



**Listening to our partners to move environmental literacy forward:** a summary of Rhode Island Environmental Education Association's community forums  
*July 2019*

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## Acknowledgements

A special thanks to our forum partners (Young Farmer Network, Environment Council of Rhode Island, Woonasquatucket River Watershed Council, Rhode Island Teacher of the Year Charlene Tuttle, and Sprout CoWorking) and our hosts (Audubon Society of Rhode Island, Save The Bay, United Natural Foods, Inc., Roger Williams Park Zoo, and Sprout CoWorking).

Many thanks to Jeanine Silversmith, April Alix, Kassi Archambault, Lauren Parmelee, Cindy Corsair, and Paul Dolan for assisting with small group facilitation during one or more of the forums and to the RIEEA Outreach Committee for their guidance throughout the process.

## Executive summary

From March to May 2019, the Rhode Island Environmental Education (RIEEA) conducted a series of community forums to support the development of the Rhode Island Assessment of Environmental Literacy (RI-AEL) project, an effort to gain an accurate understanding of the state of environmental literacy in our K-12 students. Six priority sectors were targeted - Education, Environment, Agriculture, Advocacy, Business, and Health - and RIEEA partnered with key, well-respected organizations to ensure that each event was thoughtfully tailored to that particular sector and that participants found it to be a valuable use of their time. In addition to expanding its reach, building relationships, and fostering partnership opportunities with other organizations and individuals, the forums provided RIEEA with a better understanding of the interests, priorities, needs, and challenges of each sector and how RIEEA may help them further their work. The forum participants learned about environmental literacy and education efforts in Rhode Island and how they support the work of their sector and left the forum with new information, contacts, and resources.

In total, 122 people attended the forums, representing 74 different organizations. Clear commonalities emerged across sectors, particularly regarding the perceived basic knowledge and skills required to succeed in work and life, such as communication, critical thinking, and social skills. Forum participants would also appreciate people having a greater knowledge of specific topics, particularly climate change, as well as a solid grasp on core concepts and underlying causes of environmental issues. The majority of forum participants stressed the importance of people having a greater awareness and understanding of the many benefits that natural systems provide, how their actions affect others and the environment, their role in protecting our natural resources, and how to put specific stewardship principles into practice.

In moving environmental literacy and the work of their sector forward, most forum participants stressed the importance of making new, and strengthening existing, connections with others and opportunities to build partnerships to increase collective impact. Forum participants also expressed the need to continue to bring different voices to the conversation, to foster the sharing of best practices and resources, and to develop and deliver strong, inclusive educational program and outreach initiatives.

## **Background**

The Rhode Island Environmental Education (RIEEA) forums were part of the Rhode Island Assessment of Environmental Literacy (RI-AEL) project, an effort to gain an accurate understanding of the state of environmental literacy in our K-12 students. The long-term goals of the RI-AEL are to increase the environmental literacy of all Rhode Islanders and to provide an effective assessment tool for Rhode Island schools and a model for other schools across the country. The shorter-term objectives of the RI-AEL include increasing awareness of RIEEA and the benefits of membership; identifying how RIEEA may support the goals and objectives of other organizations; and advancing an understanding of how a state-wide assessment of environmental literacy is critical to advancing the missions and work of our organizations.

During Phase One of the RI-AEL, RIEEA identified six priority sectors in the state that are important to the success of the project and RIEEA's ability to benefit the state as a whole: agriculture, environment, education, advocacy, business, and health. As part of Phase Two of the RI-AEL, RIEEA collected feedback from these sectors through community forums with the goal of incorporating their recommendations into the development of the AEL tool. The feedback generated will strengthen RIEEA's ability to collect accurate information from the K-12 student population and enable RIEEA to provide relevant information to these sectors.

The AEL tool will be piloted in Phase Three (2019-2020) and will be validated and finalized before statewide distribution. It will eventually serve as a model for the rest of the country. RIEEA is well positioned with its state Environmental Literacy Plan and strong local and national partnerships to lead this valuable effort to assess K-12 environmental literacy that will serve as a model nationwide. More information about RIEEA and the RI-AEL may be found at [www.rieea.org](http://www.rieea.org).

## Overview

From March to May 2019, RIEEA conducted a series of community forums to support the development of the RI-AEL. Separate two-hour forums were conducted for the Education, Environment, Agriculture, Advocacy, and Business sectors, while input from the Health Sector was obtained through RIEEA board member attendance at several community forums hosted by Lifespan as part of their 2019 Community Health Needs Assessment.

Information gleaned during initial outreach in Phase One of the RI-AEL was used to design content that appealed to each sector and helped identify how the RI-AEL may support their work. To achieve this, and to ensure that the events were thoughtfully tailored to each sector and that participants found them to be a valuable use of their time, well-respected organizations in each sector were identified and invited to partner on the event planning and delivery. These partners/co-hosts provided input on the event objectives, content, and format; assisted in the identification of appropriate venues and event timing; and advertised/marketed the event to their constituents.



