

# Recommendations for Equity and Justice in National Wildlife Federation's Higher Education Programs and Partnerships

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## SUMMARY

National Wildlife Federation (NWF) is a non-profit organization dedicated to protecting and restoring wildlife habitat, transforming wildlife conservation, and connecting Americans with wildlife. Their portfolio includes a robust environmental education element including opportunities for young adult learners through two complimentary programs: EcoLeaders and EcoCareers. These programs provide resources and support for building job skills and careers in the sustainability sector. In recent years, NWF has clarified its commitment to equity and justice both internally and externally, which is demonstrated in its 2020 Equity and Justice Strategic Plan. NWF released a request for proposals for a graduate-level Equity & Justice Fellow (E&J Fellow), to research best practices in the field as it pertains to equity and justice; to identify and engage with stakeholders and potential new partners; and to develop a proposal detailing strategies for advancing their equity and justice work, specifically with regard to the EcoLeaders and EcoCareers programs. This document articulates the findings of the E&J Fellow, which were realized primarily through a series of 45-60-minute interviews with 12 organizations.

## BACKGROUND & DESCRIPTION

Environmental organizations have historically done an inadequate job at meaningfully engaging and connecting with diverse communities, most notably communities of color. A report published in July 2014, "The State of Diversity in Environmental Organizations," by Dr. Dorceta E. Taylor, commonly known as the "Green 2.0 Report," presents the findings of studies of three types of environmental institutions (conservation and preservation organizations, government environmental agencies, and environmental grantmaking foundations), examines a handful of diversity initiatives that have been undertaken since the 1960s, and offers conclusions about the state of diversity and inclusion in these sectors. The results overwhelmingly suggest that there are still significant gaps in diversity and inclusivity in environmental organizations and that much remains to be done. While diversity, equity, inclusion, and justice (DEIJ) initiatives are becoming increasingly common, the problematic nature of how environmental organizations prioritize their work has been well-known for decades. In 1990 the Southwest Organizing Project called out the ten most powerful environmental organizations for their negligence through a direct and open letter. The partners requested transparency and systemic changes that would ensure that these communities would be represented and included in decision making at the highest levels. Some staff at NWF credit this correspondence as being a major wake-up call and motivator for environmental organizations to consider the implications of their programming and engagement. Since then, NWF has been working to better understand their role and their commitment to equity and justice. Some of the work that has been done or is on-going includes: establishing effective

and diverse staff and board Equity and Justice committees; hiring their first Director of Equity and Justice; adding equity as the 14th goal of their strategic plan; developing new, equitable hiring processes; and implementing equity and justice organization-wide learnings. This year they also developed their 2020 Equity and Justice Strategic Plan that outlines how equity is tied into their mission and how they will broaden and expand the work over the coming year.

In summer 2020, NWF brought on the Equity & Justice Fellow to explore ways to better support equity and justice in a specific segment of their otherwise expansive educational portfolio: EcoLeaders and EcoCareers. NWF created these programs because they recognize that young people are often the catalysts for change in their communities. The programs provide leadership and career development for high school upperclassmen, college students, young professionals, and the faculty and administrative advocates for these future leaders. NWF acknowledges the need to adapt their current offerings to be more equitable and inclusive because, despite a low percentage of BIPOC representation in the field, BIPOC have demonstrated a high interest in environmental careers (see Dr. Taylor's 2017 article "Racial and Ethnic Differences in the Students' Readiness, Identity, Perceptions of Institutional Diversity, and Desire to Join the Environmental Workforce").

The E&J Fellow undertook a 14-week research effort through academic literature and field interviews to identify relevant best practices pertaining to equity and justice. The work was executed in three phases:

1. Initial research of organizations, institutions, and networks that are influencing the audience of the EcoLeaders/EcoCareers programs;
2. Prioritization of this list and the engagement of the highest-priority organizations in 45-60 minute interviews;
3. Distillation of common ideas and strategies for advancing equity and justice, particularly in relation to the EcoLeaders/EcoCareers programs.

