

Greening U.S. Adult Basic Skills Efforts

*What Eco-Partners and Adult Educators
Can Do Together*

Welcome! We'll begin soon.

Please use the chat to introduce yourself.

Tell us:

1. Your role in ABE/ESOL/GED
2. If you're involved in environmental education in some way



Greening U.S. Adult Basic Skills Efforts

*What Eco-Partners and Adult
Educators Can Do Together*

A Webinar of the Open Door Collective

A National Program of Literacy Minnesota

September 24, 2020

Current, interwoven challenges

Our nation . . .

1. continues to be impacted by challenges to environmental sustainability.
2. also is affected by COVID-19, an economic downturn, increased social divisions, and an endangered national election.

cont'd.

Challenges (cont'd.)

3. These environmental, health, and economic problems disproportionately impact low-income communities, especially:
 - Black and Latinx adults (now facing COVID-19 exposure in workplaces)
 - isolated Native Americans
 - older adults
 - people with disabilities
4. Low-income adults also have disproportionately lower levels of basic skills, educational attainment, and secondary and post-secondary education credentials to deal with these challenges.

Amid these challenges, some good news ...

- Increased ...
 - awareness of these interwoven issues;
 - desire and action to reduce and solve these interwoven problems of health, education, poverty, environment, and inequity;
 - growth in green technologies and jobs.
- In this hour, we hope to contribute to collaborative, constructive dialogue, leadership, and action.



As we proceed,
some words to consider:

*"We may have all come on different ships, but
we're in the same boat now."*

Rev. Martin Luther King, Jr.

**Thank you for joining us, listening, and sharing
your ideas.**

Tech Tips

- Please keep your mic muted.
- Use “chat” to respond to presenter questions and submit your own questions and ideas. (Presenters will respond either at the end of the webinar or afterward via email.)
- At the end (and via a follow-up email), we will tell how to:
 - stay in touch with the presenters
 - join existing related online discussions, and
 - access resource materials and organizations.
- Webinar is being recorded; a link to it will be available on the Open Door Collective website landing page.
- If you have technical problems, contact Emma via the chat.

What you've told us about yourselves



1. About a dozen registrants.
2. Primarily adult basic skills educators.
3. Some have integrated adult education with environmental themes.

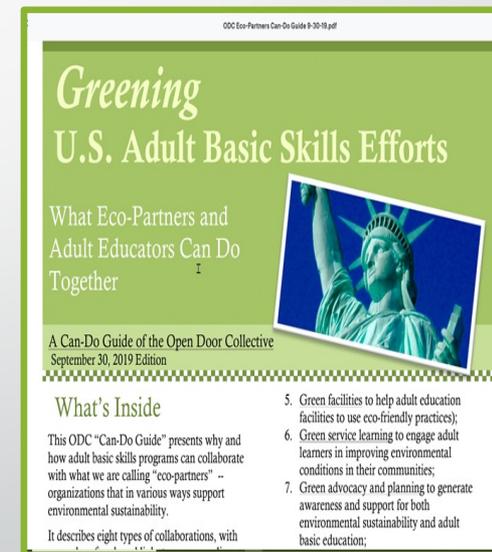
Welcome!

Our Webinar Team

- **Alex Risley Schroeder:** Principal, Finding Earth Works
- **Barbara Krol-Sinclair:** Director of Adult Learning, Chelsea (MA) Public Schools, Intergenerational Literacy Program
- **David J. Rosen, Ed.D.** Consultant and Founding Member of the Open Door Collective (MA)
- **Emma Keating** Digital Communications Specialist, The Literacy Cooperative, Cleveland (OH)
- **Paul Jurmo:** Consultant & Chair of the Open Door Collective's Labor and Workforce Development Issues Group

Webinar Objectives & Activities

- Clarify the interwoven challenges our nation faces.
- Understand why and how adult educators and supporters of environmental sustainability might work together to produce diverse benefits.
- Identify possible follow-up actions including:
 - Connecting with useful resource materials;
 - Continuing this discussion today, within your organizations, and with other networks (e.g., ODC).



Key Stakeholders

- Adults with basic skills limitations who often
 - come from communities and jobs with significant environmental challenges, and
 - despite significant strengths can have limited material and social supports to deal with those challenges and pursue emerging green job opportunities.
- “Eco” (or “environmental”) partners who support environmental sustainability and/or green jobs.
- Adult education providers (basic literacy and numeracy, ESOL, GED/HSE, college-readiness, workforce training....)
- Social justice advocates concerned about well-being of adult learners and their families and communities.