The purpose and objectives of the forums were as follows:

**Purpose:** to discuss the advancement of environmental literacy and education efforts in Rhode Island and how they may support the work of the [x] sector.

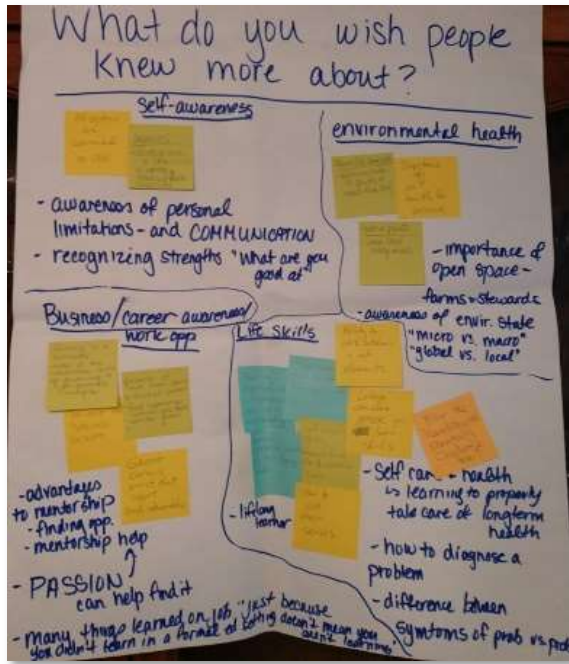
**Objectives:**

- Expand RIEEA's reach, build relationships, and foster partnership opportunities with other organizations and individuals.
- Increase awareness of environmental literacy and education efforts in Rhode Island and how they support the work of the [x] sector.
- Better understand the interests, priorities, needs, and challenges of the [x] sector and how RIEEA may help them further their work.
- Provide participants with new information, contacts, and resources.

Each community forum opened with remarks from the partner/co-host, followed by an overview of the event by the facilitator. RIEEA's program manager then provided a brief background on RIEEA and the RI-AEL as well as the goals, objectives, and strategies of the larger environmental literacy and education effort and how it links to the questions we posed to the forum participants. The remainder of each forum was dedicated to hearing from the participants, mainly in smaller break-out groups to make the conversation more manageable and productive. The facilitators posed the following questions to help direct the conversation:

- What do you wish [people/your clients/your audience/entry-level employees/people working in your field/etc.] knew more about?

- What do you/we need to move forward?
- How can RIEEA support you/help you do your work?



Each group's feedback was captured on flip charts which were then viewed by the other groups during a "gallery walk"-style report-out, allowing participants to glean the main themes that emerged in each group, identify what additional questions might have been raised, and what specific suggestions were shared. A facilitated debrief with the full group further highlighted common themes and ideas, potential next steps, and if there were any outstanding questions or concerns. In addition, index cards were available for participants to write down any outstanding questions or comments to leave with the event hosts on their way out. A brief electronic evaluation was sent to each forum participant, with the offer of a complimentary 2019 Individual RIEEA Membership upon completion. A total of 77 participants filled out

the evaluation, resulting in an impressive 63% response rate.

Post-forum evaluation data was very positive overall, as summarized in Appendix D. In addition to this quantitative data, open-ended responses suggest that participants felt that the forums were well organized and that breaking up into small groups was a very effective way for all voices to be heard. They also appreciated the more active approach of a gallery walk versus a standard oral report out when exploring other groups' perspectives and any common themes. When asked which aspect(s) of the event they found most interesting or useful, many identified the mere connection with others, whether familiar or new, who care about the issue, as extremely useful. They found the diversity of perspectives to be very interesting and learned more about RIEEA and other organizations and the many resources available to help them in their work and in moving environmental literacy forward in the state.

## Results of sector-specific community forums

### Agriculture

When asked what they wished [people/their clients/their audience/entry-level employees/people working in their field/etc.] knew more about, the agriculture forum participants expressed their desire that people better understand the benefits of farms and woodlands in their communities, including the interconnectedness of food production and the natural environment and the relationship of agriculture and silviculture to land conservation and stewardship. They also wish that people had a better understanding of what the practice of farming and forestry actually entails and that it's still a viable career

choice. More broadly, they wish that there was greater self-awareness, self-care, and life skills to help them, and the agriculture sector, flourish.

“

My breakout group was extremely diverse, the conversation was very rich, and we were able to draw common threads across many of our concerns.

”

*Agriculture forum participant*

When asked what they/we need to move forward, the agriculture forum participants expressed the need for assistance in increasing the exposure of the field of agriculture and the practice of farming and forestry. In addition to increasing peoples' awareness of the various jobs and careers in the agriculture sector, they would like folks to take advantage of the many opportunities to experience farming and forestry directly through on-site visitation and programming and immersive partnerships (e.g., “shadowing,” interning, and mentoring). Also extremely important is education, with which RIEEA could assist. Connecting those in the agriculture sector to training and other educational resources and providing a forum for the sharing of best practices, communication tools, and potential partners are all strongly desired.