During the initial research phase, the E&J Fellow identified 90 organizations, institutions, and networks that would be considered relevant. NWF's Career Development Team reviewed and prioritized this list and pared this list down to 49 organizations. The E&J Fellow mapped these stakeholders in an initial graphic, which organized them by the perceived primary audience (Student; Faculty; Staff/Admin) and the perceived area of focus (Equity/Justice; Sustainability; Academic/Education) based on their website content especially in the "About Us" sections and in mission statements. Twelve organizations were interviewed through video calls, which were recorded with verbal permission from the interviewees. Core ideas, practices, and reflections were captured and an outline was shared with the Manager of Career and Development Programs and the Manager of Equity & Justice in Education before preparing this report. The table below identifies the organizations that were engaged in the informational interviews as well as their primary and secondary areas of focus.

KEY: ✓ = primary focus

\* = secondary focus (could be on a programmatic level)

<b>Organization Name</b>	<b>Justice-focused (Justice)</b>	<b>Higher Education- focused (Higher Ed)</b>	<b>Young Leader / Workforce Development- focused (Leadership)</b>	<b>Sustainability- focused (Sustainability)</b>
<b>AASHE</b>		✓	*	✓
<b>Corps Network</b>	*	*	✓	✓
<b>Environmental Leadership Program</b>	*	*	✓	✓
<b>Everyday Democracy</b>	✓		*	*
<b>HECHO</b>	✓			✓
<b>ISSP</b>		*	✓	✓
<b>NAAEE</b>			✓	✓
<b>NACADA</b>		✓		
<b>Partnership for Southern Equity</b>	✓		✓	✓
<b>Power Shift Network</b>	✓		✓	✓
<b>Turning Green</b>			✓	✓
<b>USGBC</b>		✓	✓	✓

This report distills concepts that emerged across conversations in a way that is general and does not place emphasis or attribute information to an individual or individual organization. When referring to examples, organizations will not be identified by name, rather by the organization type that they were categorized as in the table above: Justice, Higher Ed, Leadership, or Sustainability. Those with a primary focus in more than one will be referred to as so, for example AASHE would be Higher Ed/Sustainability. Questions varied slightly based on the type of organization and more information on this can be found in *Appendix A: Preparing for Interviews: Purpose, Participants, and Questions*.

## CORE FINDINGS

The following five findings are not listed in order of importance, rather they build on each other. These recommendations are broadly stated and will be woven into the *Application* section of this report.

- 1. Building equity and justice into every aspect of the EcoLeaders/EcoCareers programming.**  
The *Application* section of this report will attempt to describe how this can begin to be operationalized. This process requires intentionality, with space created to involve intended users in the design of content to reflect their values and interests. It's critical to recognize that this may not be a quick process, but jumping to action often perpetuates the cycle of silencing and dismissing people of color.
- 2. Lead from behind by amplifying the work that smaller grassroots and justice-focused organizations are doing.** As the country's largest conservation organization, NWF should be conscious of the resources and power that comes with this designation. While programming like EcoLeaders and EcoCareers is national in scope, it's important to look to non-regional/national organizations and networks that are making real change in communities and can serve as models.
- 3. Develop more intentional partnerships from the ground up to ensure direction, alignment, and commitment.** The establishment of goals and standards for measuring progress and the development of mutually benefiting activities must be co-created from the outset. It's not enough to bring partners onboard with NWF's existing programs and expect shared power.
- 4. Representation matters. Whiteness must be decentered.** BIPOC communities must be centered in all aspects of the EcoLeaders platform. The current case studies, interviews, and resources perpetuate an implicit narrative about who is leading the environmental movement.
- 5. Set quantitative and transparent SMART Goals around program participation and partnership engagement that explicitly incorporate equity and inclusion.** These goals should be tracked and reviewed on a regular basis and used to inform annual program activities.
- 6. Understand and commit to the long-term.** Change moves at the speed of trust. Equity cannot be realized without full engagement from the community, which requires trust and time to work through challenges together. One-time or short-term engagement is inadequate for sustained equity and justice.

## APPLICATION OF FINDINGS WITHIN NWF'S HIGHER EDUCATION PROGRAMS

### **Design & Evaluation**

#### **Action 1: Establish baseline metrics for audience**

For both the EcoLeaders platform and the EcoCareers conference, NWF should establish a baseline measure of program participation including self-identification of age, race/ethnicity, sexual orientation, gender identification, geographic location, highest level of education, and potentially employment status. The collection of this information will allow NWF to identify baselines, set goals, and measure progress towards those goals. Without metrics, there is no accountability. Collection of this data can be seamlessly embedded into the registration process for both of these programs. In order to understand the current audience of the EcoLeaders platform, it will be important to request this information from

existing users, potentially through a direct email or through a pop-up when a user logs into the portal. Disclosure of the purpose and intention of collecting such information can help to reinforce NWF's commitment to a diverse and inclusive network. Stephanie K. Johnson's "Leaking Talent: How People of Color are Pushed Out of Environmental Organizations" report identifies DEI metrics as one of seven best practices, citing how the utilization of metrics by an organization "positively predicted employee perception of fairness in development, evaluation, and promotion (DEP) practices and intent to stay."

