

# Harbor Educators – Zoom Meeting

June 30, 2020

## Attendees:

1. Chris Bowser, NYSDEC; [chris.bowser@dec.ny.gov](mailto:chris.bowser@dec.ny.gov)
2. Michael Stevens, Intrepid Museum, [mstevens@intrepidmuseum.org](mailto:mstevens@intrepidmuseum.org)
3. Shino Tanikawa, NYC Soil & Water Conservation District
4. Sarah Mount, NYSDEC, [sarah.mount@dec.ny.gov](mailto:sarah.mount@dec.ny.gov)
5. Maritza Cuevas, NYC Parks Greenbelt, Staten Island, [maritza.cuevas@parks.nyc.gov](mailto:maritza.cuevas@parks.nyc.gov)
6. Chris Girgenti, Randall's Island, [Christopher.Girgenti@randallsisland.org](mailto:Christopher.Girgenti@randallsisland.org)
7. Liz Reeve, Randall's Island, [Liz.Reeve@randallsisland.org](mailto:Liz.Reeve@randallsisland.org)
8. Hugh Carola, Hackensack Riverkeeper. [Hugh@hackensackriverkeeper.org](mailto:Hugh@hackensackriverkeeper.org)
9. Devin Gorsen, NY State Parks, [Devin.Gorsen@parks.ny.gov](mailto:Devin.Gorsen@parks.ny.gov)
10. Robina Taliaferrow, Billion Oyster Project
11. Isa Del Bello, [idelbello@bbpc.org](mailto:idelbello@bbpc.org), Brooklyn Bridge Park Conservancy
12. Marie Roche, Teatown Lake Reservation, [mroche@teatown.org](mailto:mroche@teatown.org)
13. Preyah James, Scenic Hudson/SCA, [pjames@scenichudson.org](mailto:pjames@scenichudson.org)
14. Cathy Yuhas, High Tech High School, Hudson County Schools of Technology
15. Jordan Heiden, Gowanus Canal Conservancy, [jordan@gowanuscanalconservancy.org](mailto:jordan@gowanuscanalconservancy.org)
16. Margie Turrin, LDEO, [mkt@ldeo.columbia.edu](mailto:mkt@ldeo.columbia.edu)
17. Melissa Rex, River Project/Hudson River Park, [melissa@riverprojectnyc.org](mailto:melissa@riverprojectnyc.org)
18. Amber Plaksin, Bronx River Alliance, [education@bronxriver.org](mailto:education@bronxriver.org)
19. Laurel Zaima, Lamont Doherty Earth Observatory, [lzaima@ldeo.columbia.edu](mailto:lzaima@ldeo.columbia.edu)
20. David Chuchuca, NYC H2O, [david@nych2o.org](mailto:david@nych2o.org)
21. Haley McClanahan, Brooklyn Bridge Park Conservancy, [hmccclanahan@bbpc.net](mailto:hmccclanahan@bbpc.net)
22. Madeline Salino, LDEO, [mns2159@columbia.edu](mailto:mns2159@columbia.edu)
23. Brigitte Walsh, Clarkson University's Beacon Institute for Rivers and Estuaries, [BWalsh@clarkson.edu](mailto:BWalsh@clarkson.edu)
24. Sara Spoden, NYRP Environmental Educator, [sspoden@nyrp.org](mailto:sspoden@nyrp.org)
25. Kate Phipps, Scenic Hudson, [kphipps@scenichudson.org](mailto:kphipps@scenichudson.org)
26. Christina Tobitsch, Brooklyn Bridge Park Conservancy, [ctobitsch@bbpc.net](mailto:ctobitsch@bbpc.net)
27. Maggie Flanagan, Waterfront Alliance
28. Emma McCauley, Jamaica Bay-Rockaway Parks Conservancy, [emma@jbrpc.org](mailto:emma@jbrpc.org)
29. Rob Pirani, NYNJ HEP, [rob@hudsonriver.org](mailto:rob@hudsonriver.org)
30. Eli Caref, CURB
31. Rosana Da Silva, NYNJ HEP, [Rosana@hudsonriver.org](mailto:Rosana@hudsonriver.org)
32. Lucy Christiana, Hudson River Foundation, [lucy@hudsonriver.org](mailto:lucy@hudsonriver.org)
33. Moira Delaney, LDEO
34. Toland Kister, Hudson River Park, [tkister@hrpt.ny.gov](mailto:tkister@hrpt.ny.gov)
35. Katie Lamboy, CURB
36. Jake Madelone, Waterfront Alliance, [jmadelone@waterfrontalliance.org](mailto:jmadelone@waterfrontalliance.org)
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39. Anna Koskol, Hudson River Park [akoskol@hrpt.ny.gov](mailto:akoskol@hrpt.ny.gov)
40. Natalie Kim, Billion Oyster Project, [nkim@nyharbor.org](mailto:nkim@nyharbor.org)
41. Kirsten Howe, Bronx River Alliance, [kirsten.howe@bronxriver.org](mailto:kirsten.howe@bronxriver.org)
42. Meghan Kennedy, RCSC serving at the Soil and Water Conservation District, [meghanekennedy16@gmail.com](mailto:meghanekennedy16@gmail.com)
43. Nika Colley, RCSC serving at the Soil and Water Conservation District, [nikacolley@gmail.com](mailto:nikacolley@gmail.com)
44. Christine Petro, Gowanus Canal Conservancy [christine@gowanuscanalconservancy.org](mailto:christine@gowanuscanalconservancy.org)
45. Jenna Otero
46. Lisa Bloodgood, Newtown Creek Alliance
47. Tina Walsh, HRPT
48. Daisy Rivera