### Environment

When asked what they wished [people/their clients/their audience/entry-level employees/people working in their field/etc.] knew more about, the environment forum participants expressed their desire that people know more about careers in the environmental field and the skills necessary to succeed, such as communication (both oral and written), critical thinking, and social skills. They would also like to see more of a systems-thinking approach to environmental issues and increased community and civic engagement and stressed the importance of environmental justice and working together to address the local impacts of climate change. They also would appreciate people having more knowledge on specific topics such as the water cycle, carbon cycle, ecology, climate science, wetlands, watersheds, stormwater and green infrastructure. Additionally, and more broadly, they wish people had greater general awareness of the environment and their connection to it, how their everyday choices and actions positively or negatively affect their environment, and how to put environmental protection and stewardship principles into practice.



“

This was definitely set up in such a way that it fostered communication and collaboration across all backgrounds. Great work!

”

*Environment forum participant*

When asked what they/we need to move forward, the environment forum participants expressed their desire for simple, clear, digestible, and relevant content for various audiences; community education and outreach initiatives (with more outdoor experiences); more volunteer, mentorship, and other active engagement opportunities; deeper connections with others in the community; and more partnerships between the private and public sectors (e.g., environmental consulting firms sponsoring public school field trips). Specific things with which RIEEA could assist include reaching out to diverse audiences, providing moderation or facilitation support, sharing and developing creative and effective community outreach strategies and other resources, linking with other organizations, articulating the needs of the various groups, and grant-writing.

## Education



When asked what they wished [people/their clients/their audience/entry-level employees/people working in their field/etc.] knew more about, the education forum participants expressed their desire that people, particularly students, better understand the many benefits that natural systems provide, including the role they play in our social and emotional well-being, as well as how local initiatives are addressing issues of concern such as climate change. They wish people had a greater understanding of the

relationship between their actions and subsequent effects on the environment, as well as the behaviors and practices in which they could engage to improve the world around them. Additionally, they expressed the importance of social skills such as flexibility, tolerance, preparedness, teamwork, empathy, compassion, kindness, acceptance, in succeeding in school, work, and life.

“

I think the information gathered will be very helpful for us to understand the climate regarding environmental literacy, and I am so thankful to be able to be a part of this important initiative.

”

*Education forum participant*

When asked what they/we need to move forward, the education forum participants stressed the need to educate school administration officials about the importance of incorporating environmental literacy into curricula and encouraging them to support more outdoor learning during the school day. Also strongly desired is assistance in obtaining funding for and increased access to field studies and explorations; free or low-cost training, materials, and curriculum development support; and networking and partnership-building opportunities. They suggested that RIEEA may assist with bringing different voices to the conversation; continuing to build out its educator/program database; providing quick, easy, and cheap activities for teachers; providing professional development opportunities and fostering resource-sharing; and connecting formal and informal educators and programming.

### **Advocacy**

When asked what they wished [people/their clients/their audience/entry-level employees/people working in their field/etc.] knew more about, the advocacy forum participants expressed their desire that people increase their awareness and understanding of how their actions affect the environment, their role in protecting our natural resources, and the risks and costs of doing nothing versus taking action to increase our sustainability and resilience. Like the environment forum participants, they also would appreciate people having greater knowledge on specific topics (e.g., climate science, stormwater, drinking water, wastewater) as well as the core concepts and underlying causes of environmental issues. Additionally, they stressed the importance of interpersonal, communication, and critical thinking skills in work and life.



“

I think this is an important conversation to continue. Demystifying issues with scientific bases and explaining concepts in a systems-based way are extremely important.

”

*Advocacy forum participant*

When asked what they/we need to move forward, the advocacy forum participants expressed their desire to “expand their tent” and make more connections with folks in other sectors. They’d like to better understand the economic aspects of environmental issues and solutions by talking more with the business community and how to link environmental sustainability to other values. They want to learn from failure while highlighting positive efforts and would like elected officials to be better informed. They want to move environmental justice issues forward and empower residents to lead efforts in their communities. Specific things with which RIEEA could assist include strengthening

outreach efforts (e.g., creative strategies and storytelling), highlighting career pathways, providing more forums to hear people's needs, publicizing program and project opportunities, and linking/partnering with other organizations.

### **Business**

When asked what they wished [people/their clients/their audience/entry-level employees/people working in their field/etc.] knew more about, the business forum participants expressed their desire that people better understand the impact of businesses on the environment (e.g., toxins in products and packaging, plastic waste) and that there are many things businesses can do to be more sustainable while still maintaining (or even increasing) profitability. They would appreciate people having a greater understanding of the role of policy, how their decisions affect others, and how to foster more collaborative efforts. They also stressed the need to talk more about climate change - how it's affecting us here and now - and the focus on solutions such as safe and clean transportation options.

“

I am new to RIEEA and it's great just to learn what is going on in the State. This discussion was unique, a great size, and really well moderated and I am excited to find out what RIEEA is going to do next!