How Collaborate?

What the ODC Can-Do Guide says



1. Education to help learners address environmental issues and be environmental stewards



2. Green job preparation
3. Green services for learners to save money and energy and protect their health
4. Building capacities of eco-partners to serve adults with basic skills challenges

cont'd.

How Collaborate?

cont'd.

5. Greening of adult education facilities



6. Green service learning



7. Joint advocacy, planning, fundraising

8. Collaborative research



9. Joint professional development



Benefits of collaboration

Stakeholders	Benefits
Learners	<ul style="list-style-type: none">• Basic skills and knowledge – including math and science – contextualized to environmental issues• Connections to environmental training, jobs and services• Financial and energy saving strategies
Environmental partners	Connections to adult learners and their families
Adult educators / programs	Access to environmental resources (e.g., educators, employers materials, services) to better serve learners

cont'd

Benefits of collaboration

(cont'd.)

Stakeholders	Benefits
Green employers	Connections to workers with relevant basic skills and environmental knowledge
Policy makers, funders, researchers	Increased understanding of how to help ABE/GED/ESOL learners respond to environmental challenges and opportunities.
Larger community	Informed, active citizens who can help improve environmental well-being of community

Examples

- Intergenerational Literacy Program, Chelsea (MA) Public Schools: *Barbara*
- ABE Clean Energy Ambassadors: *Alex*

Please use the chat to share questions, ideas, examples while Barbara and Alex are talking.

Intergenerational Literacy Program

- Community partnerships
 - [Chelsea Community Garden](#)
 - [GreenRoots](#)
- Learner involvement
 - Learner leadership council initiative to petition city for more public trash cans
 - Expanding awareness about recycling
 - Public health concerns
 - Our own community garden plot
- Connection to classroom work

Intergenerational Literacy Program curriculum

- Units in all classes on environmental issues
 - Weather/climate change
 - Recycling and trash
 - Pollution and public health
 - Urban gardening
 - Civic engagement and social justice

THE AIR WE BREATHE

by A. B.

El Salvador

I am Salvadorean. I am from a city where there are a lot of farms. I grew up near two farms. One grew rice and corn and the other one grew cotton. The cotton farm used strong chemicals for fertilization and for the insects. There was an airplane that flew over the farm and dropped the chemicals. Many people got sick because some of the chemicals landed in the water. This also made fish die.

There is a lot of air pollution. This is caused by factories, cars, and buses. This air pollution is still going on until this day because residents use these vehicles for transportation.

Now I live in Boston. It is really different, but the contamination is bad because air pollution is sometimes strong. My son started to have asthma. He lives with me. However, here everything is better to me. Overall, my life in Boston is better.

Gardening for Children

Summary: Gardening is a great way for children to learn new skills and have fun. From tending their own plants, they can learn about the science of plants, animals, weather and the environment, and about healthy eating.

Children can learn new skills, have fun, play and develop self-confidence by spending time in the garden tending plants and growing their own food. Most children enjoy being outdoors and love digging in the soil, getting dirty, creating things and watching plants grow.

Children learn from growing things

People of all ages can enjoy gardening, but children in particular will have lots of fun and gain special benefits. Gardening is educational and develops new skills including:

- Responsibility – from caring for plants
- Understanding – as they learn about cause and effect (for example, plants die without water, weeds compete with plants)
- Self-confidence – from achieving their goals and enjoying the food they have grown
- Love of nature – a chance to learn about the outdoor environment in a safe and pleasant place
- Reasoning and discovery – learning about the science of plants, animals, weather, the environment, nutrition and simple construction
- Physical activity – doing something fun and productive
- Cooperation – including shared play activity and teamwork
- Creativity – finding new and exciting ways to grow food
- Nutrition – learning about where fresh food comes from.

Getting children interested in gardening

Some suggestions to get children involved and interested in creating a garden include:

- Keep it simple.
- Give children their own garden space. (This does not have to be big. You can start with a large container or a few pots.)
- Involve older children in the planning and design of the garden

What can you do with your waste?
Reduce, Reuse, & Recycle

Reduce: To cut down or use less of something

How can you reduce waste?

- I can _____.
- I can _____.
- I can _____.
- I can _____.