## Something Fun

A throwback from Bowser – enjoy! <https://www.youtube.com/watch?v=I3AzdiWHEuc>

## Social Justice Discussion

Liz Balladares from HEP led our conversation on social justice by summarizing HEP's recent Citizen Advisory Committee (CAC). Liz discussed creating an inclusive environment and the core questions that we should be asking ourselves. How do we make organizations more inclusive to the community we want to serve? How do we diversity boards? Liz opened her talk to the group and discussed some steps the CAC had mentioned like making a pledge to demonstrate commitment to create change – accountability and walking the talk. Please feel free to reach out to me at [eballadares@hudsonriver.org](mailto:eballadares@hudsonriver.org) if you have additional input outside of this call.

### Discussion Questions Posed to the Group:

- How do we change the organizational climate so that the communities feel welcomed to in our space?
- How can we make our work meaningful & authentic to the communities we want to reach & that we currently serve? & how can we make our work relevant for them?
- How can we reflect that we are applying change from within and how can that change flow out unto the community?

Robina Taliaferrow made a suggestion for the collective to establish and **sign a safe place agreement**. This would outline how we ensure this group being a safe place for all and how that may flow into our own organizations.

Elisa Caref suggested one thing she would add for our group especially is that we need to **normalize paying our interns**! Unpaid internships primarily serve wealthier, whiter communities because they can afford to work and not get paid. If we want more representation in our field, we need to pay people. This was supported by Christine Petro. Maggie Flanagan echoes a stronger commitment towards pulling together grant resources.

Rob Pirani stated that it is important that we think about concrete actions; within the Hudson River Foundation and HEP, we have been discussing what a roadmap could look like (short term/long term). Can we come up with a **list or brainstorm immediate things that people can try to tackle first**? It won't be either or, but both. Isa Del Bello pointed out the difference between good intentions vs. actions, collectively and individually.

Shino Tanikawa mentioned work that we can do individually to start to **understand systems of oppression** and how that effects what we do. We can read about this, watch videos, and access online resources. If we commit to learning these issues, there are DEI (diversity, equity, and inclusion) plans that have been developed that we can utilize. We need to do some inward work to improve our individual understandings. Link to Avarna (<https://theavarnagroup.com/resources/>), which led a great workshop on DEI at the Restore America's Estuary conference last year.

Robina Taliaferrow asked how many organizations attend the **community board meetings** in the communities they work in? Maggie Flanagan answered at Waterfront Alliance, we go to the community board meetings around our waterfront program areas occasionally. Unfortunately, the community board

is not always representative of the overall community. Melissa Rex echoed this as well. Christina Tobitsch stated the community boards near our site are not the main target audience for our education programs. I've never thought as an organization that we'd go out to a community meeting in say the Bronx or Flatbush. I feel like for BOP it's probably a little different because you have sites all over the place.