”

*Business forum participant*

When asked what they/we need to move forward, the business forum participants stressed the need for transparency (e.g., public service announcements from the state on policies), more education on decreasing waste and other issues (for both the public and elected officials and other decision-makers), the inclusion of young people in decision-making processes, and increased collaboration on program design (e.g., behavior change).

### **Health**

During a meeting with colleagues at Lifespan regarding a potential partnership in delivering a forum with the health sector, RIEEA representatives were informed that Lifespan was in fact planning their own series of forums as part of their 2019 Community Health Needs Assessment. It was concluded that instead of designing and delivering yet another, separate forum, it would likely be more efficient for RIEEA members to attend some of the Lifespan forums to glean information on folks' health concerns and needs and how they might relate to our objectives. The RIEEA forum consultant attended two Lifespan forums, and RIEEA's Project Manager, a RIEEA intern, and two RIEEA board members each attended one, resulting in a RIEEA presence at a total of six Lifespan Community Health forums.

Clear themes emerged across the six Lifespan Community Health forums attended by RIEEA representatives. Access to, and the high cost of, medical care was a primary concern. Forum participants reported emergency room service as being inadequate and said that there are few alternatives for urgent care situations. They also struggle with access to primary care physicians, social workers, case managers, and mental health professionals; transportation to medical appointments; translation services; and healthy food. Healthy

food in particular links quite directly to environmental concerns and it was suggested that there be more visitation to and creation of community gardens and healthy cooking demonstrations. Also linked to the environment is housing, with which there are many concerns such as pests, lead paint, and mold. An insightful perspective came up in one of the forums: if people had healthy food and housing, they wouldn't need as much health care and service, which would save money and other resources at all levels.

## **Conclusions and next steps**

The response we received to the RIEEA community forums exceeded expectations. In addition to hearing from over 100 people at the six health forums we attended, the number of people who attended the five RIEEA forums totaled 122, which was far greater than the anticipated number of 85 (a 43.5% increase). The evaluation results and conversation generated suggest that the forums were successful in meeting our objectives. Perhaps not surprisingly, but certainly noteworthy, is how consistent the conversations were across sectors. While the seemingly distinct subjects/fields of practice yielded some unique points at each forum, it was remarkable how much they had in common, particularly regarding the perceived basic knowledge and skills required to succeed in work and life, such as communication (both oral and written), critical thinking, and social skills. Many forum participants would appreciate people having a greater knowledge of specific topics, particularly climate change, as well as a solid grasp on core concepts and underlying causes of environmental issues. They would also like for people to have greater awareness and understanding of the many benefits that natural systems provide, how their actions affect others and the environment, their role in protecting our natural resources, and how to put specific stewardship principles into practice.

When asked what they/we need to move forward, themes consistent across forums (many of which RIEEA could assist with) include connecting practitioners to training and other educational resources; providing a forum for the sharing of best practices; simple, clear, digestible, and relevant content for various audiences; more community education and outreach initiatives (with more outdoor experiences) as well as volunteer, mentorship, and other active engagement opportunities; more public-private partnerships; and facilitation/moderation support. Forum participants said that they learned more about RIEEA and environmental literacy efforts throughout the state and plan to further explore RIEEA's website, listserv, and membership benefits.

The forums have already helped RIEEA in meeting the shorter-term objectives of the RI-AEL including increasing awareness of RIEEA and the benefits of membership; identifying how RIEEA may support the goals and objectives of other organizations; and advancing an understanding of how a state-wide assessment of environmental literacy is critical to advancing the missions and work of our organizations. The information and perspectives gathered at the forums will greatly assist RIEEA in meeting its goal of gaining an accurate understanding of the state of environmental literacy in our K-12 students through the RI-AEL project.

## Appendices

### Appendix A. Sample Community Forum Flyer

**JOIN US FOR A  
CONVERSATION WITH  
THE ENVIRONMENTAL  
COMMUNITY**


**Forge new community relationships**


**Discuss advancement of environmental literacy in RI**

**Inform leadership about your community's values, concerns & priorities**

**Help set clear environmental literacy standards for future environmental champions**

***FREE TO ATTEND, REFRESHMENTS PROVIDED!***

 **WOONASQUATUCKET RIVER  
WATERSHED COUNCIL**

 **FRIDAY, MARCH 22, 2019 | 8:30-10:30 AM**  
**UNITED NATURAL FOODS INC.**  
**555 VALLEY STREET, PROVIDENCE, RI**

Environmental agencies, firms, and other entities play a vital role in increasing environmental literacy in Rhode Island, whether by spreading awareness of the concept or by providing valuable input. Environmentally literate citizens can benefit our communities and strengthen the environmental field as a career path, and are the individuals that give back to communities and organizations like yours.

