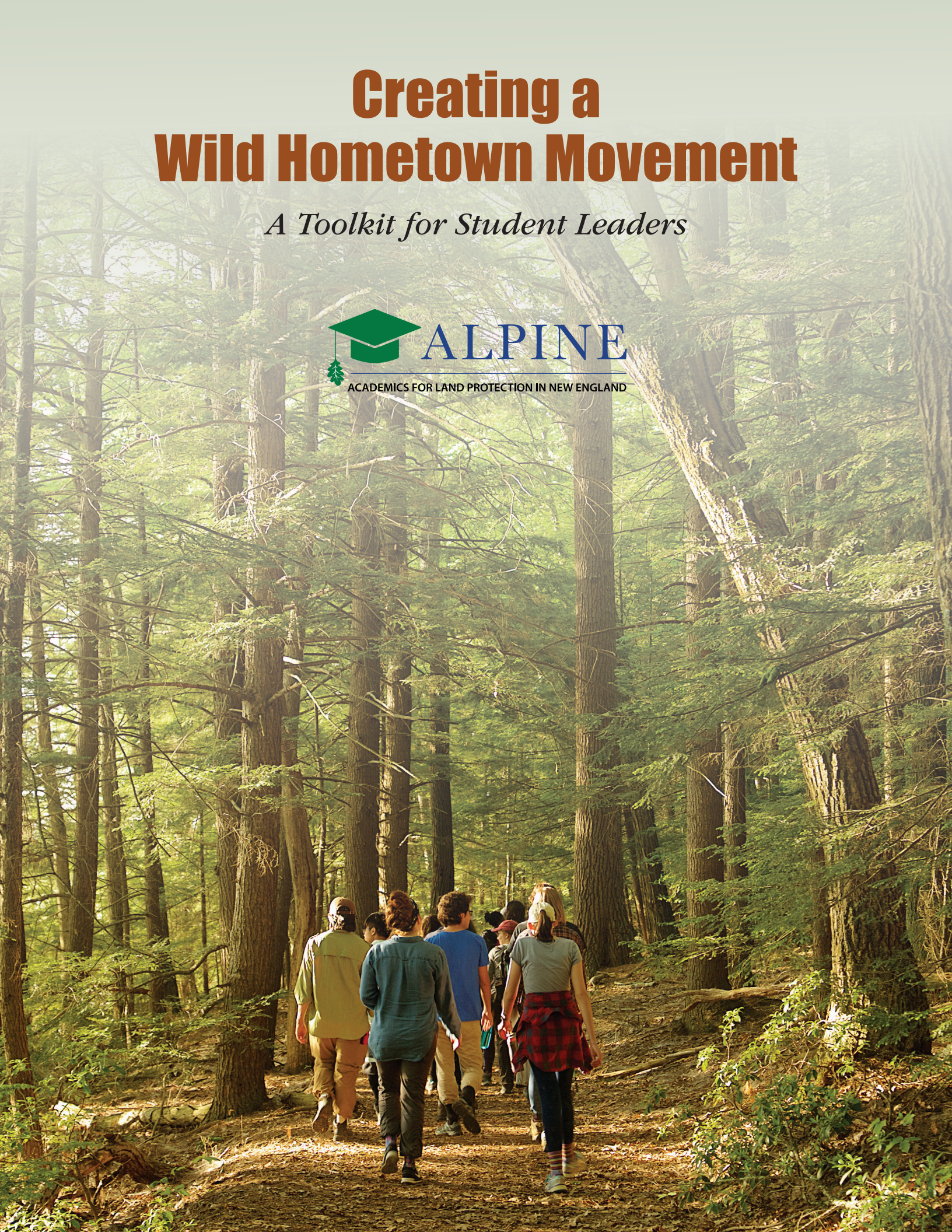


Creating a Wild Hometown Movement

A Toolkit for Student Leaders



ALPINE

Academics for Land Protection in New England (ALPINE) is a network of academic institutions committed to increasing the pace of land protection in New England to address the region's environmental challenges and to support nature and people. ALPINE seeks to expand the role that academic institutions play in conserving the New England landscape by sharing experiences and resources among faculty and staff, students, administrations, and alumni. The *Wildlands and Woodlands Initiative*, centered at Harvard University, initiated ALPINE in collaboration with **Highstead Foundation** and the **Lincoln Institute of Land Policy** out of recognition of the tremendous history and potential future for the region's academic institutions in advancing conservation in the region, nation, and world.

The Wildlands and Woodlands Initiative

Wildlands and Woodlands (W&W) is a regional vision that unites and inspires people across New England working to conserve New England's natural heritage and to craft a sustainable future. Alarmed that every state in New England was losing forests to development, a group of academics launched *Wildlands and Woodlands* in 2010, creating a bold regional vision for land protection. This vision and partnership calls for the permanent protection of 70% of the region as forests by 2060. W&W is also a rapidly growing regional initiative building a number of collaborative projects that add value to the ongoing work of committed individuals and organizations across New England. W&W is overseen by the nonprofit conservation organization, the **Highstead Foundation**, in partnership with the **Harvard Forest**, Harvard University, and is advised by an informal and evolving group of regional conservation and academic leaders.

The Lincoln Institute of Land Policy

The Lincoln Institute of Land Policy, a nonprofit private operating foundation founded in 1946, researches and recommends creative approaches to land as a solution to economic, social, and environmental challenges. Through education, training, publications, and events, they integrate theory and practice to inform public policy decisions worldwide.

Highstead Foundation

The **Highstead Foundation** plays a leadership role in the New England-wide *Wildlands and Woodlands* initiative, working with the Harvard Forest and other local, state and regional partners and W&W-specific initiatives such as the Regional Conservation Network and the ALPINE network.

► For more information, please visit these websites:

www.wildlandsandwoodlands.org/ALPINE

www.wildlandsandwoodlands.org

www.lincolnst.edu

www.highstead.net

<https://harvardforest.fas.harvard.edu>



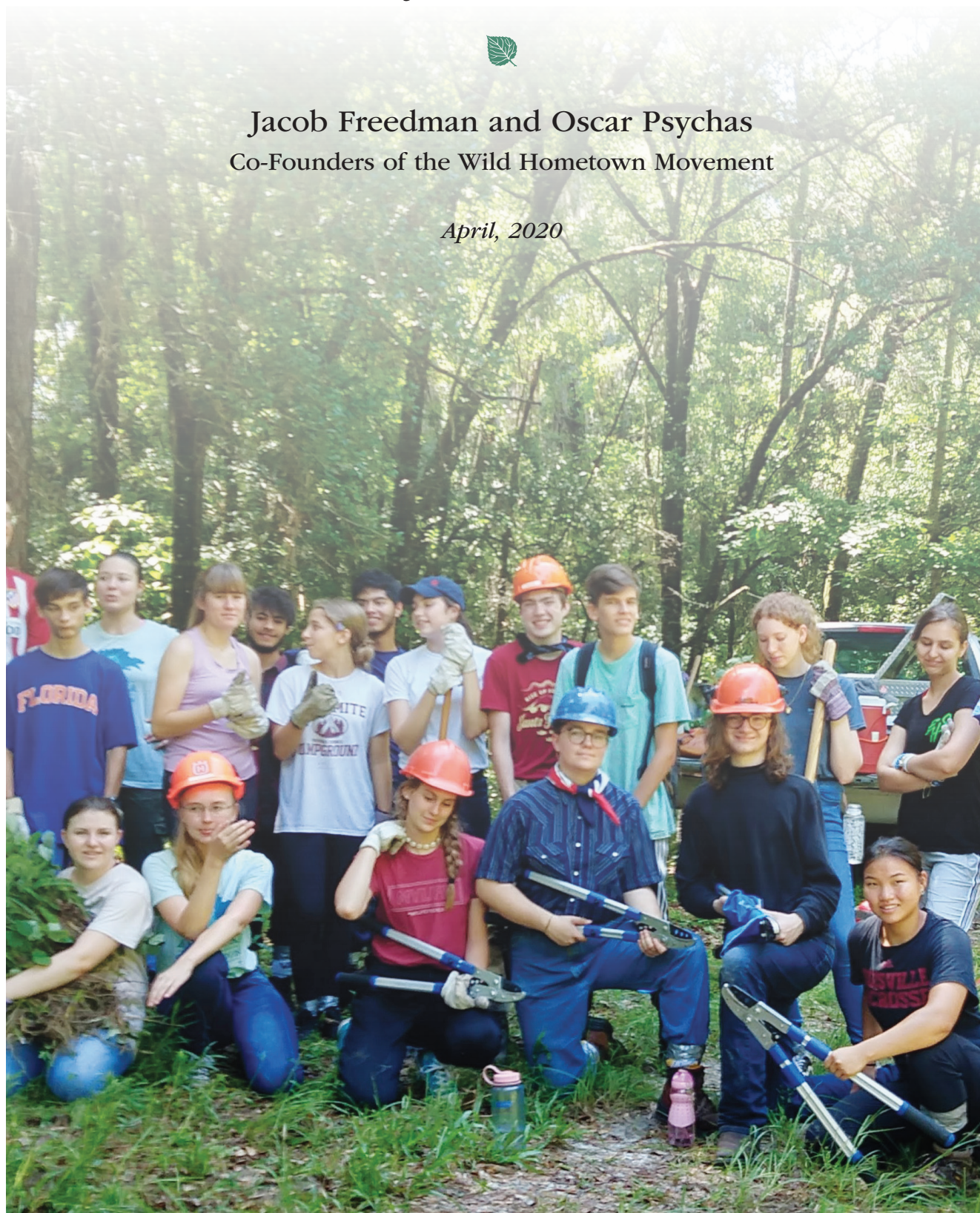
Creating a Wild Hometown Movement

A Toolkit for Student Leaders



Jacob Freedman and Oscar Psychas
Co-Founders of the Wild Hometown Movement

April, 2020






How to Use This Toolkit

This toolkit provides all the steps for college or high school students to start a Wild Hometown Chapter in their community. It starts by explaining the core principles of the Wild Hometown Movement, and then gives specific steps for building a campus organization and connecting with local youth and community conservation partners. Feel free to work through the toolkit linearly from beginning to end, or jump around among the sections. **One tip:** There is no “one-size-fits-all” approach, and so this toolkit is intended as an overview and guideline. Creativity and imagination are encouraged—in fact, that is what is required to make your own Wild Hometown Chapter a success.

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A photograph of two people walking away from the camera on a dirt path in a forest. The person in the foreground is wearing a grey hoodie, a dark blue skirt, blue jeans, and a large blue backpack. They have a yellow wristband on their left wrist and are holding hands with the person in front of them. The person in front is wearing a blue jacket, blue pants, and a grey cap. The forest has many thin trees and green foliage.

The Wild Hometown Movement is an alliance of place-based, youth-powered environmental clubs and educational programs that is empowering the next generation of environmental leaders. These groups work in communities by connecting youth to the natural world in their college towns and their own hometowns by inspiring young people to be advocates and champions for their natural landscapes in the future.

What Is the Wild Hometown Movement?

The Wild Hometown Movement is an alliance of place-based, youth-powered environmental clubs and educational programs. Each Wild Hometown Chapter is an on-campus club at an academic institution that collaborates with local youth and community conservation partners to help young people to connect with their local conservation community and advocate for the future of these shared natural resources.

Starting from WildMidd, a student club at Middlebury College, the initiative has brought together a network of student groups from New England to Florida and beyond. The ALPINE (Academics for Land Protection in New England) Network facilitates shared learning among this network and provides resources that support students who want to start their own groups and collaborate with other youth and conservation professionals.

Why Wild Hometowns?

Wherever you live—whether a rural area or a big city—nature lives there too. It's the forests and streams around your town, birds that fly overhead, and the life that exists in your backyard. We all belong to “wild hometowns,” the communities of species and ecosystems intimately connected with our human communities, a web of life that we belong to and that makes our lives possible.

At the same time, the ways that we have set up our society, businesses, and governments are bringing the natural systems that sustain all life—our air, our water, and our land—to the breaking point. Climate change, deforestation, and species extinction are threatening our wild hometowns, and us. Additionally, the growing disconnect between humans and our natural communities threatens our ability both to feel belonging and speak on behalf of our planet.

We protect what we know and love. That is why the Wild Hometown mission is to get young people outside to reconnect with and advocate for the natural world that our future depends on.

“I joined WildMidd because I wanted to find people who also loved the outdoors and shared a passion for protecting our environment. My expectations were exceeded by the amazing people I met who did everything they could to make me feel welcome and comfortable to share my own thoughts and contribute to the club. I look forward to going on more adventures with WildMidd in the future!”

– Lucia Snyderman

We're called the “Wild Hometown Movement” because, wherever you live—whether a rural area or a big city—nature lives there too. It's the forests and streams around your town, birds that fly overhead, and the life that exists in your backyard.

Our Story

In the fall of 2018, using the unique environment of the Middlebury area as a starting point, a group of students started WildMidd at Middlebury College in Vermont. WildMidd is an on-campus student group that connects with local K–12 youth and community conservation partners to advance meaningful conservation goals. Through one-time events and long-term mentoring relationships, college students and local youth have learned together about the beauty of our local ecosystems and have begun to speak up for these spaces. More details from our own experience are included in a case study at the end of this toolkit.

This toolkit was created to help others build these community connections and learn about the ecosystems in their own communities. By supporting Wild Hometown Chapters at academic institutions across New England and beyond, ALPINE hopes to unite a Wild Hometown

Movement of young people across landscapes engaged with local and regional land and water protection for future generations.



First-year students from a Middlebury College Community Engagement Orientation Trip make a campfire with local elementary school students in the Middlebury Area Land Trust after-school program.

Our Core Values

At the heart of each Wild Hometown Chapter is a set of core values that unites the members of each chapter and the Wild Hometown Movement at large. While each group will have autonomy to address local environmental issues, these core values represent the overarching shared goals among chapters to connect with and protect the natural world. They also become key themes woven throughout this toolkit.

► CONNECTING WITH NATURE

Wild Hometown Chapters bring young people together to explore our local ecosystems and share in the fun of discovering and caring for the natural world. Be it in a river, forest, park, field, or swamp, regular access to healthy and meaningful relationships with the natural places in our hometowns is a human need and right. As rates of anxiety and depression rise around the world, an increasing body of research shows that regular time in nature is a vital support to mental health. Nearly every environmental leader today points to their experiences as a youth in nature as a key source of their passion.

People of marginalized groups have historically been made to not feel welcomed in outdoor recreational spaces, and our job as the next generation of environmental leaders is to make the outdoors a positive space for everyone. All communities should have a voice in the future of our land. The natural world is central to our health, belonging, and well-being and should be preserved in a way that encourages human interaction.

Wild Hometown Chapters have shown that this movement can integrate the joy, meaning, human bonding, and cultural heritage found in nature into the lives and futures of young people.

WildMidd is an on-campus student group that connects with local K–12 youth and community conservation partners to advance meaningful conservation goals.



► CONNECTING WITH COMMUNITY

It is important to build a long-term commitment to community partners to ensure the longevity of your Wild Hometown Chapter. Relationships with varied community organizations can help you achieve more than you could alone, as school classrooms, land trusts (or equivalent organizations), social justice organizations, and college students all can contribute different skills and resources to a given project. Plus, much broader conservation goals can be accomplished when diverse partners work together.