### **Action 2: Reconsider existing measures of success**

Quantity of impressions on the EcoLeaders platform or attendees at the EcoCareers virtual conference are not necessarily helpful indicators if there is true commitment to equity and justice. Most funding agencies continue to perpetuate harmful approaches to measuring success by way of numbers served, privileging quantity over quality. As a big green, NWF has the opportunity to set a precedent for the field around building structures that first aim to serve historically marginalized communities, rather than the higher-quantity audiences that could otherwise be reached. By establishing baseline metrics and reevaluating what success means for these programs, equity is more likely to be realized.

### **Action 3: Establish baseline metrics for outreach and engagement**

Across all programs, NWF should establish metrics to better understand the investment in relationship-building. This is one of the more challenging but critical metrics to track. Just as the organization may track the number of hours invested in a grant-funded project, NWF should better understand how much time they are dedicating to partnership cultivation on a regular basis. These metrics may include the type of organization (for example BIPOC-run or BIPOC-serving organizations), the maturation of the relationship (brand new or longstanding), as well as the real or perceived-level of staff engaged in the partnership development (educator versus executive director). The temporal data can be translated to a monetary figure that represents the fiscal investment in partnerships and, when paired with other metrics as described, can paint a more clear picture of where partnership investment lies. As illustrated in multiple recommended actions throughout this report, authentic partnerships are paramount to advancing equity and justice.

## **Content**

### **Action 1: Develop content in an intentionally participatory manner**

When revising or refreshing the EcoLeaders platform to be more representative of the diversity of EcoLeaders (specific examples of which are listed below), these revisions are opportunities to develop stronger partnerships with individuals and organizations by co-developing content that fully represents and uplifts the partner. Co-creation ensures that the partners and participants see value in the content and see themselves in the work. NWF should be cautioned to carefully curate this material, again in partnership with the individual or organization, in a way that does not take advantage or attempt to overshadow. It's possible that in the development of content, and in other aspects of the work, NWF may have to concern itself less with branding in order to share space.

### **Action 2: Always use inclusive and non-othering language**

Given the nature of the work of EcoLeaders, participants may be organizing projects and action in communities in which they are neither from nor part of. NWF has an opportunity to provide guidance to

their participants around what appropriate community engagement looks like, which will be discussed in more detail in Action 4. When these projects or examples of what projects could look like are then featured on the EcoLeaders platform, it's equally as important for NWF to ensure that the framing is inclusive and non-othering. For example, presently on the [Environmental Justice Topic](#) page, phrasing like "You can also help retrofit lower income community homes with donated products to help citizens use less energy and therefore lessen their own carbon footprints" is creating an "Us/Them" dichotomy and suggests a sort of saviorism. The example may be less problematic if it also didn't include the idea of "lessening their own carbon footprints," which fails to acknowledge the systemic injustices that have created the conditions in which those families are likely living in less energy efficient homes. This is probably the most pronounced example of language that is othering, but NWF should use this lens to review all content on the EcoLeaders platform.

### **Action 3: Center stories, examples, and case studies from black, indigenous, and people of color**

The EcoTopics pages already provide spaces to promote these case studies, particularly in the header trio of "ideas to get involved" and the featured projects. In addition to providing more examples from BIPOC communities, NWF should consider highlighting projects that are occurring or supported by Minority-Serving Institutions. Action #3 should be applied across the entire EcoLeaders platform and a few other examples of what this could look like are provided here. The "Professional's Perspective" on the [Career Sector Outlooks](#) page does not demonstrate the racial or gender diversity in the fields described. Of the thirteen profiles, eight appear to be white males and four appear to be white females. As described in the core findings, whiteness must be decentered and the representation of who is an EcoLeader should be broadened with intention. Another missed opportunity is in the [Food](#) project topic. It's within some communities of color and indigenous communities that sustainability practices around farming and food originate. Presently, there is no reference to this; it should be clearly acknowledged. Lastly, there is an opportunity to directly incorporate building equity into the [Campus and Community Policy](#) segment. The Association for the Advancement of Sustainability in Higher Education (AASHE) presently uses equity as a metric within Sustainability Tracking, Assessment and Rating System (STARS) which may be useful to consider as a potential model.