RSVP by March 19 (if possible) at  
<https://www.surveymonkey.com/r/envcommconvo>

For more information, contact Jen West at [jwest14@hotmail.com](mailto:jwest14@hotmail.com)

## Appendix B. Sample Community Forum Process Agenda

### RIEEA Community Conversation with the Business Sector

Wednesday, June 5, 2019 | 9:30-11:30 AM

Sprout CoWorking, 166 Valley Street, Bldg 6M, Suite 103, Providence, RI

#### PROCESS AGENDA

**Purpose:** to discuss the advancement of environmental literacy and education efforts in Rhode Island and how they may support the work of the business sector

#### Objectives:

- Expand RIEEA's reach, build relationships, and foster partnership opportunities with other organizations and individuals.
- Increase awareness of environmental literacy and education efforts in Rhode Island and how they support the work of the business sector.
- Better understand the interests, priorities, needs, and challenges of the business sector and how RIEEA may help them further their work.
- Provide participants with new information, contacts, and resources.

Time	Activity & Lead(s)	Materials & Set-up
9:00 am	<b>Check In &amp; Refreshments</b> <ul style="list-style-type: none"><li>● Have folks sign in, which will include consent to use photos and quotes on the RIEEA website, etc. (if they chose to opt out, make an indication on the registration list)</li><li>● Have folks fill out a name tag (first name is really all we need; have them write it BIG and clearly)</li><li>● Invite folks to partake in refreshments and networking</li></ul> <b>Total time = 30 minutes</b>	<ul style="list-style-type: none"><li>- Registration list</li><li>- Name tags</li><li>- Markers</li><li>- notepads &amp; pens</li><li>- refreshments, etc. (see separate list)</li><li>- RIEEA handouts</li></ul>
9:30 am	<b>Opening Remarks</b> Stacey Kaplan, Sprout CoWorking <b>Total time = 5 minutes</b>	
9:35 am	<b>Welcome &amp; Introductions</b> Overview of event purpose, objectives Jen  <b>Review conversation guidelines</b> (ground rules): Jen <ul style="list-style-type: none"><li>● Be present, listen actively, and keep an open mind.</li><li>● Everyone participates; no one dominates.</li><li>● Help keep the discussion on track- try not to ramble and/or repeat what has already been said.</li><li>● Silence phones.</li><li>● Have fun!</li></ul>	<ul style="list-style-type: none"><li>- PowerPoint slides, laptop, projector</li><li>Pre-made flip charts:<ul style="list-style-type: none"><li>- Agenda</li><li>- Conversation Guidelines (ground rules)</li></ul></li></ul>

	<p><b>Context/facilitator role Jen</b></p> <p>Today, my role as the facilitator is to help us have a good conversation. I won't participate or offer my views – this is a conversation about what you think.</p> <p><b>Total time = 5 minutes</b></p>	
9:40 am	<p><b>Setting the Stage</b></p> <ul style="list-style-type: none"> <li>• Presentation (brief background on RIEEA/AEL/EL/EE; why environmental literacy is needed to succeed in work and life; goals/strategy of the larger EL/EE effort and how it links to the questions we'll be posing today) Jeanine (10-12 mins)</li> <li>• Q&amp;A Jen (3-5 mins)</li> </ul> <p><b>Total time = 15 minutes</b></p>	
9:55 am	<p><b>Group Discussion</b></p> <p><b>Provide instructions and break into small groups Jen (5 mins)</b></p> <p>We'll divide into smaller groups to make the conversation more manageable/productive; your facilitator will pose particular questions and help direct the conversation. You'll record your group's feedback on a flip chart that will then be viewed by the other groups during a "gallery walk" report-out. Some things to consider for the report-out:</p> <ul style="list-style-type: none"> <li>• What 1-3 main themes emerged in your group?</li> <li>• What additional questions were raised?</li> <li>• What specific suggestions were shared?</li> </ul>	<ul style="list-style-type: none"> <li>- flip charts</li> <li>- easels</li> <li>- markers</li> <li>- sticky notes</li> <li>- PowerPoint slides</li> </ul>
10:00 am	<p><b>Small group discussions</b> small group facilitators: Jen, Jeanine (optional- ask for volunteers to be timers and scribes if you'd like) (45 mins)</p> <p>Small-group facilitators invite their group members to answer the following questions via one or two words and/or drawings on sticky notes which they'll then group/consolidate and debrief with the small group</p> <ul style="list-style-type: none"> <li>• What do you wish <u>[people/your clients/your audience/etc]</u> knew more about? What do you wish <u>entry-level employees and/or people working in your field</u> knew more about?</li> <li>• What do you/we need to move forward?</li> <li>• How can RIEEA support you/help you do your work?</li> </ul>	