Each Wild Hometown Chapter brings community together around shared conservation goals and strengthens bonds between different organizations. Community partners help develop connections with local ecosystems and identify pertinent conservation projects. These relationships between college students and community partners grow even stronger when connected with K–12 youth, as the enthusiasm and energy of young people can fuel greater success. Shared goals, mentorship, and mutual investment in each other's efforts will build lasting relationships with community partners that strengthen each Wild Hometown Chapter.

► SUPPORTING YOUNG PEOPLE AS CHANGEMAKERS

Young people have more agency and power to make a lasting difference than they often realize, and young students can best realize this when working with other engaged young people. By combining the energy of college-aged students with K–12 youth through mentorship and intergenerational learning, we can help inspire the next generation of environmental leaders to make an impact on protecting our wild hometowns and addressing threats to our natural world. The rise of youth climate activism in recent years is testament to the power and energy of young people to speak up for our endangered future. Combining youth energy with the place-based experience of community members and conservation professionals will build a multi-generational approach to land conservation.

► CONSERVING NATURAL SYSTEMS

As human activities bring our land, water, and climate systems to the breaking point and endanger the future of all life on the planet, we are facing an environmental crisis. From pollution in the river that supplies your water to the unique and endangered wild species around you to the communities that are bearing the greatest risks from climate change, this crisis is playing out in your wild hometown. While our challenges may be vast, it is easier than you may think to start meaningfully taking local action. To take on this crisis, communities can adopt a “wild hometown culture” that recognizes how interconnected we are with each other and with the natural systems around us and builds a culture of conserving the natural world.

Shared goals, mentorship, and mutual investment in each other's efforts will build lasting relationships with community partners that strengthen each Wild Hometown Chapter.



The Young Leaders for Wild Florida share advocacy campaigns they brainstormed to conserve Florida's wild places.



College and high school students rebuild cottontail habitat in a local park.

The Connect-Collaborate-Lead Model

A helpful tool for building momentum is the Connect-Collaborate-Lead model. This three-part approach is a simple road map used to establish ongoing relationships with increasing success. You can begin using it as soon as you start your Wild Hometown Chapter.

CONNECT

Before starting any major community conservation projects, it is important to understand your local natural landscapes as well as the key partners that exist in your community and region (see page 10, "Identifying Key Players in Your Community" to learn more about these partners and how to find them). The connections that you may form in the local natural and human communities will be the basis from which your chapter can grow.

A great way to grow these connections is by experiencing the natural world as a group. Paddle down the stream in town, hike the local trails, and attend wildlife education days at nearby nature centers. Or, watch the sunset. Beyond fostering interest in conservation, creating regular and accessible times in nature for young people brings more joy, bonding, and belonging into our lives. By just getting outdoors and meeting community members, you are well on your way toward **connecting** with the natural world and your key partners.



Real-life Actions by Wild Hometown Chapters

WildMidd hosted a bio blitz at a local park, where students met with expert naturalists and community members to discover the incredible diversity of life in the area. They documented the park's species, from spotting raptors with a birder to finding rare amphibians, all while learning to use *iNaturalist*, a citizen science app that allows users to identify and record species at their location.

The connections that you may form in the local natural and human communities will be the basis from which your chapter can grow.

"In early spring, we work with locals to help salamanders cross the road as they migrate to their summer breeding grounds. I never could have imagined seeing so many amphibians all in one place."

– Essi Wunderman



COLLABORATE

Building lasting relationships with the people and places in your community will point you toward challenges and opportunities for environmental action. As you **collaborate** with community conservation partners and local youth to enact change on existing projects, you will begin to understand both what supports and threatens these ecosystems. To think of ways to collaborate, ask yourself:

- What are the threats to the local natural environment, and how is the community addressing these challenges?
- Where is the voice and energy of our group most needed?"

Real-life Actions by Wild Hometown Chapters

WildMidd partnered with the Vermont Center for Ecostudies to set up a monitoring station on a vernal pool to understand how it supports amphibian habitat as the climate changes.



WildMidd and elementary school students collect citizen science data together about amphibian egg masses in vernal pools across Vermont.

Building lasting relationships with the people and places in your community will point you toward challenges and opportunities for environmental action.



Your student group can lead in the effort to protect natural places for future generations.

LEAD

Through connecting with community partners and collaborating on pertinent projects in your community, your student group can **lead** in the effort to protect natural places for future generations. The projects that you lead will vary depending on your own community's needs, highlighting the value of local and passionate leadership for lasting change. When you find opportunities to advocate for the future of your natural community, young people can have their voices heard as stakeholders, engaged citizens, and leaders in their wild hometowns.

Real-life Actions by Wild Hometown Chapters

Young Leaders for Wild Florida spoke at a council of county commissioners to advocate on behalf of youth opposed to a proposed, environmentally destructive toll road.

Ruby Rorty, of the Santa Cruz Environmental Alliance, empowered elementary schoolers to be advocates against marine plastic pollution through art, using *Trashtastic!*, an educational program led by high schoolers.

Nkwanda Jah and Gainesville National Association for the Advancement of Colored People organized an intergenerational action forum on climate change, bringing together diverse community groups to understand local impacts and plan actions.



Identifying Key Players in Your Community

As you start your Wild Hometown Chapter, you will want to connect with key players. To begin, talk with campus and community members and conduct online searches. A standard email explaining what your group is and your interest in collaboration can be useful for outreach, and this email can be modified for each new contact. As you read through the steps of “How to Start a Wild Hometown Chapter,” keep in mind examples of the following groups in your community who would be interested in collaborating with your campus group.

College students: These partners will serve as core organizational members of your chapter. Start by looking for students in the environmental studies, education, economics, sociology, geography, and sustainability departments. Any group that organizes social events or seeks to involve students in community service might also have potential for a collaborative event.

K–12 youth: Creating a Wild Hometown Chapter is all about engaging with local youth, so this is an especially important connection to make. Start by finding a teacher/school who is able to organize something tangible, such as a classroom visit and outdoor trip, and seek opportunities to work with underserved schools and students whenever possible.

Faculty member/sponsor at your college: These partners will provide administrative support for your chapter, as well as mentorship. They will also help with making community and partner connections.

Community conservation partners: As your chapter becomes engaged in helping to solve environmental problems, key partners will include professional groups who are also working to provide solutions. Search for local groups involved in environmental protection including: natural resources; forestry; and fish and wildlife departments in your state.

Groups with a focus on social and economic needs: You can learn an enormous amount from community members and organizations as you organize yourselves for social and environmental action. Consider especially groups with local chapters that mentor young people, including: Americorps; Best Buddies; and Big Brother/Big Sister.

Local media: Spreading the word, whether it’s about upcoming events or much-needed environmental action, is paramount to creating successful projects and, ultimately, a successful chapter. Newspapers, TV stations, and social media channels are happy to share the voices of young people. Consider writing an op-ed or sharing your group’s work. Use of Facebook and other social media platforms is also helpful.

Your local government: You can have a powerful voice when you speak for action at local government meetings and get to know your local leaders personally. These local officials may include members of town planning boards and conservation commissions as well as local and regional elected officials. Find out when these groups meet. Research what they are already doing, such as planning to transition to renewable energy or reducing pollution of local waterways. Learn about existing policies that address growth and urban sprawl. As needed, find examples of better policies they can implement and use your relationships with these groups to advocate for these improvements.

Existing land owner/manager: Farmers and other large landowners are important players in conserving the natural world. Your own college or university may own significant amounts of land as well. Learn about the policies and resources that are already in place, as well as the barriers that may exist, that could help these landowners protect and restore their land.