### **Action 4: Recognize that many of the biggest sustainability challenges globally and domestically stem from root causes like slavery, forced migration, and patriarchy**

While it may seem initially off-message, naming the root causes and systemic structures and policies that perpetuate oppression of BIPOC communities is critical to equity and the foundation of building just practices. NWF should look both inside and outside of itself to identify the best way to integrate this messaging into the EcoLeaders platform. One sustainability organization recommended the [Equal Justice Initiative](#) for trusted content on racial justice. Another resource that can help to demonstrate these connections is a recent report out of the Center for American Progress and the Hispanic Access Foundation called [The Nature Gap](#). Participants in the EcoLeaders program must also be prepared to consider how these root causes play out and influence the spaces in which their projects are occurring. It's recommended that NWF builds in a step in the [EcoLeaders Project Planning Resources](#) where students develop an understanding of the racial and social contexts in which they plan to work. NWF may consider referring to or referencing content from the North American Association for Environmental Education's [Guidelines for Excellence: Community Engagement](#), which details five key

characteristics for effective community engagement: community centered; based on sound environmental education principles; collaborative and inclusive; oriented toward capacity-building and civic action; and a long-term investment in change. Other best practices may be included in a resource like this, including recommending that EcoLeaders use land acknowledgements and incorporate indigenous perspectives when developing and working on community projects.

#### **Action 5: Incorporate content that is relevant to students outside the four-year-university track to enhance inclusivity in the platform**

Interviews with Justice, Leadership, and Sustainability-focused organizations indicated a need to better support young people who are not necessarily on a four-year-university track. Much of the content presently available on EcoLeaders perpetuates the stories and experiences of students who are on a four-year track program. NWF should consider how the platform can support all young people with interests in green careers as opposed to students exclusively. More examples and case studies of young people pursuing trade school, apprenticeships, and other non-traditional avenues to attaining green careers should be thoughtfully incorporated. Content on the [Interviews](#) page appears to be exclusively from professionals who attended four-year universities. NWF has an opportunity to share the stories of professionals who took a different educational pathway to their current position. In terms of the EcoCareers Conference, one Justice-focused organization identified that there is sometimes a disconnect in the expertise of speakers that are presenting and the audience of the EcoLeaders. In the future, it might be helpful for presenters to have a more clear understanding of the audience so that they can better tailor their presentation and messaging. Additionally, there may be an opportunity to develop a “track” within the virtual conference that is differentiated for students who may not identify with the four-year university campus experience. By creating tracks or differentiation in conference activities there may be an opportunity to bring in more content and resources around the basics for attaining certificates, apprenticeships, and degrees. Some of this content could also live on the EcoLeaders platform in the long-term. Examples of this may include: How to finance your sustainability degree or certificate; Pros and cons of a degree versus a certificate; how to identify and apply for scholarships; how to identify and apply for small grants to support community projects; and more case studies and stories about how young people from different circumstances have made their project happen. This content may not need to be created from scratch: for example, Groundworks USA has a [good starting point](#) for scholarships/financial resources including specifically ones for students of color and low-income students as well as [resources for securing and finding jobs](#) (resume writing, interviewing, search engines, etc) that could be easily referenced.

#### **Action 6: Cross-promote virtual events, resources, and opportunities from BIPOC-run organizations**

The EcoLeaders platform hosts a plethora of information, some that seems to be developed internally and some that is pulled and referenced from other external organizations. NWF should consider amplifying opportunities offered by BIPOC-run organizations, particularly those with which they are committed to developing partnerships. An example of this could be HECHO’s series of virtual events that young people may attend to better understand the career opportunities in this field, which could be cross-promoted on the EcoLeaders platform. More examples of content that can be cross-promoted can be found in Action 3 of the *Partnerships* section and in the *Potential Partnerships and Opportunities* section.

