

## Minutes

1. Poll: Which part of the Hudson is the primary focus of your job?
  - a. Harbor/Lower Hudson
  - b. Hudson River Estuary
  - c. Watershed
  
2. Educational Materials Resources for Teachers
  - a. <https://www.hudsonriver.org/article/educational-resource-guide>
  - b. Platform where teachers and parents can go to find resources
    - i. Can search by grade level, resource type, organization and program name
    - ii. Able to click through to organization page
  - c. Survey to submit resources to guide
  - d. Looking for additional input/feedback to improve this tool
  - e. Implementing map to help parents find local programs
  - f. Olivia- is there a way to revise how educational sources are linked?
    - i. Send email to make changes if just a link
    - ii. Will add contact email into survey for reference
    - iii. Retake survey and they will reach out
  - g. Agata (BOP) - bottom of survey asks for additional info and links. Where does this info go on the website? (ex if a video submitted where would it go?) - HRF currently working through plans for additional info.
    - i. Does email go to people viewing sites? Originally wanted to list emails but thought this was redundant with inclusion of organization site links.
  - h. Jessica Kuonen - Is this catalogue and appropriate place for more adult/public education?
    - i. Answer- some adult education programming is included, and in future a wider range of programming will probably be incorporated as situation develops. Rosana emphasized fluidity of catalogue and willingness to talk through best solution to address these issues moving forward
  
3. Collective impact
  - a. Metrics Survey Responses
    - i. People overall felt that some kind of document/report/outreach material showing how EE community serves community would be useful
    - ii. Some people brought up good points that now might now be the time
    - iii. Reasonings varies - materials for funding, communities, this collective impact document could be useful for a variety of target audiences
    - iv. NOT a comparative document
    - v. Four metrics - for discussion and already collected

1. How many participants
2. How many contact hours
3. How many served 2015-2019
4. Collective contact hours 2015-2019
5. How can we capture other impactful metrics like changes in attitude?
- vi. Collective impact Feedback
  1. Diana
    - a. Qualitative
      - i. Asking questions how lessso has affected someone/changed behavior
      - ii. Metadata - clickthrough rates (participants click through water quality, then downloading more lessons through pathways on website)
      - iii. Stories are important things to collect and potentially harder to do so in these times
    - b. Eli (CURB)
      - i. Does not expect to be running school programs for 2020,possibly into 2021
      - ii. Losing money not being able to charge for programs right now
      - iii. Is there money for remote programming to support these organizations in this time period?
    - c. Bowser (and response to this point)
      - i. How are people addressing these issues going forward into fall is a big part of today's discussion
      - ii. What do metrics even look like now?
      - iii. Part of this is to send baseline data for what did environmental education look like pre-covid
      - iv. Are groups willing to input metrics (listed above in addition to qualitative stories)
      - v. Maggie Flanagan Response - waterfront alliance tracking contact with teacher partners, use of materials, etc.
      - vi. Laurel Zaima - Start with quantitative and more qualitative. Issue is qualitative is grounded in individual organizations and gets away from collective impact motivation
      - vii. NEED FOR BASELINE for future comparison emphasized throughout discussion
      - viii. MaryLynne Malone - send out email with survey outline for review before sending out survey
      - ix. Brigitte Walsh - didn't see teachers as target group for data, this should change because it could be motivator for teachers to continue to incorporate EE programming
      - x. Goal to look at other collective impact statements from other coalitions
        1. See examples from other states, etc.

- xi. Include volunteers in the metrics?
  1. Participants used in survey as general umbrella to include students, volunteers, public
  2. Blunt vs refined instruments
    - a. blunt= contact hours, # participants
    - b. refined= separate out volunteers, students, visitors, include more qualitative metrics etc.
- xii. NYRP - divide between educators and people who work with volunteers
  1. Similar to HRP EE/Friends situation
- d. 2020 metrics
  - i. Cathy Yuhas - teacher hudson county - need to raise money to do field trips and already have money in accounts
  - ii. Maggie - Waterfront alliance - edu programming utilizes a lot of grant funding, this becomes challenging as gov. Needs to fulfill crises budgets
  - iii. Shino - DOE Parent advocate - there isn't any chance of returning to school as normal in september
    1. Working with public schools in manhattan that had trips for september that was cancelled in anticipation of this happening
  - iv. Brigette Walsh - planning to do virtual summer camps
    1. Early planning stages
    2. Check-in in morning to set up for daily activity, check-in in afternoon to see progress
    3. Hoping to do socially distant programming in fall
  - v. Lisa Bloodgood - <https://www.thinglink.com/> as resource for teachers
    1. Free at baseline, paid for additional features
  - vi. Marie - teatown link reservation
    1. Up until now doing a lot of looking at metrics included sharing a lot on social media
      - a. Once educators had more time to give content, they were able to get a lot more hits in that time period
      - b. Needed to shift to how to make revenue
    2. Last week stewardship dept. did a donation based reading program, made more money than if a fee was charged.
      - i. Going to make public programs donation based for rest of school year
      - b. Hoping to adjust summer camp to be entirely outdoors with reduced numbers
      - c. Public programs and stuff like that to be considered in FALL
  - vii. Rosana - Schools districts struggling to keep staff and don't have money for alternative edu. programmings
    1. Need to consider how to show value of EE
  - viii. Jennifer Rubbo - as far as summer camps/programs are concerned, need guidance from the state/governor whether that can happen or not.