Connections in other university departments and programs: College students and faculty in other degree programs can be helpful to your mission and they can help broaden your reach. Education departments, for example, may have contacts at local K-12 schools. Politics and law professors who focus on the environment and the local community may have ideas for environmental advocacy. Communications faculty and students can help create outreach materials, build social media engagement, and provide contacts with local media outlets. Many colleges have a community engagement department and/or innovation hub that can provide funding, connections, and mentorship.

Connect with ALPINE: ALPINE serves to support the development of Wild Hometown Chapters at academic institutions across New England and beyond. Students starting a Wild Hometown Chapter can find resources, guidance, and connections to a broad network of other students and conservation professionals through ALPINE's website and contacts.



Young Leaders for Wild Florida stand up at a County Commission meeting to protest the construction of a phosphate mine that would impact the Santa Fe River ecosystem."





How to Start a Wild Hometown Chapter

At the heart of any effective campus organization is a strong community of dedicated and passionate students. While most Wild Hometown Chapters will be officially registered as “clubs” on campus, the deep connections with members of the greater community will help each chapter become a group whose actions stretch far beyond their school.

Your Wild Hometown Chapter will teach your members the value of connecting and collaborating with the people and places in their communities, while providing transferable leadership skills that are desired by employers. Students will also be attracted by the opportunity to be part of a positive social space to make new friends, find shared interests, and have fun discovering together.

Though the steps below will not look exactly the same in every school, they provide a good starting point for creating a Wild Hometown Chapter on your campus.

Building a Campus Chapter

Find other people to start with—you can’t do this alone!

Working with a team can help you to advance your goals. Before you start working with the greater community, reach out to your friends, classmates, and peers to gauge their interest in starting a Wild Hometown Chapter. Start out by having informal conversations with friends to practice your pitch and understand exactly what catches the attention of your peers.

After finding a few close peers with whom you can start this group, prepare to hold a kickoff meeting to gauge interest from a larger group of students. Reach out via Facebook or similar social media applications, hang up posters, set up a table in a frequently trafficked area to talk to people, and keep having conversations about the upcoming meeting. By talking frequently about the Wild Hometown Chapter, it may be easier at this initial meeting to share more specifically what you envision as the goals of your student group.

Find a college faculty or staff sponsor

A college faculty or staff sponsor can help your newly-forming group with finding community connections and funding. This sponsor can help you navigate early logistical questions, such as booking a room for meetings, finding start-up funds for transportation, and identifying the needed paperwork to become a registered campus club. If you cannot find a faculty sponsor, most campuses have offices you may reach out to for advice on becoming an official club, obtaining financial assistance, and finding transportation to events.

At the heart of any effective campus organization is a strong community of dedicated and passionate students.



Opposite: Participants in the ALPINE Summer Institute, a land conservation leadership program for college students, climbing Tunk Mountain on the Schoodic Peninsula in Maine.

What is a Nature Note?

A “nature note” is something that you have seen recently in nature, broadly defined. Examples are: a sunset over a pond; squirrels on a dumpster; eerie sounds of ice melting across a lake; a cardinal; the full moon seen while crossing campus at night; a skunk waddling through a nearby field; a trail of ants weaving throughout the park, a rare tree species. At the start of each WildMidd meeting, attendees share their nature note as a way to connect with the natural world and each other. It is a deliberately fun and inclusive way to start the meeting, and it offers a powerful testament to the wild around us.



Hold regular meetings

After having an initial meeting to gauge interest, connecting with other students who want to start a Wild Hometown Chapter, and finding a faculty sponsor, it is time to start building an on-campus group. Each week, set aside at least an hour for a chapter meeting. Early agenda items can include establishing group governance documents and strategies, such as writing a group constitution, forming a leadership board, setting the goals of your chapter, and planning future meeting logistics. (See the following section for more details on organizational structure.)

A great way to bring your chapter together at each meeting is by inviting members to share a “nature note,” which is something interesting that they saw in nature during the previous week (see sidebar). Address any group business together, and then members can split into breakout groups to complete different agenda items. The focus of these breakout groups can change each week, and sometimes groups may need to meet outside of regular chapter meetings as important events get nearer.

A Wild Hometown Chapter has a lot of simultaneously moving parts, but use this to your advantage when making your group seem engaging, productive, and fun during early meetings. The ultimate purpose of these meetings will be to set a trajectory for your group, advance the goals of your Wild Hometown Chapter, and plan events for getting college students outdoors. Based on your experiences with the local natural environment and understanding of how people connect to the land (using the **Connect-Collaborate-Lead** model), think about the pertinent conservation threats in your region and chart a course alongside community partners to advocate for the future of these wild places.

Organizational structure

To solidify your student group as an on-campus and community presence, write a chapter constitution and think about the structure of your board. As you write your chapter constitution, think about the purposes that this document will serve. Not only is this constitution a road map for how you structure your internal student group, but it will represent your chapter to community partners and will help you become an official campus club, which often provides additional structural support and funding. There is an example of a chapter constitution included on page 26 of this toolkit.

The role of the board is to provide coordination for your chapter and its meetings and events; secondarily, the board also helps to establish trust and accountability with your community partners. Each Wild Hometown Chapter will have unique needs, but here is an example of a general board structure:

- president (or co-presidents)
- meeting facilitator
- youth engagement leader
- conservation projects coordinator
- media/campus outreach

- treasurer
- secretary/notetaker (to post meeting minutes and agendas and oversee shared files).

All of these board members will work together, but the roles are split up to create accountability and flexibility with different community partners. For example, the youth engagement leader will help find new groups of young people to work with, but each school classroom or after-school program could have a different member of the Wild Hometown Chapter (who is not already on the board) as their point-of-contact. In this way, the youth engagement leader can work with the rest of the board to coordinate larger-scale initiatives that combine efforts with other community partners, while the point-of-contact can more directly connect your campus chapter with a specific classroom of students. For the youth engagement leader and conservation project coordinator, establishing a system of points-of-contact can help students who are not on the board become involved with specific projects and community organizations, while allowing your campus group to achieve more. These points-of-contact will work with the youth engagement leader to build strong and lasting relationships that can mitigate the effects of cyclical student turnover.

To maintain effective communication, create a shared document file to share information between projects and pass down group knowledge from year to year.

Make connections and build your chapter

Following the **Connect-Collaborate-Lead** model, your first priority should be to connect with other young people in your area (often through schools and after-school programs) and community conservation partners (see the earlier section of this toolkit, “Identifying Key Players in Your Community” for more details on who these partners are and how to connect with them).

Taking the time to build these relationships is crucial. In all your meetings, you can work to create an inclusive space and internal community in your group to cultivate interest among new members. Having a dedicated and core group of peers will help get your Wild Hometown Chapter off the ground, and expanding that group to include more students will grow your capacity to effect meaningful change.

Enjoy your local environment with college students—get outdoors!

Because your Wild Hometown Chapter exists at the intersection of environmental advocacy and outdoor recreation, it is important to get college students to engage with local natural places, even before you begin working with community partners and local K-12 schools. Through regular and engaging ways to get outdoors, you can expand your chapter membership and find other college students who are dedicated to place-based conservation. As your chapter grows, and even as you find yourself engaged with longer-term projects with K-12 classrooms and community partners, be sure to plan fun, outdoor



Young Leaders for Wild Florida connect with local swamp ecosystems by getting their feet dirty.



A bird banding demonstration at Dead Creek Wildlife Day



WildMidd goes out each spring on the 'Big Night,' the first warm and rainy evening, to help salamanders migrate across busy roads to wetlands and vernal pools.

Another way to build relationships with community partners and have fun with your new campus group is to attend community-wide events.