### **Action 7: Broaden the definition of what an EcoLeader and an EcoCareer is**

NWF should continue to broaden what is meant by an EcoLeader by providing diverse examples of projects and work featured on the site. Three pillars that can be brought into this space that have historically been disregarded by the white-led environmental movement are social justice, civil rights, and economic development. It should be noted that NWF has a standalone [Environmental Justice topic](#), but environmental and social justice should be integrated across more of the topics on the site in addition to this. Similarly, the term EcoCareer could be expanded and articulated in a way that more young people can see themselves in the word. One Justice-focused organization noted that being an EcoLeader or being interested in an EcoCareer doesn't need to mean anything more than having an environmental ethos that you can bring to any career or project. Especially as young people are trying to enter a new field, one may not understand how they can bring their interest in the environment into a career path that suits their talents or skills. The EcoLeaders platform and EcoCareers conference can do more to describe how anyone can be a part of this movement, no matter if someone hopes to work in accounting, marketing, or construction.

### **Partnerships**

#### **Action 1: Approach partnerships with the goal of transformation, not transaction**

Much has been written about effective partnerships, both within the sustainability field and outside of it, in terms of the need to find the intersection of direction, alignment, and commitment in order to address systemic problems or to change the status quo. Transactional partnerships, for the most part, are antithetical to advancing equity and justice. These partnerships enable organizations to continue functioning with the same blindspots that they have for years rather than to unlock new competencies and abilities when vulnerability and co-learning occurs. Stakeholder, demographic, vertical, and horizontal boundaries must be spanned in order to reap the benefits of greater outcomes. As mentioned previously in this report, the North American Association for Environmental Education's Guidelines for Excellence: Community Engagement provides some suggestions for working in collaborative and inclusive partnerships and coalitions that might serve as a baseline for approaching this work, specifically Characteristic #3.

#### **Action 2: Build new partnerships with organizations and individuals that are engaged in BIPOC-managed and facilitated conferences**

Numerous Justice-focused organizations referenced existing conferences and networks that NWF can learn from and potentially develop partnerships within. Examples include: Taking Nature Black, PGM ONE Summit, Naturally Latinos, Facing Race, the Corps Network Summits, Native American and Indigenous Studies Association Conference, and Power Shift Network Convergences. NWF should be cautioned to approach these as opportunities to learn, rather than to bring a clout that is sometimes associated with big greens.

#### **Action 3: Build new partnerships with organizations that are supporting diverse young people in environmental/sustainability careers**

NWF has the opportunity to build and strengthen new partnerships with national, regional, and even high-impact local organizations to advance the mission of supporting young people as EcoLeaders and in



EcoCareers. The following are examples of organizations that may be ripe for new or enhanced partnerships. All of the organizations described below were engaged in the interview process. For organizations that were not engaged in the interview process but that surfaced as potential candidates to learn more about, see the *Potential Partnerships & Opportunities* section.

The Environmental Literacy Program has been actively diversifying what it means to be a leader in the environmental space. Three programs of theirs will be of most interest to NWF: 1. Their namesake program, ELP, supports a network of people working in alternative energy, urban agriculture, environmental justice, and beyond. ELP supports participants through a number of professional development opportunities and works with fellows to create personal leadership plans. This program could be an avenue to point existing or longtime EcoLeaders towards taking their leadership to the next level. 2. ELP also runs the Ray Fellowship which is for recent college graduates of color. It's a 2 year paid fellowship that includes one-on-one coaching with the supervisors of the fellows to support retention. The fellowship was designed to alleviate the barriers to entry for recent college graduates of color. During this program fellows create personal leadership plans as well. 3. Lastly, ELP manages the alumni network for the Doris Duke Conservation Scholars program, which aims to diversify the conservation workforce by preparing the next generation of diverse, environmental conservation professionals. They do this through programs at select universities across the country. Students graduate from the program either during or right after their undergraduate program. The Ray Fellowship and Doris Duke Conservation Scholars programs present an opportunity for collaboration, potentially to bring some of these early education/early career students into the fold of NWF's programs.

Everyday Democracy is an organization committed to bringing together diverse groups of people, helping them to structure and facilitate community dialogue on pressing issues, and training them to use a racial equity lens to understand long-standing problems and possible solutions. Their process helps communities move conversation to action and move action to sustainable positive change. The tools and resources on their website could certainly be of use to EcoLeaders. Additionally they have a cohort-based program called the Institute for Community Change Leaders to build skills and capacity which could be an area to explore more around potential partnerships for NWF. Previously, Everyday Democracy has only dabbled in environmental justice issues but identifies this as an area in which they have interest in working. A line of their work is around Intergenerational Equity and they have a framework that EcoLeaders may consider as a resource as well.