Reuse: To use again and again

How can you reuse waste?

- I can _____.
- I can _____.
- I can _____.
- I can _____.

Recycle: To use materials of old things to make new things

How can you recycle waste?

- I can recycle _____.

AVISO PARA LA COMUNIDAD DE CHELSEA
por Eglentina L.
México

Este es un aviso para todos los vecinos de la comunidad:

Debemos cuidar el medio ambiente y tratar de no tirar basura en la calle; ya sea si vas caminando por la calle o en carro. Debemos enseñar a nuestros hijos y a las demás personas a reciclar bolsas y plasticos y, por ultimo, a plantar y cuidar los árboles.

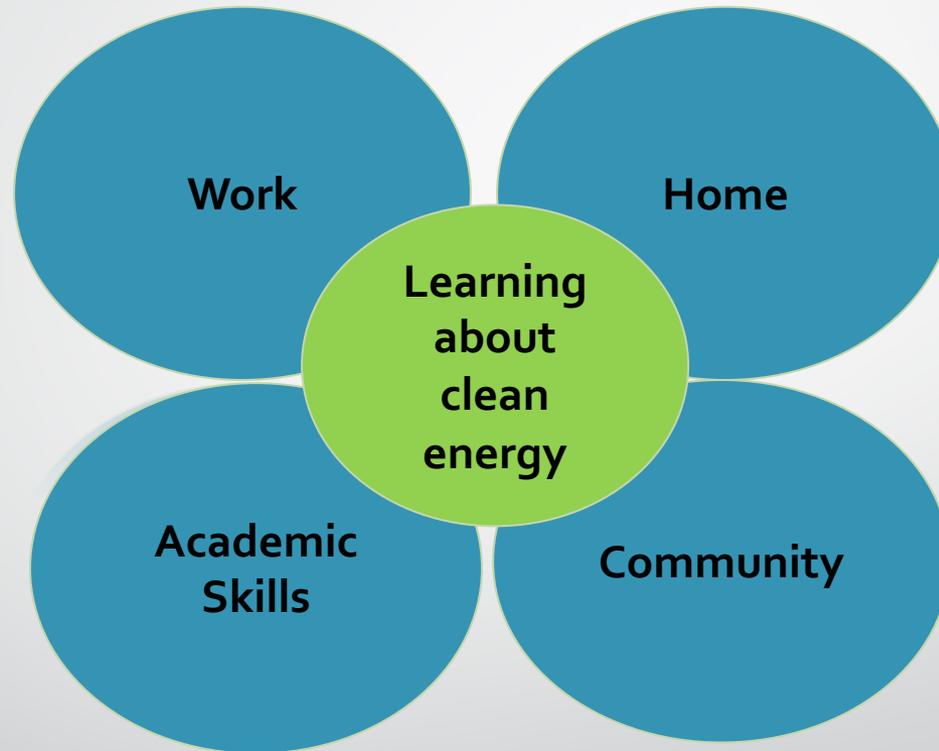
WARNING FOR THE COMMUNITY OF CHELSEA
por Eglentina L.
México

This is a warning to all residents of the community:

We must protect the environment and try not to throw garbage on the street, either if you're walking down the street or are in the car. We must teach our children and others to recycle bags and plastic and, finally, to plant and care for trees.