WildMidd carving decoy ducks at a Wildlife Education day with the Vermont Department of Fish & Wildlife.

events for chapter members only that do not have to directly connect to your projects or community. These outdoor activities will help sustain the momentum of your campus chapter, even as students graduate. Connecting with place and accomplishing meaningful conservation goals go hand in hand, so be sure to enjoy and encourage the internal friendships formed by your group.

If you are searching for fun outdoor activities, seek the advice of your faculty mentor and the K-12 and community conservation partners. These community members are familiar with unique and exciting natural areas and can provide ideas for hiking, wildlife spotting, canoeing, cooking out, camping, stargazing, biking, swamp-wading, bird-banding, and so much more.

Effective transitions for chapter longevity and momentum

Establishing an effective on-campus group will create momentum for your projects, even as there is turnover of students in leadership roles. At the end of each academic year, your current board should plan to hold interviews with students interested in joining the board for the following year. Many campus clubs use elections to decide their leadership team, but due to the long-term relationships with community partners, you should make sure that incoming board members are prepared to continue these lasting relationships. The start of each new year is also a good time to review chapter priorities and the constitution.

Working with Community Conservation Partners

Identify community organizations whose missions align with yours

For students who have just moved to a new community to attend college, finding local partners can feel like an insurmountable task. Faculty and staff sponsors at your school can help you seek out these community partners who are crucial to building a Wild Hometown Chapter. The ALPINE network can also help you with making connections with local conservation partners.

Other clubs and the community service office on your campus already work with community partners and can inform you of local organizations that would be interested in collaborating with your student group.

Attend events to build relationships with community partners

Another way to build relationships with community partners and have fun with your new campus group is to attend community-wide events. It is easy to only engage with your on-campus community, but connecting with the wider local audience can help you quickly expand your mission. As you have initial email conversations with potential conservation partners, they will let you know about upcoming outdoor events that they are hosting in the area. Aside from getting members of your Wild Hometown Chapter connected to the outdoors, going to these events shows that you want to take the time to form meaningful relationships and helps grow your network.

Set joint meetings with community partners to identify local projects and initiatives

Through connecting with community partners, and perhaps while attending their events, you may begin to notice some local concerns about the future of the surrounding landscape. Discussing these local concerns is a good place to start as you have meetings between your Wild Hometown Chapter and your community partners. Before meeting with community partners, write a list of the goals and interests of your Wild Hometown Chapter during your regular weekly group meeting. You can present this list of goals at the start of your meeting with your community partner, and you can help guide the conversation toward meaningful projects for both parties.

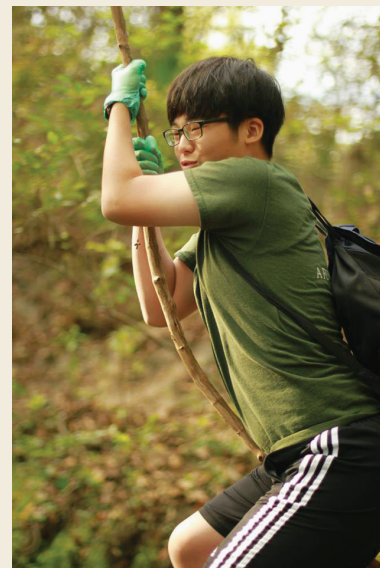
It is important to see how your Wild Hometown Chapter can fit into the larger community network, as different projects require different forms of environmental and political engagement. One strategy for collaborating with community partners is drafting a **Community Needs Assessment** together to clarify the concerns and interests of the greater community. You will want to make clear the extent of your mission as collaborators with these partners; while your goals may not completely align, there could be shared projects that can provide mutual benefits.

To demonstrate your commitment to these community partners, you may need to go the extra mile when planning these gatherings. Try to make your schedule flexible to ensure that these initial meetings with your community partner take place early in your chapter's history. As you become connected with more community groups, have regular meetings with these new partners to build mutual reliance between your groups while connecting with and understanding local environmental needs.

Brainstorm activities for K–12 youth

Use time during regular chapter meetings and meetings with key partners to discuss ideas for engagement with K–12 schools. Partner conservation organizations may already have existing relationships that your chapter can utilize. Intersections between conservation organizations and K–12 classrooms are a great place to find teachers and young people interested in the future of their local environment. You may have already connected with a school group by this point, but any existing interactions between these two key constituencies of your Wild Hometown Chapter can jump-start your connections to local environmental efforts.

It is important to see how your Wild Hometown Chapter can fit into the larger community network, as different projects require different forms of environmental and political engagement.



Young Leaders for Wild Florida visit a crystal-clear spring along the Santa Fe River.

“I was looking for an environmental organization that prioritized community impact, and WildMidd fit the bill!”

– Essi Wunderman

Connecting with K–12 Youth

Find classroom teachers or after-school programs with an environmental or conservation focus

Just as you found a faculty mentor and community partners, classroom teachers interested in the environment are important connections for your Wild Hometown Chapter, especially when it comes to connecting with K–12 youth. In addition, your chapter can connect with young people through personal connections, other campus departments and clubs, community service offices, the state’s office of the North American Association for Environmental Education (NAAEE), local organizations, and community members. Do not feel like you need to search through uncharted territory at the start, as most teachers who want to teach about the environment likely are connected with some of the same networks that you are.

Logistically, working with a classroom teacher or an after-school program with adult supervision can help you avoid background checks for college students at the start of your Wild Hometown Chapter. As members of your campus group work more closely with K–12 youth in settings without “adult supervision,” you will all need background checks. These can likely be completed through your college/university.

Attend classroom events with K–12 students and build meaningful connections

Once you have found classroom teachers and after-school programs interested in partnering with you, see if you can meet the students in these groups. In these early meetings, learn about what young people in the community care about through casual conversation and play, depending on the age group. You want to help these students determine the special places in their landscape, so incorporate questions about their interests in the natural landscape in these first meetings.

These early classroom meetings will look different for each age group. Before going to meet with a classroom, plan in your weekly Wild Hometown Chapter meeting some activities and conversations you can have with the students. By leading age-appropriate activities, both the students and the teacher are more likely to have continued interest in working with your Wild Hometown Chapter. Based on prior conversations with community conservation partners, you could discuss a local environmental issue or you could find out from students their favorite outdoor places to explore in their free time.

Your meetings with teachers and students should not be one-offs; you want to build long-term relationships between college students and local youth. Through continued interactions with local youth, using activities determined by the needs of the teacher and your work with community conservation partners, you can build trust and a mutual desire to work together. From this point of connection, you can begin to talk more about the mission of the Wild Hometown Movement and the importance of young people being changemakers in their local community. You should be creative about how you



College and elementary students learn together about shelter building and wilderness survival skills with Community Friends and WildMidd.

explain the significance of Wild Hometowns, especially to show how local conservation and environmental processes connect to larger-scale environmental issues. If you can show what exists today, what existed before, and future threats, you can inspire the next generation of leaders to advocate for environmental protection in their own communities.

Get classrooms involved with the Wild Hometown Movement

After connecting with students and inspiring them with the mission of the Wild Hometown Movement, find ways to help teachers keep their classrooms involved with the goals of the movement. Central to working with schools is being sensitive to the pressures placed on teachers, and to what they need to accomplish. You want to help and benefit the schools through your collaboration, so work with teachers to align your mission with the learning needs of a specific classroom. While high school students may have more after-school flexibility, try to establish regular in-school or after-school program collaborations that bring Wild Hometown Chapter members, community conservation partners, and K–12 youth together to advance locally determined projects.

There are a lot of logistics (transportation and paperwork, for example) that go into working with schools, so plan ahead when preparing to work with a classroom. If possible, have teachers and administrators at local schools help coordinate these logistics, as they will know best what students need to succeed outside of the classroom.