10:45 am	<b>Small group report-out to full group via “gallery walk” Jen (10 mins)</b> All groups walk around and check out what the other groups generated	
10:55 am	<b>Full Group Debrief Jen (15 mins)</b> <ul style="list-style-type: none"> <li>• What common themes/ideas came out in more than one group</li> <li>• Next steps</li> <li>• Is there anything else you would like us to know?</li> </ul> <b>Total time = 75 minutes</b>	
11:10 am	<b>Wrap-up &amp; Next Steps Jen</b> <ul style="list-style-type: none"> <li>• we will send you notes/findings; any other follow up you would like?</li> <li>• index cards are available to write down any outstanding questions, comments, etc.; leave in basket on your way out</li> </ul> <b>Total time = 15 minutes</b>	- index cards - pens - basket
11:25 am	<b>Evaluation &amp; Closing Jen</b> <ul style="list-style-type: none"> <li>• thank you (to participants, RIEEA board members and staff, Sprout CoWorking...)</li> <li>• Survey (Google form) sent (to participants before the end of forum); request that they fill it out (and if they do, they'll receive a complimentary 2019 Individual RIEEA Membership)</li> </ul> <b>Total time = 5 minutes</b>	- google survey link in email ready to go
11:30 am	<b>Adjourn</b>	

## **Appendix C. Community Forum Participation**

The forum with the agriculture sector attracted 30 participants, including representatives from the following:

- Big Train Farm
- Blackstone Valley Tourism Council
- Civic Alliance for a Cooler RI
- Earth Care Farm
- foodSCAPE
- Hope's Harvest RI
- Johnson & Wales University
- Revive the Roots
- RI Association of Conservation Districts
- RI Forest Conservators Organization
- RI Nursery and Landscape Association
- RI Woodland Partnership
- Southside Community Land Trust
- URI Department of Plant Science and Entomology
- Wright's Dairy Farm and Bakery
- Young Farmer Network

The forum with the advocacy sector attracted 15 participants, including representatives from the following:

- Audubon Society of RI
- Blackstone Valley Tourism Council
- City of Providence
- Clean Ocean Access
- Eco-Elders
- Environment Council of RI
- Groundwork RI
- Moshassuck River Watershed Association
- NEC Solar
- Rhode Island State Representatives from Districts 66, 69, and 72
- Save The Bay
- Save the Lakes
- Scientists are Superheroes Too
- Scituate Land Trust
- Town of East Greenwich

The forum with the environmental sector attracted 29 participants, including representatives from the following:

- Burrillville High School
- EA Engineering, Science, and Technology Inc.
- Fuss & O'Neill
- Groundwork RI
- Horsley Witten Group
- Keep Blackstone Valley Beautiful
- McMahon Associates (2)
- Neautaconkanut Hill Conservancy
- RI Coastal Resources Management Council
- RI Department of Environmental Management
- RI Department of Transportation
- RI Infrastructure Bank
- RI School of Design
- South Kingstown Land Trust
- The Empowerment Factory
- U.S. Environmental Protection Agency
- URI Master Gardener Program
- VHB
- Wood Environment & Infrastructure Solutions
- Woonasquatucket River Watershed Council

The forum with the education sector attracted 39 participants, including representatives from the following:

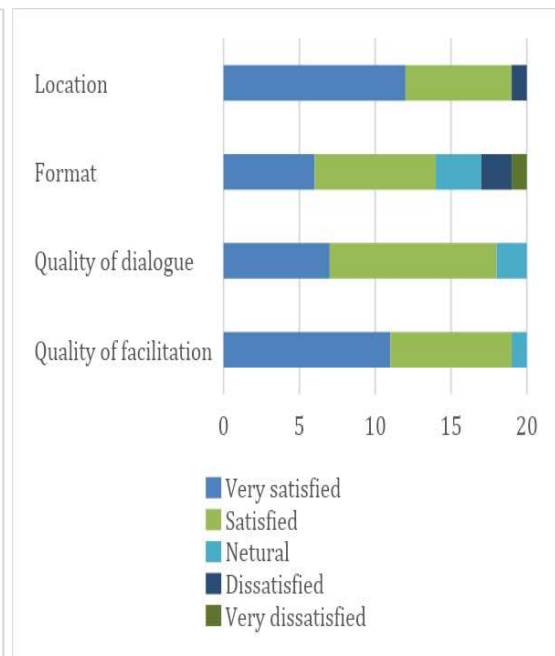
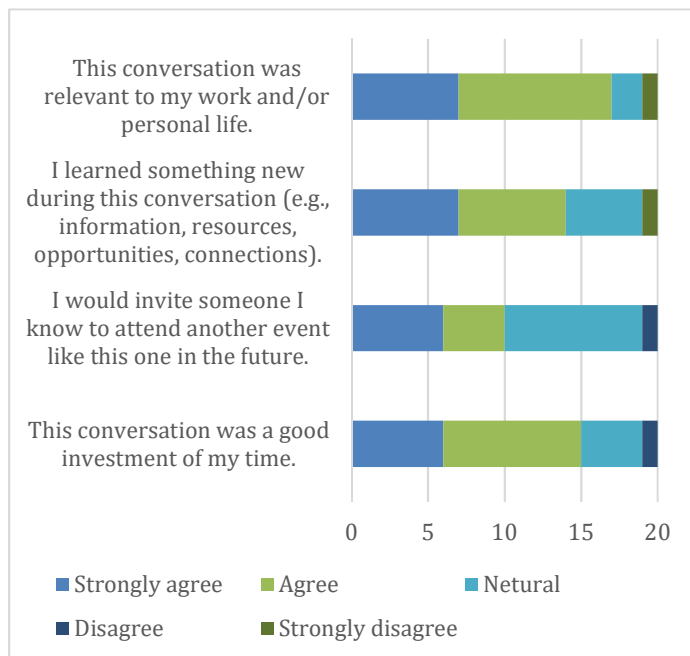
- 15 Minute Field Trips
- Audubon Society of RI
- Blackstone Valley Tourism Council
- Coalition Center for Environmental Sustainability
- Community Prep School
- Cumberland Schools
- Exeter West Greenwich Junior High
- Fishing Cove Elementary
- Garvin Memorial Elementary School
- Goff Middle School
- Metcalf Elementary School
- Narragansett Pier School
- North Kingstown School Department
- North Smithfield Public Library
- Paul Cuffee School
- Providence Public Schools
- RI Department of Education
- University of Rhode Island GEMS-Net
- Wangari Maathai Community School
- Wawaloam School
- Westerly School Department