1. Unclear where summer camps fall into phases of reopening
  2. Bowser REsponse - DEC camps not cancelled, not greenlit, unclear atm what their status will be
- e. Anna - HRP asked teachers about interests in variety of programming
- i. How to manage students in separate homes?
    1. Teachers have found ways to organize and keep younger students engaged remotely
    2. One school running virtual summer camp focusing on academics (can't teach soccer virtually)
      - a. Parents worried about students keeping up with education given current situation
  - ii. Tina - blanket surveys were less successful than one-on-one outreach to key partners
  - iii. Artie - HS teacher in westchester county - teaches environmental science
    1. Planning for next year
      - a. As things go along cuomo keeps pushing things back
      - b. Done for rest of year
      - c. Nobody certain about next year
      - d. His admin telling him to plan for anything but virtual learning will DEFINITELY be a piece of it
      - e. Never enough money
      - f. Told to get ready for budget cuts
4. Rosana - COVID water quality
- a. CDC site is best to look at
  - b. Being updated consistently
  - c. Finding RNA fragments in wastewater
  - d. Fragments do not mean that it is viable
    - i. COVID 19 not cultured from stool sample as of yet
  - e. More research needed to assess safety/risk
  - f. When it enters water bodies through CSO Salinity, PH and Temp have big effect on virus and its ability to survive in water body
  - g. USA weather network group
    - i. Researchers gathering information across spectrum
    - ii. What to think about when planning for volunteers in a field sampling environment
    - iii. How to handle labs and water quality monitoring
    - iv. <http://volunteermonitoring.org/covid>
5. Louis K- Concern over freshwater systems vs. saltwater systems
- a. Still have potential to encounter covid but may not be countered by salinity found in harbor area
6. Christina Tobitsch - possibility of doing seining and other programs in summer

- a. Do other educators have issues with locations not giving permits over summer?
  - b. BBP wants to continue conducting community science research independently but will not be granted permits
  - c. Louis K - Parks dept. Has stopped all special permitting for duration of pandemic
  - d. DIANA BOP - submitted permit for oyster research data, DEC unable to get back to them atm, unable to get out and do work anyways
7. Maggie Flanagan - No permits until June 30th
- a. Coast guard processing permits but approval comes down to local regulations on shore side
8. Other topics
- a. Louis - Waterfront alliance
    - i. As public events come up he is putting events into calendar
    - ii. Needs 3-4 day advanced notice before event published and link to applicable program so public can view it
    - iii. Horseshoe crab festival by Audubon society
    - iv. Event is virtual
  - b. Diana Fu - BOP annual symposium
    - i. BOP science fair
    - ii. This year hosting virtual symposium week
    - iii. Asking for harbor educators and others to become guest reviewers
      - 1. Minimal commitment
      - 2. 5 min to review project
      - 3. One on one with student for feedback
      - 4. Eventbrite - <https://www.eventbrite.com/e/billion-oyster-project-virtual-symposium-tickets-80258600635>
  - c. Maggie Flanagan
    - i. Working on webinar effort in leadup to world oceans day
    - ii. On Monday Jun 8th, lots of online content by NOAA and other partners
    - iii. Marked by leadup week before June 1-5
    - iv. Generate online presence
    - v. Creating common landing page
    - vi. Hoping harbor group can help to share this info out/cross promote organizational work
  - d. Brianna Rosamilia
    - i. Looking for other ways to engage volunteers for community science projects
    - ii. Interested in i-naturalist and how engaging it is for volunteers
  - e. Chris Bowser
    - i. Day in the Life of the Hudson and Harbor - reaching out to teachers, educators and thinking about what this event will look like
9. Closing survey - Are participants interested in a June call?

- a. 100% yes
- b. Will reach out further along to set up date for june
- c. Will accept suggestions for topics of discussion so discussions remain relevant