

# 2021 Status and Needs Report of Wisconsin Environmental Education Related Organizations

During the first quarter of 2021, we distributed a web-based survey to 100\* environmental education (EE) organization leaders across the state of Wisconsin. The purpose of the survey was to conduct a status and needs assessment of the EE industry in Wisconsin. A version of this survey was distributed previously in 2014, 2016, and 2019. This executive summary will focus on responses related to diversity, equity, and inclusion (DEI). This survey covered topics other than DEI as well.

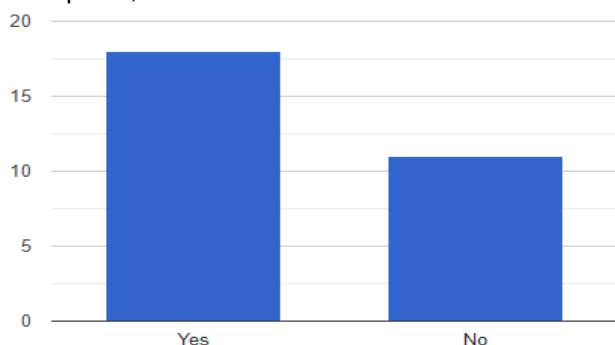
## General EE Organization Information and Trends

48 organizations responded to the entirety of the survey and several other respondents completed the survey partially. We asked these leaders to describe their organization in a number of ways related to diversity, equity, and inclusion. When asked to describe the level of priority placed on increasing DEI at each respective EE organization, a majority of leaders indicated a moderate to high level of priority for DEI (86%), while only 14% indicated it to be low-level priority.

### Respondents estimated the strategies in place to engage Black, Indigenous, and People of Color (BIPOC)

#### Learning from BIPOC Communities

63% of participants indicated there were strategies in place, while 37% indicated there were not.



#### Sharing BIPOC Student and Scientist Voices

No Strategies in Place	Partially Implemented Strategies in Place	Fully Implemented Strategies in Place
45%	35%	21%

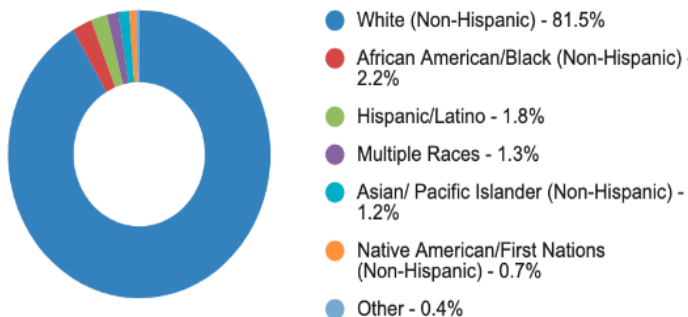
#### Engaging BIPOC in Decision-Making Processes

No Strategies in Place	Partially Implemented Strategies in Place	Fully Implemented Strategies in Place
44%	32%	22%

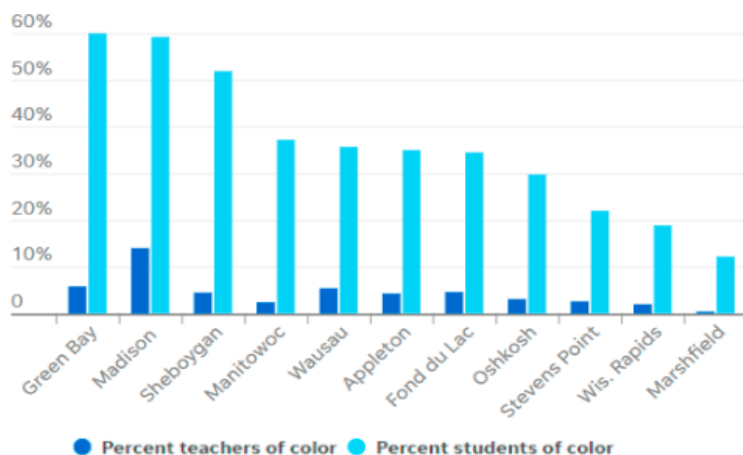
## Diversity within EE Organizations

Organization leaders were asked on a five point scale whether or not their site was dedicated to diversity. 62% of respondents agreed or strongly agreed that their site was dedicated to diversity, 36% of respondents were neutral, and 2% of participants disagreed that their organization is committed to diversity.

### Estimated Demographic Distribution Staff Across EE Organizations in Wisconsin



### Teacher vs. Student Diversity in WI



Source: Wisconsin Policy Forum School Datatool

# Inclusion and Accessibility

Do your curriculum or lesson plans include activity ideas for learners from different cultures or backgrounds?