Chris Bowser discussed hierarchical structures where we have immediate agency over some things while less than on others. We have strived for some time that the students we serve come from a diverse community – metrics of state listing EJ communities, free-and-reduced lunch programs for school districts that are under resourced. Then there is the department level, where we are deliberately **educating ourselves; we take a different training or reading and then brainstorm together with deliberate conversations**. Then there are teams above us where we have less agency and try to get them on board. At this specific point in time, we are seeing everyone getting on board with these core issues. Tina Walsh echoed that the HRPT is also looking at taking steps where we can make changes.

Eli Caref noted that it is important that **we don't just serve diverse communities, but that we are also a diverse community**. Historically, there has been racism in environmental work. We need to think about our role as individuals and organizations as a whole. We need people within our organizations that look like the communities we serve. So that our communities can look at the organization and one say aspire to have our jobs or come into the field of work. This would make it a safe place. We need to pay our interns if we want more representation in our field. Preyah James and Jake Madelone agreed. Hugh Carola mentioned the need for Bilingual (at least) folks in positions. That would be a no-brainer.

Maritza Cuevas discussed tapping into a community's collective impact organizations might be a start. What is already happening within the community that your organization may not know is happening. **Assessing the needs or struggles of a community** as far as education, health and environment is concerned is a start.

Lucy Christiana asked how do we **hold ourselves accountable**? Suggested setting a 6 month mark check in on this topic to ensure that we and our organizations are working towards our goals. Robina Taliaferrow asked if all organizations here have a **DEI committee and policy**? Maritza Cuevas suggested looking at the NYC Human Rights Commission who offers trainings on Race & Color. Understand the Human Rights & anti discrimination laws is also important. Christine Petro noted that Gowanus Canal Conservancy does not have a DEI committee or policy but is starting the process at the board/staff level - catalyzed by the national focus / protests on police brutality.

Amber Plaksin discussed how BxRA is existing in an EJ community. The organization aims to look like the community we serve and I am also bilingual. We have been creating bilingual programs but we have also have revamped our education programs to create a **pathway or funnel students through classroom programs, field trips, and then getting those students back as paid-interns** for the program. We received funding from <https://cityparksfoundation.org/nyc-green-fund/> to pay for our internship program. This is one way that we are trying to get our community into our organization. In addition, our staff has been checking in on social justice forums and as a staff working on watching videos and book clubs to have these discussions.

Annie Lederberg shared this document. I find to be one of the most insightful, powerful statements about **resisting white supremacy** that I have seen anywhere: <https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>

Christina Tobitsch emphasized **career pipelines**. The reason why the EE field is not very diverse is because those that are applying are not a diverse group or they do not have the same skill set that their white counterparts do. We need to do what we can to support our youth to commit them into the science field. How do we engage all individuals to match the skill set for the positions we are offering? Fair wages, interest in the topics, and improving skills for diverse students for future positions. Tina Walsh noted that at HRPT, we have seen some more diversity in applicants by **revising our recruiting practices** such as going to local colleges, universities

Hugh Carola stated our organization tends to drop the ball when it comes to having a diverse group. As part of the Hackensack River, our organization does not reflect the communities we serve. Its almost been accidental that our intern or watershed ambassadors come in as bilingual. It would be my hope that our future hires would be **bilingual** that can would be able to communicate effective with our community to be respectful and informative in our programs and educating folks regarding the pollution in these waters. Amber Plaksin suggested that as educators we should at least be learning the language (or at least parts of it) from the communities that we reach! Maritza Cuevas added or connect with people who speak the language within the community and engage them to communicate information that impact health and behavior. Hugh Carola shared that he stumbled on the BEST Spanish word to describe blue crabs in our waters is “sucio”. NO ONE wants to eat anything described as such. Amber Plaksin, Hugh that is how I always describe them to my Spanish speaking students! Daisy Rivera shared on the topic of language, I think it would also be beneficial to incorporate ASL (American sign language) education in some way? Train our educators/staff to learn to basic signs (such as hello, bathroom, help, etc). Maritza Cuevas, Eli Careg, Toland Kister, and Amber Plaksin all agreed. Elisa Caref shared we need to be more inclusive overall. Another thing we can do is put captions on all of our videos, especially in this remote world. Amber Plaksin noted that she speaks ASL and a bit of Korean as well and it has made a world of difference.