The Association for Advancement of Sustainability in Higher Education hosts an annual student summit that brings together successful student initiatives from across the world. There appears to be opportunity for cross-promotion between this summit and the offerings of NWF.

The Corps Network directly supports locally-based organizations that engage young adults (typically ages 16-25) in service projects that address recreation, conservation, disaster response, and community needs. There are two programs of note that NWF may consider developing stronger partnerships with. First is the [Opportunity Youth Service Initiative](#), for people ages 16-24 who are neither in school or working. During their tenure, OYSI corps members develop job skills, earn certificates, complete high school requirements, and receive assistance in transitioning to either the workforce or postsecondary

education. Secondly, the [Moving Forward Initiative](#) seeks to expand career exposure and increase employment in conservation and resource management for youth and young adults of color. One of their Corps that is particularly keyed in on supporting POC is the [Greening Youth Foundation](#), based in Atlanta.

The North American Association for Environmental Education offers two programs that could be of potential interest to NWF. The 30 Under 30 program, which recognizes young leaders who are making an impact in their communities, and the ee360 Fellows program which provides a two-year professional development experience for any-aged professionals enhancing community-based resilience. Both programs actively push the definition of what it means to be a leader and emphasizes the importance of action on both environmental and social issues. Diversity and equity are baked into the selection criteria and program delivery. Both programs involve cohorts and there is an opportunity for sharing across NWF and these NAAEE programs, as well as potentially bringing in nominations from EcoLeaders to 30U30 or the ee360 fellowship. The 30U30 program is also transitioning to a more comprehensive program where some grant funding is becoming available to support project execution and regular free webinars are hosted for the community.

The Partnership for Southern Equity works to advance equity in development, energy, health, and workforce inclusion in Atlanta. The [Keep That Same Energy](#) (KTSE) program may be an opportunity to develop a partnership as much of their work revolves around developing the capacity for young people to lead and take action around energy issues. They take the approach of creating “equity hubs” on campuses and in communities, not unlike the outreach that NWF has done on college campuses.

## CONCLUSION

This report is a sampling of recommendations for EcoLeaders and EcoCareers to enhance equity and justice in programming based on the scope described in the beginning of this report. It is by no means comprehensive or all-inclusive, and NWF should consider continued engagement in this process of understanding and learning from other organizations in the field. In addition to the organizations that were not interviewed but made it to the pared down list (shared in *Appendix B*), NWF may consider others that rose to the top of conversations that are outlined below in the *Potential Partnerships & Opportunities* section. Finally, NWF may explore how other aspects of its educational programming, particularly in the K-12 and community-based spaces, may also provide an opportunity for learning and sharing of best practices for advancing equity and justice.

## POTENTIAL PARTNERSHIPS & OPPORTUNITIES

Throughout the interview and research process, many organizations and networks were mentioned and recommended to engage with for further information and potential partnership development. Below are some of those examples:

1. [Greening Youth Foundation](#) - This organization is actually a member of The Corps Network and was recommended as being specifically aligned with NWF’s programming. GYF engages under-represented youth and young adults, while connecting them to the outdoors and careers in conservation through culture-based environmental education.

2. [Groundwork USA](#) - a network of local organizations devoted to transforming the natural and built environment of low-resource communities that works at the intersection of the environment, equity, and civic engagement.
3. [Harambee House, Inc. / Citizens for Environmental Justice](#) - HH/CFEJ is a community-based organization that works collectively with organizations, families, and youth through empowering communities to exercise their own voice through collective action. Programs of interest include: Black Youth Leadership Development Institute and Environmental Careers Worker Training Program.
4. [Justice Transition Alliance](#) - JTA serves people of color, Indigenous Peoples, and low-income communities living under the threat of polluting industries; and workers in the service, energy, farmworker, and chemical sectors. It is a coalition of environmental justice organizations and labor unions that aims to work with frontline workers and community members who live along the fence-line to create healthy workplaces and communities. Content of interest includes: webinars, events, networks.
5. [National Environmental Professionals of Color Network](#) - EPOC is a growing community of leaders of color that work on a variety of environmental issues, from habitat conservation to environmental justice to upstream public health. They work to build coalitions that address the diversity crisis at the heart of the environmental movement.
6. [SEED Center](#) (Sustainability Education & Economic Development) - The SEED Center aims to advance sustainability and clean technology education programs at colleges by sharing innovative practices to help college administrators, faculty, and staff build the green economy. Content of interest includes: toolkits, webinars, and other career resources.
7. [Strategic Energy Innovations](#) - SEI is an environmental nonprofit that builds leaders to drive sustainability solutions. Program of interest: [Energize Colleges](#).
8. [Training for Change](#) - A training and capacity building organization for activists and organizers. Content of interest includes: online training tools, publications, resource links.
9. [WE ACT](#) - Mission is to build healthy communities by ensuring that people of color and/or low income residents participate meaningfully in the creation of sound and fair health and protection policies and practices. Programs of interest include: Environmental Health and Justice Leadership Training and the Worker Training and Job Readiness Program.