Bringing It All Together

Take steps to address an environmental/conservation challenge

After connecting and understanding/collaborating with community partners and local youth, it is time to lead in a larger conservation project. Ideas will emerge through your meetings with community partners and activities and explorations with local K-12 students. Depending on the project you undertake, you will work with different constituencies and have different project trajectories.

Identify projects that require collaboration, or that would be better through collaboration, and use the social capital that you have accumulated to make these projects happen. By getting college students and local youth to work together and learn from one another, more community members will become interested in your project, creating an intergenerational approach.

In all projects, you should ask three main questions:

What people do you need?

What funding do you need?

What plan do you need?

There are a lot of logistics that go into working with schools, so plan ahead when preparing to work with a classroom.



WildMidd and Bridge School students exploring vernal pools.

Throughout this project, think about the appropriate steps for the specific challenge.

In collaboration with your community partners, you can begin to answer these questions. Throughout this project, think about the appropriate steps for the specific challenge. For land protection, work closely with nearby/pertinent landowners and conservation practitioners to understand the legal challenges in land conservation. For political and social advocacy, explore the place you are trying to protect and build relationships with interested community members, and then present your arguments at political meetings.

Write a memorandum of understanding for partners

Writing a memorandum of understanding (MOU) between your chapter and community partner(s) can put everyone on the same page and help create accountability for shared goals. This document can be used to define a conservation challenge and list the steps needed to address this issue. The MOU can be thought of as a road map for your Wild Hometown Chapter in the greater community and can assist with the accountability and flexibility needed to work with diverse partners.

Connecting Wild Hometown Chapters across New England

As Wild Hometown Chapters start in communities around New England and beyond, it is hoped that the Wild Hometown Movement will expand to help college students and K–12 youth share about conservation in their region. Through the ALPINE network, a steering committee, composed of members of Wild Hometown Chapters and others affiliated with conservation networks, will be formed to coordinate annual conferences and support systems and can eventually provide funding for distinct Wild Hometown Chapters and conservation projects. Through ALPINE sponsored annual conferences and days of sharing, students can present their efforts to one another and be inspired by the scale of these local initiatives and Wild Hometown Chapters can collaborate to advance larger environmental goals. These points of collaboration and sharing can also give members a chance to learn about careers in conservation.

In addition, ALPINE can help get your group connected to larger-scale conservation networks, such as the Regional Conservation Partnership (RCP) Network in New England. RCPs are informal networks of people representing private and public organizations and agencies that develop and implement a shared conservation vision across town and sometimes state and international boundaries. RCPs in New England and eastern New York play an increasingly important role in achieving large landscape scale conservation that is also firmly woven into the needs and interests of the local communities. The 43 RCPs across New England are composed of many partners who together work to protect land that one organization alone could not.



Young leaders for Wild Florida support AmeriCorps members with trail-building efforts in Gainesville, Florida.

Themes to Remember

Several important themes emerged from organizing the WildMidd Hometown Project that will be helpful for other Wild Hometown Chapters to understand as they get established and grow into successful groups.

Accountability: It is important to maintain reliable and clear communication at all levels, including within your Wild Hometown Chapter, with community partners, and with schools. Consistently handle logistics, meet expectations, and follow through on agreements to show K-12 schools and community partners that you are committed to working together.

Persistence in getting established: Reach out to community partners and schools, and do not give up if you do not receive responses immediately.

Flexibility: Maintain overarching goals while still giving autonomy to members to choose different projects. Adapt to the context of each individual community and actively make space for new ideas from members.

Interconnectivity: Nurture interconnectivity that is not just reliant on college students. Encourage partnerships between towns, natural communities and places, and promote projects in the community.

Storytelling: Identify places in the natural world that you care about. Share these in presentations, outreach materials, and in the local press when talking about projects.

Longevity: Create lasting relationships with K-12 students and community partners. Become friends with these students and allow the learning to go both ways. Make lasting connections and have them be excited to work with you in the future. Build relationships based on core values and shared memorandums of understanding, not one-time partnerships.

Continuity: Cyclical student turnover is a natural part of your Wild Hometown Chapter. Use these regular transitions to increase interdependence between community partners, schools, and your group of college students.

Accessibility: Reach communities in the most accessible ways—noting different needs in different communities, such as transportation, multiple languages, meal access, or child care at events. Make activities welcoming to people who may not have spent much time outdoors.

Work together to effect change: Everyone is still doing their own work, but your individual work overlaps to advance a larger goal.

Maintain momentum: Make sure to have consistent events to help keep the fun and spirit of the group while always having sights set on enacting change.

Make activities welcoming to people who may not have spent much time outdoors.



Oscar Psychas, founder of YLWF, hikes 280 miles from his home in Gainesville to the state capitol in Tallahassee to advocate for the protection of wild places across Florida for future generations



Young Leaders for Wild Florida enjoying a day of learning about a potential phosphate mine and how to protect the watershed from possible damage.

WildMidd: Middlebury College Case Study

By Jacob Freedman, co-founder of WildMidd

In the Summer of 2018, Oscar Psychas, a friend and fellow freshman at Vermont's Middlebury College, and I noticed that while young people have shown an increasing concern for the health of the environment, these are often centered around global-scale processes. While these issues are undoubtedly pressing, there has been a distinct lack of concerns and connection with local issues in the communities that these young people call home. Young people have lost much of their connection to local nature, not understanding the meaningful ecosystems and spaces that bring the places they call home to life. When young people feel like they have a voice and agency in local issues, they can create meaningful change and develop a lifelong engagement with their home community.



As college students, it is difficult to leave the landscapes and places of comfort of home and enter into a completely different, and often temporary, community. In these new places, it can be easy to dissociate from issues in our home communities, and even more challenging to reconnect with the broader community in our college homes.

Starting a Place-Based Environmental Movement

When we returned to school in September, we contacted 80 of our peers on Facebook to see if they would attend a meeting about “Starting a Place-Based Environmental Movement.” Around 20 people came to our first meeting, where Oscar and I shared our ideas about helping young people to connect with their local, natural environment. We presented our “Connect-Understand-Lead” model to engage young people in their local environment and inspire them to become changemakers and leaders to protect these landscapes for future generations. Our model for this student group was a college campus student club that is locally rooted and supported by community organizations but could be started in any community. Our vision for the future, as these campus groups begin in a diverse set of communities, is a coalition of “Wild Hometown Chapters” that can work together across landscapes, to share and collaborate in conservation efforts meaningful to young people. By thinking about the past, present, and future of wild places, young people could become the voices for the next generation of land advocates.

Making Community Connections

We wanted to create a student group that would advance meaningful local and regional land conservation goals, build relationships with local youth, and attract students from the college who otherwise might not explore the local natural environment. In order to connect with our local natural environment, we approached the people we knew in the community to ask about organizations and individuals invested in local conservation and a concern for the environment.

After one year at Middlebury College, we had established relationships with a number of professors in the Environmental Studies department, and met with them in the weeks after our first meeting. Through these initial meetings with professors and advisors, we became connected with environmental groups in Addison County, Vermont. We heard about Dead Creek Wildlife Day, an event hosted by Vermont Fish & Wildlife and Dead Creek Audubon Society to bring community members together during this migration of 50,000 birds stopping along Dead Creek. If we were going to start a place-based environmental group, it was imperative that we started connecting with our local natural community and the people who have a love for specific places.

Throughout the fall of our second year at Middlebury, we expanded our local network by investing in partnerships with specific classroom teachers and community organizations. We presented the idea for the Wild Middlebury Project at the annual meeting for the Middlebury Area Land Trust (MALT), attended a “game lunch” of local game that had been hunted by 11th and 12th graders at the Hannaford Career Center, invested in a long-term vernal pool monitoring project with the Vermont Center for EcoStudies, and built friendships outdoors with elementary school students at the Bridge School after meeting one of their teachers through a Middlebury College professor. Each week, we would meet to better frame the mission of our new campus group, build relationships with community partners, and explore the logistics of funding for our group. Though WildMidd was working on meaningful initiatives and connecting with important partners, the size of our campus group remained small, with between 5-10 members at our weekly meetings.