Lucy Christiana suggested one way to support BIPOC youth going into environmental science is for orgs like ours to be explicit about the **connections between racism and environmental issues as early in the education process** as possible. This way deciding to “go into the sciences” will not seem like going to a far off island where there is only a concern for hard science and not social issues. I think we will see much more diversity in the sciences when scientists keep speaking up for racial justice. Maritza Cuevas agreed that we need to start in communities of color with upper elementary and middle school kids, providing these children with extra science/environmental programming, such as long term after school programs, weekend environmental leadership programs. Cultivate these students as they grow. Stay connected. Be a **mentor and help guide them through their education & stewardship journey**. Christina Tobitsch agreed with what Lucy's chat said about being explicit in teaching youth about racism that exists within environmental issues. In similar fashion, I just feel awkward/not confident as a white person standing in front of my predominantly POC visiting students and talking to them about EJ or racism. Maybe as a group we **compile some guidance, best protocols, do's and don'ts** for how and when we talk about environmental racism with audiences?

Robina Taliaferrow shared actions that this group could take regarding hiring. We have been **reaching out to minority groups** and it does take a lot of effort to get to those groups. When we are planning panels or conferences, we should ensure our speakers are also diverse. We need to take action and if we are having panels, let's make sure that our **panels are diverse**. It is going to take a lot of effort to ensure diversity. Amber Plaksin, Hugh Carola, and Christina Tobitsch agreed. Christina extended that she finds it at times awkward to see a panel or webinar about EJ, racism, or the likes hosted by all or predominantly white

individuals. I am actually dealing with another group right now that I suggested we pull in some "experts" in their field and it was met with feelings of we can just do the research and lead it ourselves.

Annie Lederberg discussed how do we change the organization climate in our space? **What do we mean by our 'space'?** NYC waterfronts have been populated by class-reproducing, racist entities that want to privatize our waterfronts. How we define our space? Authority to enforce is a huge obstacle. When I would bring a diverse group of students, the Harbor was eye opening in looking at public access. Maritza Cuevas, Eli Cared, and Toland Kister agreed.

Laurel Zaima wanted to piggyback off of Robina. As informal educators and funding that we charge for our programs, I think we need to offer programs for those that cannot afford to pay for those programs. Paid internships is important. **Scholarships needed to be advertised to minority groups.** It does take time and effort, but important to do to engage these groups. Lucy Christiana agreed and stated the only way she was able to study STEM was via a scholarship. Maritza Cuevas agreed. Start looking for funding that can offer youth environmental leadership programs. Youth development is a hot focus for many funders, both local funders and global ones.

Rob Pirani asked if Robina and others could share the lists of groups you use to reach a diverse group of candidates. To Eli's point, to diversify the EE community, the Harbor Educators are really the key to encourage young people to consider green careers. It's great to look at internal practices, but also this group should consider themselves a leaders of the EE community. What does this group need? What would be helpful?

Maritza Cuevas reflected on her time at the Greenbelt for 30+ years, but our work really started with our summer camps where we engaged students and junior counselors. I made it a personal point to stay connected to all my counselors. **Environmental leadership** is the stepping stones. I was able to join the North Shore Alliance that had several work groups focused on early education and health. Work with small communities, build connections and then work your way to other communities to expand connections. Today, conversations of environmental education are imbedded in all conversations. We should have a collective impact. Fee for funding programs doesn't work. **Funding** is key – use funds to get students to come to our programs works better! There are funds available for youth programming that we should be looking to engage in our community! Haley McClanahan agreed with Maritza. Teens are hungry for environmental stewardship and leadership opportunities. We were in the process of expanding our stewardship series for teens where they can receive community service credits before COVID and the last couple of years we have had 2X the number of applicants than spaces. And when offering things like this if you have an application process, I found that we needed to start looking at the applicants that didn't have such a robust resume. Offer and interview to someone who maybe needs an opportunity like this more than another student who has already had a lot of experience.

Brigitte Walsh shared one change I am pushing for here is **diversifying our leadership council** (advisory board) not just with more people of color but someone specifically expert in Diversity, Inclusion and Equity to guide all decisions through this lens.

Chris Bowser discussed creating action points: Where does this science come from? White men. We should look at science from different lenses. What is your prime **culturally relevant pedagogy** – can you share? What are your ways of teaching? A second point is an ask, one of the small levers that Maritza was making, the idea of funding. I have a small influence of grant categories. It is more focuses on classic

education, but we can **rethink these grant categories** and frame them better to address actions we want to take. HREP can work to craft and frame those grants to be better at addressing action that we can take. Send me a message if you'd like to be part of the discussion with me.