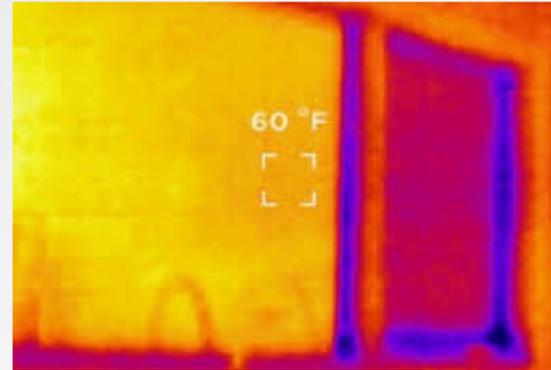


ABE Clean Energy Ambassadors Curriculum Resource Guide

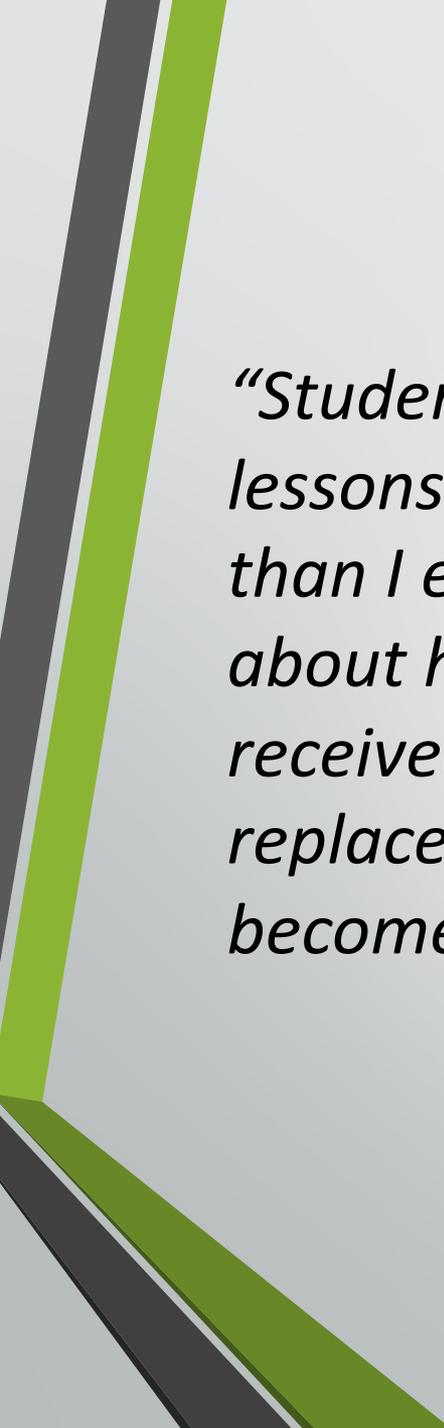


Funded with a Workforce Capacity Grant from the Massachusetts Clean Energy Center and additional support from World Education, Inc.

- Resources for teachers
- Lesson sequences
 - GED,
 - ABE/ESOL,
 - Advising/Counseling,
 - Developmental English and Math



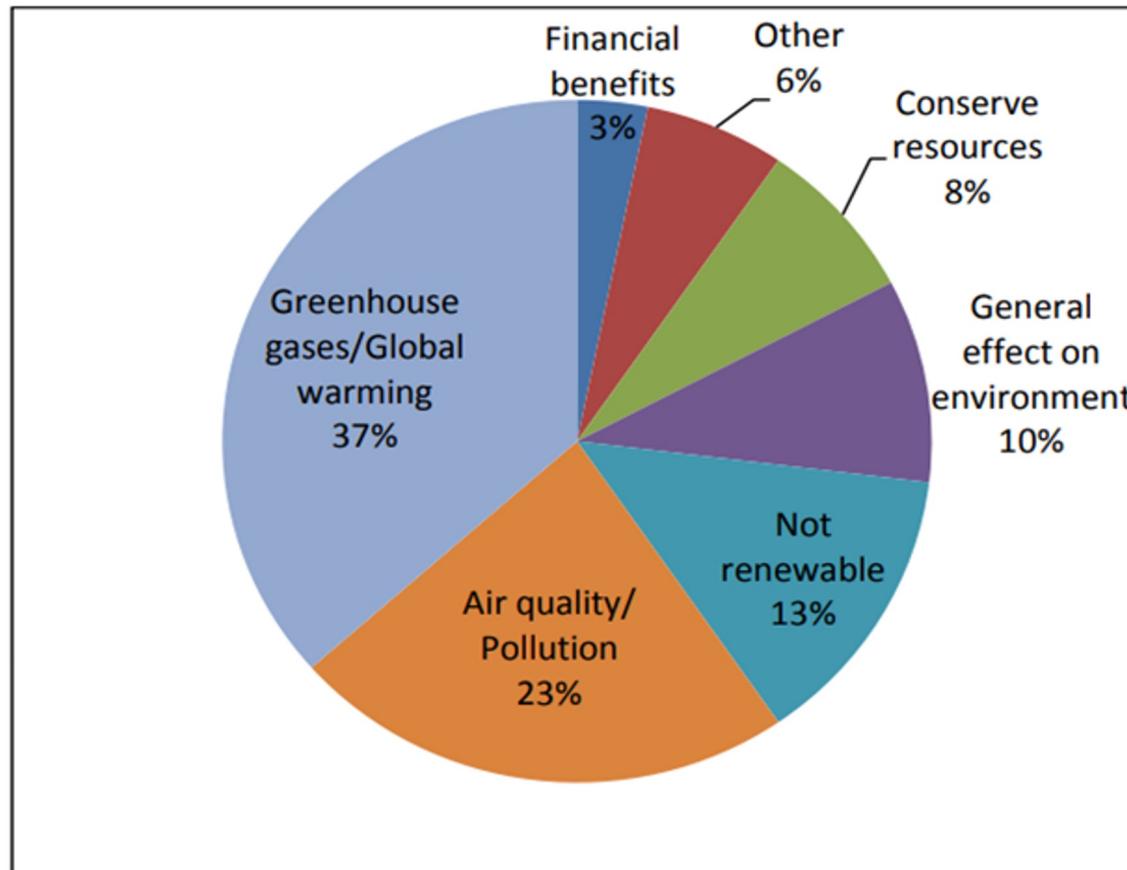
The clean energy content got students to think beyond the GED and to dream about possible careers and begin to consider what skills they'd need.