Building Momentum to Grow Our Chapter

Upon returning from winter break, we continued our partnerships with the Hannaford Career Center and the Bridge School students, while making a concerted effort to attract more Middlebury College students to our group. At the Hannaford Career Center, we helped 11th and 12th graders prepare their local wildlife management projects through 1-on-1 mentoring relationships. As we served as mentors, we learned a great deal from these high school students about local wild places. Later in the month, these students came to Middlebury College and presented their work to professors, local wildlife advocates, and students interested in learning more about wildlife in the region. Simultaneously, every Friday morning during the winter, we went cross country skiing with students at the Bridge School. By appreciating and learning from the knowledge of local youth, we established meaningful relationships and affirmed WildMidd as a group that could unite people around a love for the places we live. Though none of us knew it at the time, the building of these connections would yield an enormous amount of opportunities for WildMidd to expand in the spring.

We connected with other campus clubs to host community conversations, present at larger events, and increase our presence as a group. With the Spring Activities Fair rapidly approaching, we prepared our table and planned for a “WildMidd Open House” the following week. We hung up posters and had members of the group share a Facebook post about the Open House. Our advertising work paid off, with over 35 students attending a meeting in early February to learn more about the Wild Middlebury Project.

Adapting to a Growing Group

As WildMidd swelled with college students, we found that we needed to alter our initial meeting structure. Drawing on the guidance from other campus clubs, we restructured our

leadership team to have roles more dedicated to conservation, youth engagement, and Chapter development. We still opened and centered our meetings with “nature notes,” but divided up the leadership of meetings and split into “breakout groups” to more effectively achieve our goals. Our flexibility with restructuring allowed new members to quickly get involved with conservation projects and educational activities. Within a month, we had recent students who recently joined the group leading conservation projects, writing environmental education activities, and learning from the young people we had worked with throughout the Fall. This restructuring improved our accountability with community partners, as we had different people as contacts with a specific environmental organization or school classroom, but all were united through a board member who kept track of logistics and progress of projects.

Forming an Effective Structure

The structure of the WildMidd board allows us to simultaneously accomplish many projects and grow relationships with community partners. We have two **Co-Presidents**, who help set the goals and trajectory of WildMidd and facilitate collaboration between other members of the board. The **Facilitator** coordinates and leads Chapter meetings, keeps college students engaged with WildMidd’s projects and reaches out to more students. The **Youth Engagement Specialist** establishes and maintains relationships with K-12 schools and classrooms, while organizing future activities for collaboration with college students and conservation partners. The **Conservation Project Coordinator** identifies priority conservation projects in the community, and builds relationships with local environmental organizations to advance these projects. The **Media and Outreach Director** runs our social media accounts, takes photographs of events, and helps to get more college students involved with WildMidd through campus events, tabling, and posters. The **Treasurer** coordinates Chapter finances for conservation projects, transportation to events, and the purchasing of equipment (trail cameras, rafts) to help students explore our local environment. All seven members of the board meet weekly to manage existing projects and plan weekly Chapter meetings for all group members.

There is a new board for the WildMidd Project in the second year, comprised of members who were not involved with the founding of the group. By “leaning-in” to the cyclical turnover in our group, we can build consistent and trusting relationships with community partners. Our relationship with the Middlebury Area Land Trust has previously been based in connections with specific WildMidd members and individuals at MALT, but will transition toward connections between our organizations themselves.

Looking Ahead

In one year of the WildMidd Project, we have connected with local youth and have established lasting and effective relationships with conservation organizations. We have begun to understand the climate and conservation threats to the community, and have started to identify long-term projects to benefit future generations. In the coming years, we will help local young people take the lead in pressing conservation efforts, starting with projects we have identified and developing into future endeavors to create a sustainable and just future for people and place of Addison County.

In the future we will work with MALT, Otter Creek Audubon Society, teachers and local students, the local conservation commission, and others to create a “Nature Play Zone” in a local conservation area. This project will be designed and driven by young people, and will help many environmental partners to collaborate in new ways. We hope to connect with nearby universities and organizations involved with statewide conservation, such as North

Branch Nature Center, Vermont Center for EcoStudies, and Vermont Society for Half-Earth Protection, to understand the interconnection of Vermont's ecosystems. We will continue existing activities with schools, and will keep getting college students out into the natural environment.

Becoming Engaged Citizens

These stories from the WildMidd Project helped us to join a larger community of Addison County, all while building an inclusive, productive, and fun space for college students. By recognizing a challenge in youth engagement with place-based conservation, we set out to build stronger connections between young people and the local natural community in Addison County. While the progression of this student group can be translated to other communities, it is important to note the conditions of Middlebury, and of any community that you live in. In rural Vermont, the conservation and environmental challenges are far different (and maybe less apparent) than in other places. However, a main concern for many across the state is that young people are leaving in large numbers and are not settling down where they grew up. While this departure is common for young people, The WildMidd Project has played a role in helping young people, both at the college and in the community, to understand the special places, people, and environment that contribute to the beauty of rural Vermont. Wherever life takes us, we will carry a deeper understanding of place that will help us to become engaged citizens of our future hometowns.



On the first warm and rainy night of the spring in New England, WildMidd students go out to help amphibians cross roads from their winter breeding grounds to vernal pools. This annual event is known as 'The Big Night,' and students excitedly look forward to it each year.

WildMidd: A Sample Constitution

Article I: Name

The name of this organization shall be WildMidd.

Article II: Purpose

The purpose of the organization is as follows:

1. To empower youth environmental stewardship and leadership by engaging Middlebury students, community members, and local youth in on-the-ground conservation and advocacy in Vermont and beyond.
2. To provide a space for students interested in conservation, place-based knowledge, and environmental careers to connect with each other, the Middlebury community, and environmental organizations. To provide local youth with support from peers and college students who share common concerns about environmental issues.
3. To meaningfully advance the preservation and restoration of the natural world in Vermont and beyond.

Article III: Membership

Membership is open to all members of the college community with interests in any facet of the organization's purpose.

Article IV: Board members

Section 1. The club shall have several elected board members, with the following responsibilities:

President(s): To delegate tasks and responsibilities to other members and board members. To act as the primary liaison to faculty advisors and environmental groups outside of the Middlebury Area. To coordinate national and international efforts related to the mission of WildMidd.

Community Engagement Chair: To act as the primary liaison between the club and the broader Middlebury community. To coordinate event organization with off-campus partners. The Community Engagement Chair shall maintain active contact with staff of the Middlebury Area Land Trust (MALT).

Youth Engagement Chair: Primary liaison between the club and K-12 schools and extracurricular programs in the Middlebury community. Coordinates event organization with classroom teachers. Leads youth mentorship trainings for WildMidd college students

(Campus) Events Coordinator: To act as the primary liaison between WildMidd and the Middlebury College community. Promote WildMidd events to Middlebury students. Encourages inclusivity and collaboration with other student organizations, including those not directly related to environmentalism and nature.

Treasurer: To manage and keep track of club funds, and to research and apply for grants. To act as the club liaison to the SGA Finance Committee.

Webmaster/Social Media Manager: To update the Facebook page and any other social media presence, with the goal of advertising the organization and our events to the campus, broader community and world.

Section 2. The board may also decide to fill the following optional board positions if the need arises:

Secretary: To take meeting notes, organize the group's files and perform other organizational duties.

Project leader(s): To develop and execute special projects as chosen by the board.