Annie Lederberg noted that racism in the environment, in the environmental movement, and in scientific purposes and practices, past and present, all need to be discussed head-on with young people, especially by white people working in these fields, like me. In my experience as a teacher, students of color are well aware that these racisms exist, and they don't know if white adults they work with know about or are willing to discuss racism in our own professional domains. Without **addressing those elephants in the room**, I don't think 'engagement' or 'recruitment' efforts involving white staff can go very far. At the same time white people have to speak up and not leave the antiracism work to people of color. Eli Caref agreed that it is important to address these issues head on. And maybe one thing to add to the file for how to help us deal with them is to learn about **microaggressions** in education and how we can also try to stop those. <https://www.washington.edu/teaching/topics/inclusive-teaching/addressing-microaggressions-in-the-classroom/>. Michael Stevens recommended at Zaretta Hammond's Culturally Responsive Teaching & The Brain and Lucy Christiana recommended Zinn Education Project's Climate Justice Resources: [https://www.zinnedproject.org/materials/?cond\[0\]=themes\\_str:Climate+Justice](https://www.zinnedproject.org/materials/?cond[0]=themes_str:Climate+Justice).

Christina Tobitsch wanted to know if we can bring in our **students to be part of our discussions of racism and social justice**. How do I do that appropriately? List of **best practices and guidance** in how we can do that would be great to work on. Maggie Flanagan suggested one way to not be the only speaker as the white teacher - We made a student worksheet guide for our waterfront lab with instructions for the activities. I do structure the flow, but for each activity I call on a student to be the leader, reading the instructions to the group, and with the student organizing turns for the others. This does take more time, though.

Michael Stevens discussed **pledges** and sticking to those with actions. I know that we dissected different institutional BLM notices. The Intrepid Museum was asked; the notice didn't really say what it is that we are doing. We had to petition our senior leaders to ask for more clarity to include DEI and bring in consultants (our board is largely white). Petitions and signing and getting multiple people/organizations to help push this forward. Christina Tobitsch noted if board members have a monetary give requirement, that impacts board diversity.

Sara Spoden noted that we also need to **watch our own language**- I've heard a lot of "these people" which makes individuals feel isolated and "other".... just back to individual learning and unlearning. Annie Lederberg, Melissa Rex, Robina Taliaferrow, and Shino Tankiwan agreed. Lucy Christiana thanked Sara. It is ok—it is actually crucial— to talk about racism directly, saying “we are making a plan to support Black students and Black communities” is crucial! Annie Lederberg noted 'these people' usually means 'these people I look down on', whether or not that's the intent.

Kirsten Howe stated in terms of reaching wider audiences with programming or scholarship opportunities, one strategy that has been very successful in past programs I've worked with is **tapping the alumni network**, if you have one. Perhaps students will be willing to give presentations at school on the scholarship opportunities they have participated in. They can tell friends and family, or perhaps help to table for the org at community events. I think youth are more receptive to information when it comes from their peers! If doable, this could be a paid job for alumni.

Lisa Bloodgood stated she really liked the idea of a **reading group** with focused discussion. It would be great if we did this as a group to help move this work forward. Eli Caref agreed and loved the idea of a reading group.

Margie Turrin wondered if we could start a **shared doc that includes the various things we are all doing** for DEI before we get back together so we have a way to map in advance synergies and opportunities?

#### **Next Steps:**

- Tina, Chris and Rosana will work to pull out some of the key next steps that was discussed today.
- We will continue to have these conversations
- Liz Balladares will be working on a roadmap and will share this with the group for input along with HEP's CAC to start our next steps.

#### Virtual Program and Success Stories

Amber Plaksin shared we have been doing a lot of food way tours on Facebook. We have been doing career panels with people in the community and in the BxRA. Students have reached out to learn more about our work and specifically the jobs. We will be doing virtual programs to pilot one of our new programs. Link to access curriculum! <https://forms.gle/aKCqetnqJ7x21VQm7>

Eli Caref shared early this spring, I was working on a lab with Annie at BOP to get students to ask research questions. I generated a guide to ensure you are formulating good questions and how you would try to answer those questions. I was supposed to do three field trips and mentor the students. I ended up needing to send them a lab, a recorded PPT, and a live QA for the websites/resources of live data. I had a number of students email me questions. Several presented their work on a zoom call. My science coordinator and I are working on an internship from students in Yonkers. We had to turn the program into a summer course on Hudson River Environmental/Pollution issues. We received grant funding to focus on local issues and education programs. These students were in CURB over the winter break and now we are following up with a longer term program this summer. We are reaching out to our teachers to understand what it is that they are looking for in terms of virtual field trips. Amber Plaksin echoed similar work and found it to be a great way to gain responses from teachers to find out what they really need during this time.