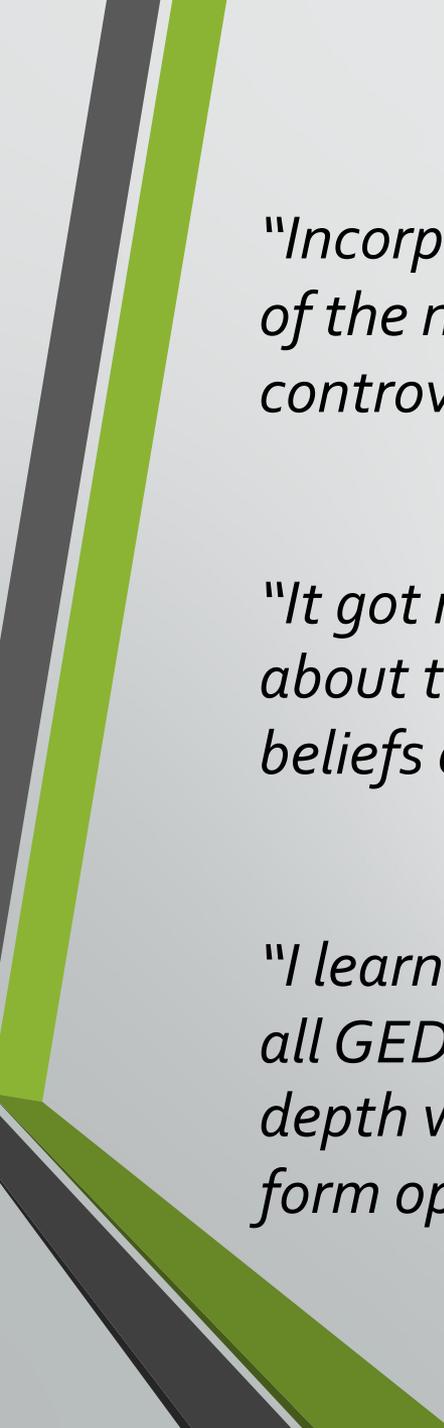


“Students and I came away very revitalized from the lessons. They had a lot more general knowledge than I expected. One student sparked discussion about how to conserve energy. Another had received a letter from Nat’l Grid because after they replaced their light bulbs their household had become one of the top energy savers in their area.”

Learning about Clean Energy

Students who participated in the lessons taught by the ABE Clean Energy Ambassadors completed an online survey at the end of the project. These are their responses, categorized by theme, to the question: *Why is it important to reduce the use of fossil fuels?*