Article V: Elections

Officials are elected by a simple majority of the present members in a pre-announced meeting. Elections will occur at the end of every spring term unless a simple majority of members agree to hold an election at the end of fall term or J-term. In the case that an officer leaves midway through a semester or is off campus for a semester, a special election will be held to fill the vacancy. A quorum is 2/3 of the active membership.

Article VI: Meetings

Full group meetings will occur weekly while classes are in session. A standard full group meeting should include (1) short introductions, (2) relevant announcements, (3) breakout groups for committees, and (4) a meeting summary. Each breakout group should set goals for tasks to be completed by the next meeting.

A smaller coordinating committee will also meet weekly to prepare an agenda for the main meeting. These meetings will be open to the board and members.

The club should engage in at least one non-meeting event every two weeks whenever possible. These should include a variety of activities across a conservation-recreation spectrum, including (1) fun group events like nature walks that combine outdoor recreation with building a connection to place, and (2) conservation focused events like trail maintenance projects or ecological surveys, emphasizing impact goals and environmental education.

Article VII:

WildMidd board members will request 1-2 Middlebury College faculty or staff members to act as the club's advisor and maintain regular contact with advisors.

Article VIII:

This Constitution must be ratified by a 2/3 majority of the membership.

This Constitution must be approved by the Community Council or a subcommittee thereof.

Article IX: Discrimination Policy

This student organization operates in full accordance with Chapter Four, Section II, A of the Middlebury College Handbook concerning Student Organization Policies of Discrimination, Freedom of Association, Anti-Hazing, Freedom of Inquiry and Expression, Student Publication, Funding, Advertising, and Scheduling. Any and all changes made to the Student Organizations Policies section of the Middlebury College Handbook will immediately become policies adopted by WildMidd.

Article X:

Amendments to this Constitution must be approved by a 2/3 majority of the membership.

Amendments to this Constitution must be approved by the Community Council or a subcommittee thereof.

RESOURCES

EDUCATION

Project Wild: environmental education materials for K-12 lessons: <https://www.fishwildlife.org/projectwild>

Project Wet: water education materials: <https://www.projectwet.org/>

North American Association of Environmental Educators (each state has a chapter): naaee.org/our-partners

LAND CONSERVATION

Land Trust Alliance: national network of Land Trusts: <https://www.landtrustalliance.org/>

Regional Conservation Partnerships Network: <https://rcpnetwork.org/>

The Nature Conservancy: <http://www.tnc.org>

The Audubon Society: www.Audubon.org

Open Space Institute: <https://www.openspaceinstitute.org/>

The Trust for Public Land: <https://www.tpl.org/>

New England Forestry Foundation: <https://newenglandforestry.org/>

State Land Trust Councils

Massachusetts Land Trust Coalition: www.massland.org

Connecticut Land Conservation Council: <http://www.ctconservation.org/>

Maine Land Trust Network: <https://www.mltn.org/>

New Hampshire Land Trust Coalition: <https://nhltc.org/>

Vermont Land Trust: <https://www.vlt.org/>

Rhode Island Land Trust Council: <https://www.rilandtrusts.org/>

FEDERAL/STATE ORGANIZATIONS AND DEPARTMENTS

Departments of Natural Resources/Environmental Protection/Forestry/Water/Fish and Wildlife

Massachusetts: www.mass.gov/orgs

Maine: <https://www.maine.gov/portal/government/state-agencies/>

Connecticut: <https://portal.ct.gov/Services/Land-and-Environment>

Rhode Island: <http://www.dem.ri.gov/programs/naturalresources/>

New Hampshire: <https://www.dncr.nh.gov/>

Vermont: <https://anr.vermont.gov/>

Conservation Commissions

Massachusetts: <https://www.maccweb.org/page/AboutUs>

New Hampshire: <http://www.nhacc.org/basics/>

Maine: <https://www.meaccme.org/>

Vermont: <https://vtconservation.com/>

Rhode Island: <http://www.riconservation.org/>

Connecticut: <https://www.caciwc.org/>

New York: <https://nysacc.org/>

National Park Service: www.nps.gov/state/

The National Parks and Conservation Association: npca.org

National Wild and Scenic Rivers: <https://rivers.gov/>

YOUTH/STUDENT ORGANIZATIONS

Big Brothers/Big Sisters of America: <https://www.bbbs.org/>

Americorps: <https://www.nationalservice.gov/programs/ Americorps>

Terracorps: <https://terracorps.org/>

Student Conservation Association: <https://www.thesca.org/>

The National Association of Service and Conservation Corps: <http://www.nascc.org>

ADVOCACY

Sunrise Movement: <https://www.sunrisemovement.org/>

350.org

The Environmental Defense Fund: www.edf.org

The Natural Resources Defense Council, Inc. (NRDC): <http://www.nrdc.org>

OTHER

American Farmland Trust: <http://www.farmland.org/>

American Rivers: <http://www.amrivers.org>

The Coastal States Organization: <http://www.coastalstates.org>

The Conservation Fund: <http://www.conservationfund.org>

The National Wildlife Federation: <http://www.nwf.org>

inaturalist: <https://www.inaturalist.org/>

Northeast Wilderness Trust: www.newildernesstrust.org

OTHER, Continued

Outdoor Afro: <https://outdoorafro.com/>

Latino Outdoors: <https://latinooutdoors.org/>

Migrant Justice: <https://migrantjustice.net/>

Local Indigenous Communities: <https://www.ienearth.org/>

North American Assoc. of Environmental Educators (NAAEE):

https://cdn.naaee.org/sites/default/files/eepr/resource/files/diversity_module.9.22.15.pdf

30 Under 30: <https://naaee.org/our-work/programs/ee-30-under-30>

Land Trust Alliance Scholars for Conservation Leadership Program:

<https://www.landtrustalliance.org/scholars-conservation-leadership-program>

Open Space Institute Diversity Fellowship:

[https://s3.amazonaws.com/osi-craft/Diversity-Fellowship-Brochure-2020-no-datesindd.](https://s3.amazonaws.com/osi-craft/Diversity-Fellowship-Brochure-2020-no-datesindd.pdf?mtime=20200211122506)

[pdf?mtime=20200211122506](https://s3.amazonaws.com/osi-craft/Diversity-Fellowship-Brochure-2020-no-datesindd.pdf?mtime=20200211122506)

Doris Duke Conservation Scholars Program Collaborative: <https://ddcsp-collaborative.org/>

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7: Oscar Psychas, Young Leaders for Wild Florida

8: Jacob Freedman, WildMidd

9: Top: Jacob Freedman; Bottom: Oscar Psychas, Young Leaders for Wild Florida

10: Top: Courtesy of The Trustees of Reservation; Bottom: Jenny Pushner, WildMidd

11: Oscar Psychas; Bottom: Rob Lillieholm

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17: Oscar Psychas; Bottom: Oscar Psychas, Young Leaders for Wild Florida

18: Todd Balfour, Middlebury College

19: Top: Alachua Conservation Trust; Bottom: Jacob Freedman

20: Emma Turner, Young Leaders for Wild Florida

21: Both: Oscar Psychas, Young Leaders for Wild Florida


22: Barbara Ganley

25: Myles Stokowski

30: Jacob Freedman, WildMidd

Back cover: Jacob Freedman, WildMidd

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A group of seven young people are standing in a forest. The ground is covered with dry leaves and patches of snow. The trees are mostly bare, with some yellow leaves still visible in the background. The people are dressed in winter clothing, including jackets, hats, and scarves. They are all smiling and looking towards the camera. The forest appears to be a mix of deciduous and coniferous trees. The lighting is soft, suggesting it might be late afternoon or early morning.

**For a pdf version of the toolkit,
and for contact information, please go to
Wildhometown.org or
www.wildlandsandwoodlands.org/ALPINE**