Christina Tobitsch shared Brooklyn Bridge Park education team just got back from furlough and we are trying to play catch up in learning what works and doesn't work digitally and what teachers/families are desiring. we are going to try to send out a survey but i think there is some survey fatigue.... If anyone is willing to share any audience feedback you have received, please email me at [ctobitsch@bbpc.net](mailto:ctobitsch@bbpc.net).

Annie Lederberg thanked Eli for participating in our research symposium. In the course of speaking to teachers in prep from our symposium. What we heard is that the school systems did not service a majority of the students and lack of communication. I am concerned about our students and I don't know what a solution would be.

- Melissa Rex is also so concerned for students, especially those with limited resources. It really seems like many students are being completely left behind. I also don't know what solutions for these students are.

- Maritza Cuevas stated if basic needs of food, shelter, etc are not being met within a community, we will not get the response we would like have. Knowing what resources are available within a community that we can share with folks in need is key. Reach out to the health organizations within your community.
  - Melissa Rex agreed. I started working with a local org in the Bronx to offer extra help to students over Zoom (the org provided needed tech), but I've found it really challenging to work with students, especially with IEPs and other learning challenges, over a computer. I agree with Shino that outdoor, in person learning could be a much better option Perhaps we can think about how to use our outdoor spaces as venues for general education
- Christina Tobitsch agreed, definitely a concern! I've heard some providing ed materials to pick up via community centers where our families in highest need might be regularly going to for food.
- Toland Kister wanted to echo agreeing with Annie's concern for students, particularly in light of losing interaction with other students, teachers and experiential learning that is hard to incorporate in remote learning situations.
- Elisa Caref recommended everyone can call their city council member TODAY to vote no on the NYC budget to get them to dedicate more money for social services in schools!
  - Lucy Christiana shared <https://council.nyc.gov/districts/> Find your council member here and click on their name to find their office number! You all have so much authority on these topics and are doing great work, your representatives should hear why this funding is so important to you

Tina Walsh asked how do we create bridges between those barriers and supporting schools?

- Hugh Carola shared that a lot of our work with schools stopped during the pandemic. I was asked to do some zoom interviews. We are continuing our eco cruise program at half capacity. We have been using Eventbrite to limit the capacity which has worked out well. Our EE programs have been slashed and hoping to host more this fall (NJ schools look like they may open).
- Shino Tanikawa has been in communication with schools, principals, teachers, etc. Virtual learning highlighted the inequities in our schools and communities. The conversations – how do we deal with the trauma with students, teachers, and administration? When we create programing, how do we include social learning and emotional support in our programs? I don't know what that looks like, but work that we should be doing. Tying nature into the programing we do will be important as these kids need to heal and will not be prepared to do academic learning.
- Michael Stevens completely agrees. We need to be compassionate about their trauma. Start simple.
- Katie Lamboy shared it is important to being mindful when teaching with topics of environmental social justice and how this can be a trigger for many emotionally.

Christina Tobitsch asked if schools will be opening? Will they allow us to come in?

- Shino Tanikawa said yes they will open, but does not sound like they will allow outsiders to come in. Parents are looking for enrichment programs that students can go instead.



## Teaching Outdoors and Connecting with Schools

Cathy Yuhas presented on Outdoor Spaces as Essential Assets for School Districts' COVID-19 Response. Something that me and my fellow teachers have been interested in is learning outdoors, even before COVID-19. I stumbled about this work group that focuses on outdoor learning which will be important for reducing number of students in buildings and partnering with informal educators. The timeline, as I understand, work groups meeting beginning this week and they are looking for a diverse group. This is between June 6 to August 24. They are focused on developing a framework for carrying out the initiative. Although they are based in CA, they are making this nationwide. Cathy's presentation in our Google Drive (<https://drive.google.com/drive/folders/13SSRnA9UtYWNGbBbxGX-o0qyYZKRdIRE?usp=sharing>) under the Meetings folder, which includes the recording, fact sheet, and other resources. To get involved, take the survey. The school year will likely be split (inside/outside). Funding will be a factor. Robina Taliaferrow, Maritza Cuevas, and Haley McClanahan are interested in learning more.