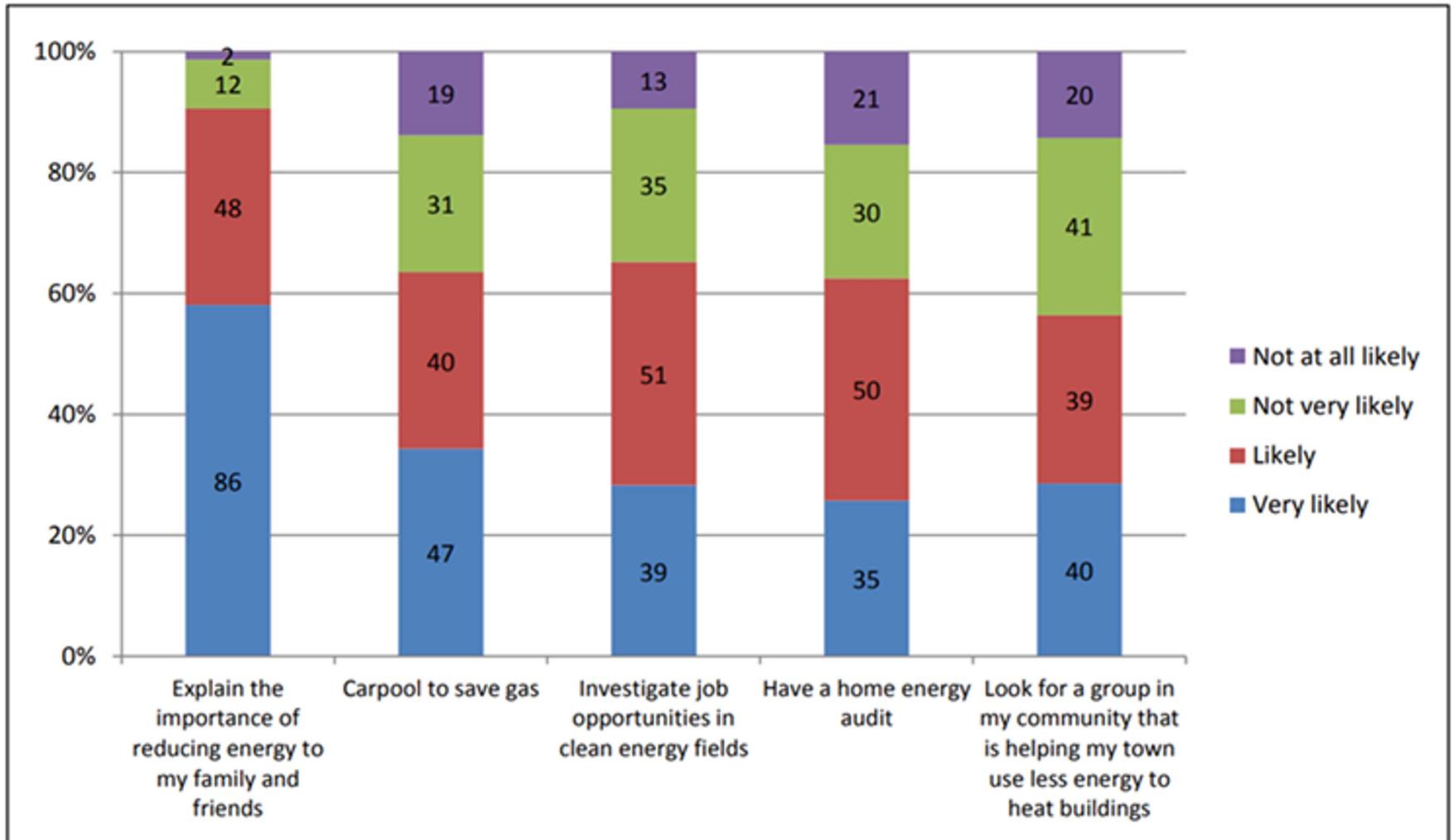
"Incorporating clean energy lessons has made me more aware of the need to get students invested in important and controversial topics."

"It got me to reflect on the ways that students form beliefs about the world and how tenuous the foundations for those beliefs can be."

"I learned that I can incorporate the clean energy content into all GED subject areas which allows the class to go into greater depth with one topic, explore the issues and read critically, form opinions".

Learning About Clean Energy in Your Community

Students who participated in the lessons taught by the ABE Clean Energy Ambassadors completed an online survey at the end of the project. These are their responses to the question: **How likely is it that you will do any of these actions in the next 3 months?**



Development of skits after a 5-lesson unit enabled ESOL-level 3 students to

- **practice** their clean energy vocabulary,
- **demonstrate their understanding** of the need for energy conservation and
- **articulate the case** for energy efficiency. They were excited because these skills allow them to talk knowledgably to friends and family about this topic

"I'll buy a new sweater,"
one student said in the
student-created skits.



One ESOL teacher shared her utility bills with her class. Using the charts and graphs that appeared on the bill, students were able to practice their information interpretation skills.