## **APPENDIX A - Preparing for Interviews: Purpose, Participants, and Questions**

### **Interview Purpose & Questions**

The purpose of interviews is two-fold:

For organizations with a sustainability focus but also working in equity and justice:

1. To understand what equity and justice means to the organization. How the values are presented both internally and externally.
2. To learn about best practices for incorporating equity and justice into educational programming.
3. To explore how the organization is measuring the impact of equity and justice in their programmatic goals.

For organizations with an equity and/or justice focus but also working in sustainability:

1. To better understand the interviewee's organizational goals as they relate to sustainability.
2. To learn more about how the organization approaches partnerships.
3. To identify any synergies between NWF and the organization, specifically how NWF could potentially support their existing efforts.

### **Questions for Sustainability-Focused Organizations:**

1. Tell me a little bit about your organization. What is your organization's mission/goals/values?
2. Briefly, who is your target audience? What services do you provide to them?
3. In your mission statement equity (or justice) presents itself in a clear way (can cite here), which is one of the reasons why we're interested in learning from you. Can you describe how your organization internalizes this commitment?
4. How is your organization measuring impact around equity and justice initiatives internally?
5. Based on this, what impact are efforts around equity and justice having on your organization?
6. What are some of your organizations short- and long-term goals around equity and justice?
7. Please describe how your organization incorporates equity and justice in its educational programming, specifically those programs centered on topics related to sustainability.
8. What best practices have you identified for meaningfully addressing equity and justice in terms of program design? In terms of program implementation?
9. How is your organization measuring impact around equity and justice initiatives on a programmatic level?
10. Based on this, what impact are efforts around equity and justice having on your programs?
11. From your perspective, where do you feel that your organization is falling short on equity and justice? What are the necessary steps or corrective actions to move the work forward?
12. What sorts of partnerships or external factors influence your organizations commitment to equity and justice?
13. Where do you and/or your organization look to for resources, guidance, or leadership around equity and justice?

### **Questions for Equity/Justice-Focused Organizations**

1. Tell me a little bit about your organization. What is your organization's mission/goals/values?
2. Briefly, who is your target audience? What services do you provide to them?
3. How has your organization partnered with sustainability-focused organizations in the past?
4. What do you and your organization typically look for in project partners?
5. What does your mission statement or strategic plan say in terms of partnerships?
6. In what ways could you imagine an organization like National Wildlife Federation being a resource or asset to your organization?
7. What are your organizations short- and long-term goals in relation to sustainability?
8. Where do you and/or your organization look to for resources, guidance, or leadership around equity and justice? Around sustainability?

**APPENDIX B - *List of Organizations and Networks Not Interviewed***

American Association for the Advancement of Science  
American College Personnel Association  
American Indian Science and Engineering Society  
American Student Government Association  
Association for Student Conduct Administration  
Association of American Colleges and Universities  
Audubon Naturalist Society  
Campus Compact  
Climate Justice Alliance  
College Futures  
Diversity Scholars Network  
Dream Corps  
Great Minds in STEM  
EarthEcho  
Green Schools Alliance  
iMentor  
Institute for Conservation Leadership  
Jobs for the Future  
Latinas in STEM  
Minorities in Agriculture, Natural Resources, and Related Sciences  
Movement Generation: Justice & Ecology Project  
National Association for Campus Activities  
National Association of Diversity Officers in Higher Education  
National Campus Leadership Council  
National CARES Mentoring Movement  
National Organization of Gay and Lesbian Scientists and Technical Professionals  
Out in STEM  
Society of Asian Scientists and Engineers  
Student Conservation Association  
Sunrise Movement  
Sustainable South Bronx (HOPE Program)  
The Center for the Advancement of STEM Leadership  
The Center for Urban Education at USC  
The Education Trust  
United We Dream