### Next Steps:

- As Cathy, and others who join the work groups, please be sure to share what you learn with this group.

## Open Discussion

Christina Tobitsch asked if there are any groups planning any small group programming (phase 3 that allows for up to 25 ppl)?

- Maritza Cuevas shared that they are considering socially distance hikes. Also thinking about stewardship events to improve and clean our trails – so maybe groups of 10 or family units to prune, wood chipping, etc. with a staff member at different sections of trails. Other than these two in-person programs, we are continuing our family science nights virtually and facebook live events. Waiting for our guidelines from the Parks department of what we can and cannot do.
- Marie Roche shared our location and what COVID outbreaks looks like. Monday was supposed to be our first day of camp which we cancelled for the first time. With a local HS having a small outbreak due to their graduation, this did make us consider this more seriously. We have shifted our focus to programs that we are comfortable in doing, so advertised parent-children programs to lead hikes (particularly because so many people have been coming into the preserve). Also thinking about pulling small portions of our summer camp programs to offer in a social distancing way.
- Chris Girgenti shared Randalls Island is looking at starting small (<10) socially distanced volunteer projects in the next month.
- Amber Plaksin shared BxRA did our first volunteer program last week, with social distancing and sanitized grabbers!
- Devin Gorsen shared that they've been doing socially-distanced stewardship programming with our Friends group at Gantry Plaza State Park and are looking into doing something similar at Marsha P. Johnson State Park. We're also looking at doing some in person Q&A interpretation tables.
- Maritza Cuevas canceled their camp session this summer as well.
- Robina Taliaferrow shared BOP's work - oyster monitoring at BBP and Domino Park, installation at Bayswater, Yoga by the water in Canarsie and Coney Island possibly

Maggie Flanagan shared the Waterfront Alliance on July 10th will launch our coalition and #Rise2Resilience by calling on electeds to invest in our communities through community-led, resilient

solutions to adapting to the climate crisis. Register for the Zoom event below and utilize the Digital Toolkit for your own social media accounts to participate! <https://us02web.zoom.us/meeting/register/tZUtde-gpzsqGtw7epexgi5Cn2fs8fX0nhMv>

Haley McClanahan suggested a separate thread of info on the google doc with some of the health/safety protocols you have come up with to allow for these small in person programs

- Sonia Cairo shared upon what we are doing now. We are a small organization, when we do our EE programs we are looking to create procedures and protocols to keep our staff and attendees safe. Considering videos to train participants before signing off on a liability form. Working on small youth group clean ups that need to be signed off by the board.
- David Chuchuca added NYCH2O has just completed our first in-person program. Limited to 10, staggered entry, and no walk-ins has been helpful. Mass General had some great procedures, with four pillars – hygiene, distancing, masks, and screening. The screening is a bit more complicated. People really want to get outside. We limited our programs to 10 and had 2-3 people on standby to join considering that we may have someone drop – no one drops. Keep 6 feet distancing, even with a mask. Here is that New Yorker article <https://www.newyorker.com/science/medical-dispatch/amid-the-coronavirus-crisis-a-regimen-for-reentry>

Christina Tobitsch asked do we stick with 6 ft even if we're wearing masks?

- Hugh Carola said yes, stay 6 ft apart, lets play it extra safe.
- David Chuchuca stated that you have to use all four pillars to be extra safe, they are effective when working all together.

Annie Lederberg asked, for people running public programs, how does the racial distribution of your participants now compare with what you were seeing before the pandemic reached NYC?

Tina Walsh shared that HRPT has not canceled summer camp, but instead moved to digital. All digital programs that we have been working on are free. We have been using Zoom primarily, but also broadcasting to Facebook Live. After the recording is done, we post it on our YouTube. We are also working on a trade and promote other programs to market everyone's great work. If you are interested, lets talk!

Amber Plaksin shared BxRA is co-hosting "Watershed Wednesdays" starting July 8th with NYC Planning! I will share more info once I have it!

Sara Spoden asked what platform are you using for virtual learning?

- Elisa Caref is using google classrooms this summer, but this is our first foray.

Everyone confirmed they would like to continue to have a meeting next month.