EVERSOURCE
 Account Number: 0000 000 0000
 Statement Date: 04/29/19
 Service Provided To:
 JOHN J CUSTOMER

Total Amount Due by 05/27/19 **\$129.34**

Amount Due On 04/24/19 \$100.72
 Last Payment Received On 04/23/19 -\$100.72
 Balance Forward \$0.00
 Total Current Charges \$129.34

Electric Usage History – Kilowatt Hours (kWh)

Average Temperature

Current Charges for Electricity

Supply	Delivery
\$58.32	\$71.02
Cost of electricity from Eversource	Cost to deliver electricity from Eversource

Electric Usage Summary

This month your average daily electric use was 17.0 kWh	This month you used 6.3% more than at the same time last year
--	--

6.3%
 ↑
 USAGE

Supply Information
 Standard Service Rate: 10.143¢/kWh
 Term/Expiration: 6 mos until Jun 30, 2019

Your electric supplier is
 Eversource
 PO Box 270
 Hartford, CT 06141-0270

To view supplier offers, visit the Rate Board at www.Eversource.com

News For You

April is National Safe Digging Month! Whether you're excavating or just digging in your yard - always know what's below! Remember to Call Before You Dig at 8-1-1 at least two full working days before you begin digging on public or private property. If you don't call, you are putting people in danger and violating the law.

Remit Payment To: Eversource, PO Box 56002, Boston, MA 02205-6002

EVERSOURCE
 Account Number: 0000 000 0000

You may be subject to a 1.00% late payment charge if the "Total Amount Due" is not received by 05/27/19

JOHN J CUSTOMER
 ANY STREET
 ANY TOWN CT 00000-0000

SAMPLE BILL

Total Amount Due by 05/27/19 **\$129.34**

Amount Enclosed

Please make your check payable to Eversource and consider adding \$1 for Overstreet Fuel.
 To add more or make a payment today, visit Eversource.com. If mailing, please allow up to 5 business days to post.

Eversource
 PO Box 56002
 Boston, MA 02205-6002

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Questions? Comments? Ideas?



Wrapping Up Three Possible Follow Up Actions



Action #1

Read, Use, and Share 2 Documents

ODC's "Greening U.S. Basic Skills Efforts" Guide:

- Examples for each of the 9 collaboration types
- Ideas on how adult education and eco-partners can get started on creating productive collaborations
- Links to programs and documents
- World Education's "ABE Clean Energy Ambassadors Curriculum Resource Guide"

Links to be sent to webinar participants via email after the webinar.

Action #2:

Join the Open Door Collective.

<http://opendoorcollective.org> ("Contact" tab)

- A diverse national network of adult educators and others
- Dedicated to developing adult basic skills education to help reduce poverty and achieve other important goals
- Emphasizes collaborations between adult educators and adult basic skills education stakeholders involved in public health, environmental sustainability, workforce and economic development, criminal justice reform, digital inclusion, immigrant and refugee integration, services for older adults, and other social justice efforts.

Action #3: Keep the discussion going.

- Communicate with presenters via chat, for 15-30 minutes after this webinar, and via email afterward.
- Watch for follow-up email about resources mentioned in this webinar that you can use when developing your programs and communicating with other stakeholders.
- Give us feedback about webinar and ideas for additional webinars and activities.

Honoring John Lewis

About the demonstrations in response to the killing of George Floyd, Congressman Lewis said:

It was very moving, very moving to see hundreds and thousands of people from all over America and around the world take to the streets to speak up, to speak out, to get into what I call good trouble.

And because of the action of young and old, Black, white, Latino, Asian-American and Native American, because people cried and prayed, people will never, ever forget what happened and how it happened, and it is my hope that we are on the way to greater change.

(On CBS This Morning in June, 2020)

Keep up your important work of providing high-quality learning opportunities in this challenging time.



**THANK
YOU!**

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Open Door Collective

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ODC Eco-Partners Can-Do Guide 9-30-19.pdf

Greening U.S. Adult Basic Skills Efforts

What Eco-Partners and
Adult Educators Can Do
Together



A Can-Do Guide of the Open Door Collective
September 30, 2019 Edition

What's Inside

This ODC "Can-Do Guide" presents why and how adult basic skills programs can collaborate with what we are calling "eco-partners" -- organizations that in various ways support environmental sustainability.

It describes eight types of collaborations, with

5. Green facilities to help adult education facilities to use eco-friendly practices);
6. Green service learning to engage adult learners in improving environmental conditions in their communities;
7. Green advocacy and planning to generate awareness and support for both environmental sustainability and adult basic education;