum. Camp will consist of 4 weeks of summer activities.

GTCC is supported by many in-kind donations which include many of our guest speakers, food from our cite CSA and parental contributions.

Through the generous support of the Crocker Foundation and our community, we hope to make this program as successful in developing the sustainable goals of teens, as it is successful in contributing to the healthy goals of our environmental community.

Thank you and I look forward to discussing this further.

Sincerely,

Nichole Clark
Camp Director
Appendix B

Green Teen Career Camp Logo
Appendix C

Greet Teen Career Camp Curriculum (Week 1)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Welcome</td>
<td>What can you do?</td>
<td>Addressing Environmental Problems</td>
<td>Is there something better than oil?</td>
<td>A Glimpse into The Future...</td>
</tr>
<tr>
<td>Pomo Canyon Campground</td>
<td>Pomo Canyon to Willow Creek Trek</td>
<td>Through a hands-on myco-remediation project, Green Teens will address the ongoing issue of how to deal with increasing toxic waste and oil spills. Progressive mushroom growing techniques will be used and all participants will bring home their own growing kit.</td>
<td>We will tour the county learning about solar energy. Our day will include meeting some of the top solar engineers in our community, seeing a solar house in action and a look at the Environmental Technology Center at Sonoma State University. We will also eat a solar lunch!</td>
<td>Green Teens will get first hand experience with the growing electric car field and will also look at Environmental Colleges and Gap Year Programs. Let’s learn about where to get an education that will support these careers. We will also have a closing ceremony to hand out certificates and share the myco-remediation project with families.</td>
</tr>
<tr>
<td>Let's spend time getting to know each other and this land. We will build a medicine wheel, connect with the solar cycle and sleep close to the earth. Included will be fire building, outdoor cooking and basic wilderness survival techniques. (Drop off at 9 am)</td>
<td>Pomo Canyon to Willow Creek Trek</td>
<td>Through a hands-on myco-remediation project, Green Teens will address the ongoing issue of how to deal with increasing toxic waste and oil spills. Progressive mushroom growing techniques will be used and all participants will bring home their own growing kit.</td>
<td>We will tour the county learning about solar energy. Our day will include meeting some of the top solar engineers in our community, seeing a solar house in action and a look at the Environmental Technology Center at Sonoma State University. We will also eat a solar lunch!</td>
<td>Green Teens will get first hand experience with the growing electric car field and will also look at Environmental Colleges and Gap Year Programs. Let’s learn about where to get an education that will support these careers. We will also have a closing ceremony to hand out certificates and share the myco-remediation project with families.</td>
</tr>
<tr>
<td>Camp 1: Earth Keepers</td>
<td>Let's spend time getting to know each other and this land. We will build a medicine wheel, connect with the solar cycle and sleep close to the earth. Included will be fire building, outdoor cooking and basic wilderness survival techniques. (Drop off at 9 am)</td>
<td>Through a hands-on myco-remediation project, Green Teens will address the ongoing issue of how to deal with increasing toxic waste and oil spills. Progressive mushroom growing techniques will be used and all participants will bring home their own growing kit.</td>
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