The forum with the business sector attracted 9 participants, including representatives from the following:

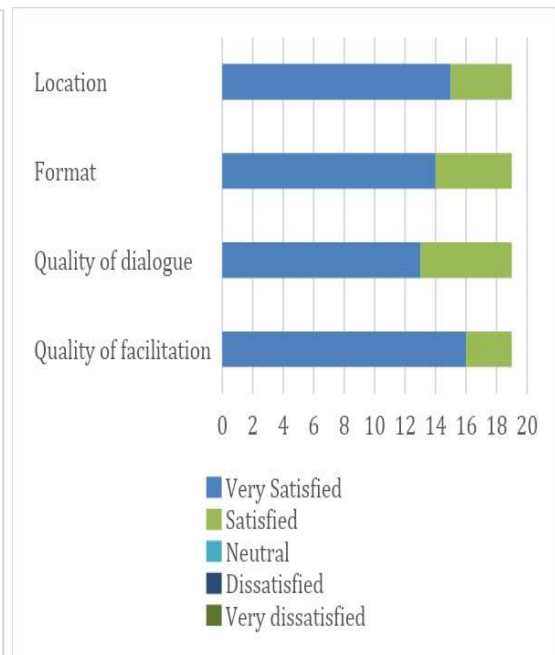
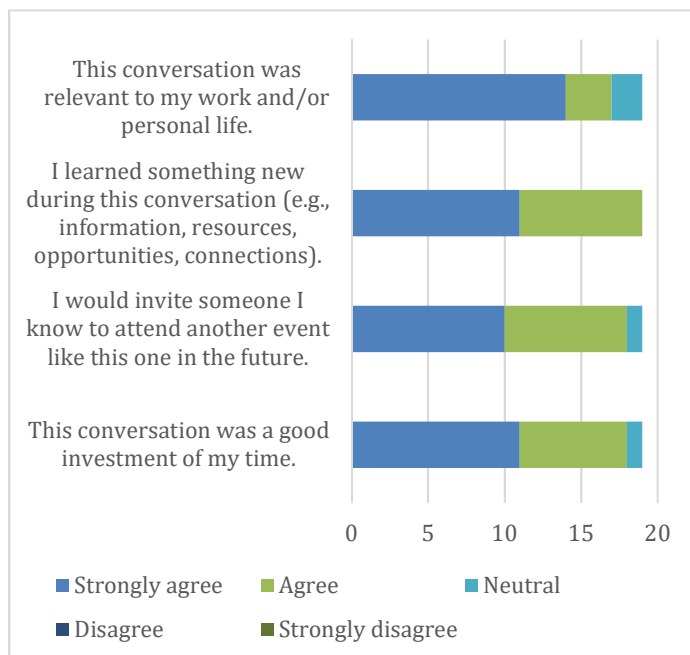
- Blood and Watershed (a documentary film about our public water supply)
- Brokers Service Marketing Group
- Empirical Nature
- FabNewport/PVD Young Makers
- Kairos Solar
- Movement Education Outdoors
- NEC Solar
- RI Department of Environmental Management