No	Yes for Some	Yes for All
35%	46%	19%

Does your EE organization have resources and content available in other languages?

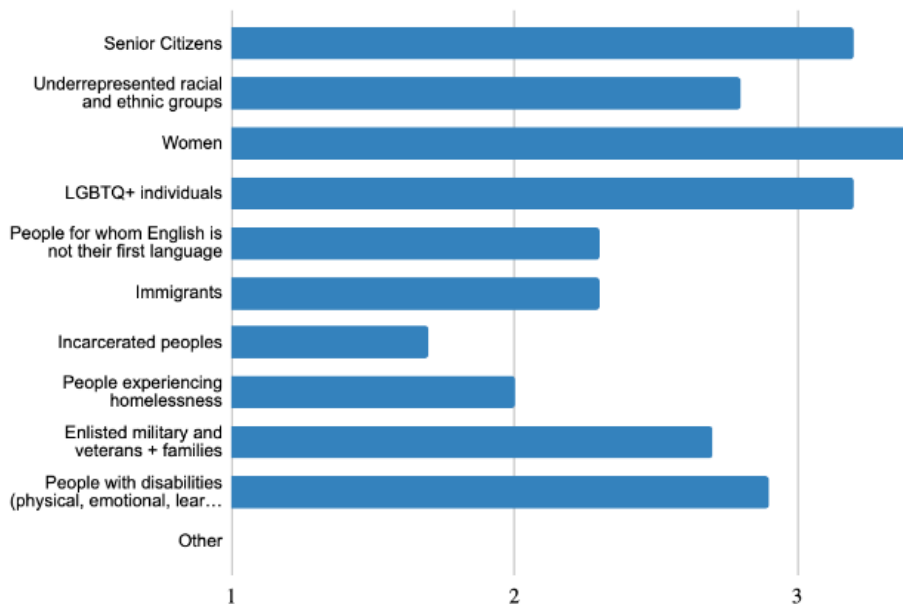
No	Yes
63%	37%

Does your organization have strategies for engaging diverse audiences you do not currently serve?

No Strategies in Place	Strategies in Place
41%	59%

Respondents indicate how well they believe their organization does in providing inclusive programming for the following audiences

Scale: 1- very poorly, 2 - poorly, 3 - well, 4 - very well



**"According to the 2020 Census-Wisconsin is home to people representing 160 different cultures and ethnicities across the state, in addition to the 12 Tribal Nations of WI. Wisconsin is also home to native speakers of over 30 languages across the state." (American Community Survey, 2009-2013)**

## DEI Professional Development Needs and Offerings

Does Your Organization Provide Training on DEI?

No	Yes
52%	48%

Topics Covered in Training Include-

Majority of participant responses (75%) described topics related to the adaptation of EEO materials for diverse audiences, and the facilitation or actionable implementation of DEI strategies (including examples such as the use of inclusive language, recruiting diverse audiences, or addressing implicit bias). The co-creation of programs with stakeholders and recruiting efforts received a much lower percentage of responses (21%).

**Survey participants were asked what training or support needs would help their organization better serve Black, Indigenous, and People of Color. Shown below is a sample of responses indicative of common issues and themes-**

- "We need training on how to make are [sic] programs more inclusive and how to avoid unintended biases."
- "Training for both staff and Board of Directors"
- "Better recruitment techniques so that we have their voices on our team, and can have better representation and role models for the students we serve."
- "Hearing stories of how to genuinely and successfully co-create programming that supports BIPOC."
- "How to offer our skills and resources in ways that [sic] driven by the wishes and needs of BIPOC, rather than what we think and assume is wanted. We need support in bringing BIPOC into our organization and leadership roles."

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These series of reports, beginning in 2014, have had many contributors, including: Isabelle Herde, Zoe Goodrow, Steve Kerlin, Joy Kacoroski, Kendra Liddicoat, Joey Zocher, Zaynab Baalbaki, Tempestt Morgan, Sarah Olsen, Katie Ellis, Emily Crampe, and Danica Hendrickson, with continued support from the Wisconsin Association for Environmental Education. Funding supported this project through the The **Humanities Education for Anti-racism Literacy (HEAL) in the Sciences and Medicine** project is based at the University of Wisconsin-Madison and funded by the Mellon Foundation's [Just Futures Initiative](#). For more information please contact Dr. Justin Hougham [justin.hougham@wisc.edu](mailto:justin.hougham@wisc.edu)

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