## Appendix D. Community Forum Evaluation Summaries

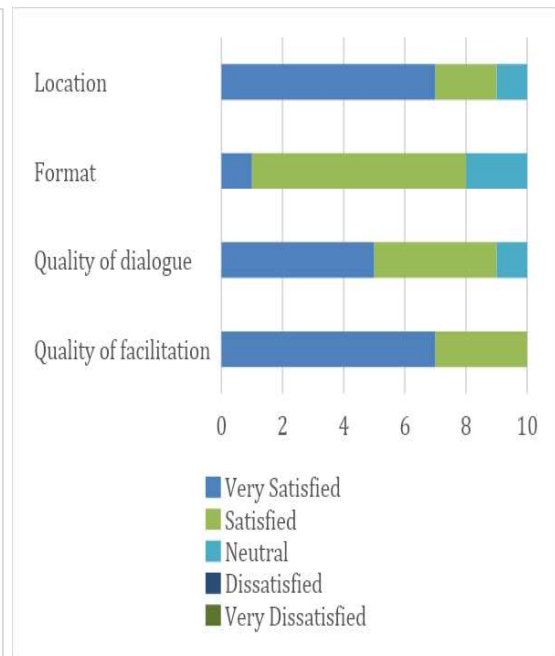
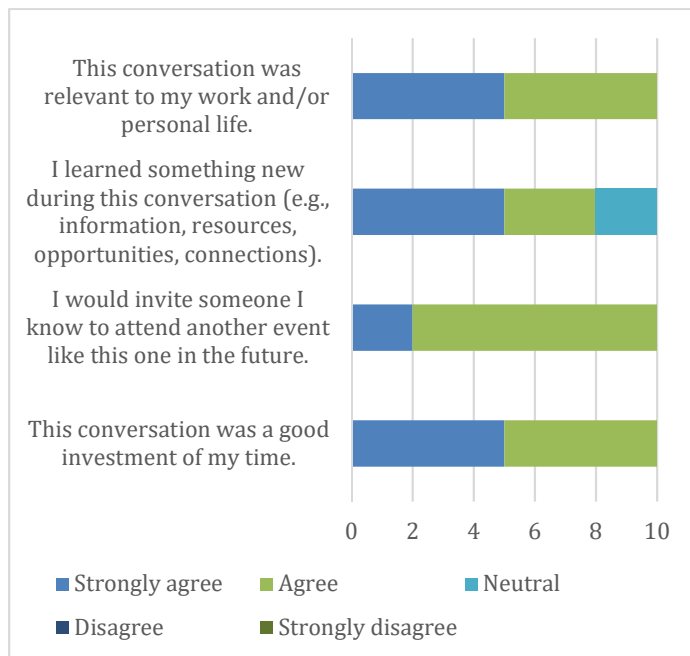
### Agriculture (20 responses; 67% response rate)



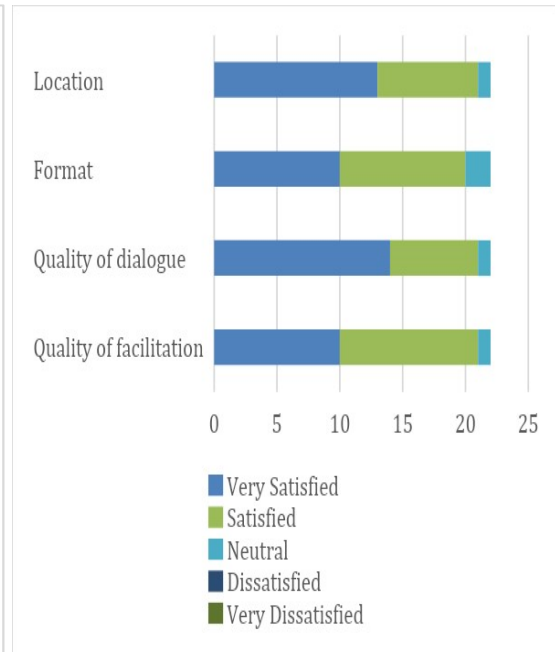
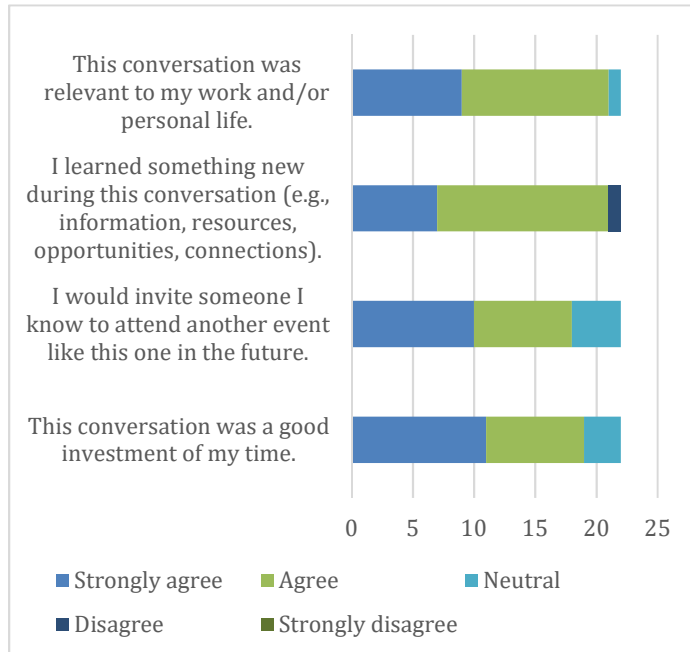
### Environment (19 responses; 66% response rate)



### Advocacy (10 responses; 67% response rate)



### Education (22 responses; 56% response rate)



**Business (7 responses; 78% response rate)**

