



KIDS ECO CLUB

OVERVIEW

*In the end, we will conserve only what we love,
we will love only what we understand,
we will understand only what we are taught.*

– Baba Dioum –

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COLLABORATIONS



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1.0 EXECUTIVE SUMMARY

Imagine an educational system that enables students to engage in innovative programs and field trips, which increases their eco-consciousness and promotes environmental sustainability. Envision schools that foster awareness, knowledge, and the desire to develop and maintain sustainability initiatives that will help to ensure our collective future. California has spearheaded this effort by establishing the first and only statewide curriculum that is intended to instill eco-consciousness into the fabric of the K-12 educational system. However, tragically California has allocated virtually no funds to implement the Education and Environment Initiative (“EEI”) curriculum. Consequently, this landmark curriculum stands waiting on the sidelines, all but unnoticed by the next generation of students and their educators.

KidsEcoClub (KEC) was formed to ensure this ground-breaking curriculum as well as others are used. Partnering with school districts, schools and organizations nationwide, KEC has combined the best in educational tools, youth leadership programs, innovative technology, state approved curriculum, collaborations and resources to create and support a nation of K-12 school environmental clubs.



KEC unites communities by engaging students, educators, scientific professionals, businesses, foundations, and philanthropists to participate in a network of projects and programs all based on increasing environmental sustainability awareness. KEC’s innovative and custom social media platform safely removes classroom walls. School clubs are able to connect across the hall, city, state or nation, sharing curriculum, projects, events, ideas and inspiration.

The needs addressed by KEC are relevant, significant and timely. Environmental concerns are rising and the education system is in dire need of support and additional resources to help create a future generation that is equipped with the content knowledge and the skills to lead efforts to sustain the planet.

1.1 MISSION

The mission of KEC is to increase the eco-consciousness and social responsibility of K-12 students by providing access to the natural world, state of the art social media, innovative educational programs and resources. Through diverse collaborative partnerships, KEC is developing the next generation of leaders who will have the knowledge, passion and skills to promote and work toward environmental sustainability.

1.2 VISION

The vision of KEC is to create, connect, inspire and support student led environmental clubs in K-12 public school in the United States, raising the eco-consciousness of generations to come.

1.3 OBJECTIVES – THE KEYS TO SUCCESS INNOVATE, ENGAGE, EMPOWER, & LEAD

KEC's objectives are to create, foster, support and connect K-12 school environmental clubs throughout the nation. KEC will do this by:

- Utilizing custom social media and technology platforms to enable students and educators to expand beyond their classroom walls
- Providing youth empowerment programs and technology training
- Funding fieldtrips and labs
- Connecting STEAM professionals, universities and colleges with clubs
- Getting youth outdoors to camp, play, surf, hike, snorkel, plant, restore habitats, explore... and along the way learn about sustainability principals, science, energy, habitats, the environment and nature
- Providing assistance with school gardens, orchards, recycling, green technology, wildlife habitats, zero waste, and any school club program, which raises the eco-consciousness of students and educators
- Deploying future leaders

KEC is uniquely qualified to succeed based on the following.

- It is the only non-profit organization committed to establishing, supporting and connecting K-12 school based environmental clubs throughout the nation.
- It has custom, innovative, cutting edge social media and technology platforms in place, connecting students and educators locally and nationally.
- It has established collaborations with the San Diego County Office of Education, the San Diego Unified School District, the Center for Marine Biodiversity and Conservation at the Scripps Institution of Oceanography, the Birch Aquarium, the Center of Creative Leadership, Lotus Leadership Institute, Public Conversations West, the University of San Diego Leadership College, the University of California at San Diego Physics Department and others.

1.4 PROGRAMS

KEC's Mission and Vision are supported by its variety of programs.

PROGRAM NAME	PURPOSE
On-Campus EcoClubs	Establish and support after school and classroom clubs on the campus of lower, middle and high schools where kids can participate in environmental projects and gain exposure to the EEI curriculum and other sustainability principles.
Volunteer Match	Connect schools and clubs with volunteers that support KEC's mission and vision via a match.com type of database.
Eco Field Trips	Support and fund eco-educational field trips for low-income schools.
Eco School Projects	Support and fund eco-enhancing classroom and club needs.
Youth Eco Leadership Training	Offer leadership workshops, seminars, and conferences to develop and train kids involved in EcoClubs nationwide, focusing on developing the next generation of environmental leaders.
Green Youth Council	Provide leadership opportunities and training to 60 National Green Youth Council and 4,000 Regional Green Youth Council.
Ask an Expert	Establish partnerships with universities, corporations, and foundations to create video shorts designed to improve environmental awareness and share innovative energy solutions. Video shorts will be broadcast to clubs and classrooms who can participate in forum and blog discussions with Scientists, Engineers and Artists.
KidConnect	Engage, connect and mobilize kids, clubs, classrooms and volunteers using custom cutting edge social media.
Eco Share	Inspire and empower youth to share information through articles, photographs, film, blogs, forum chats, Facebook, Twitter, Skype, U-Tube and social networking to increase collective eco-consciousness.
Kids Harvest	Start and support school gardens.

1.5 BENEFITS

Kids will benefit by:

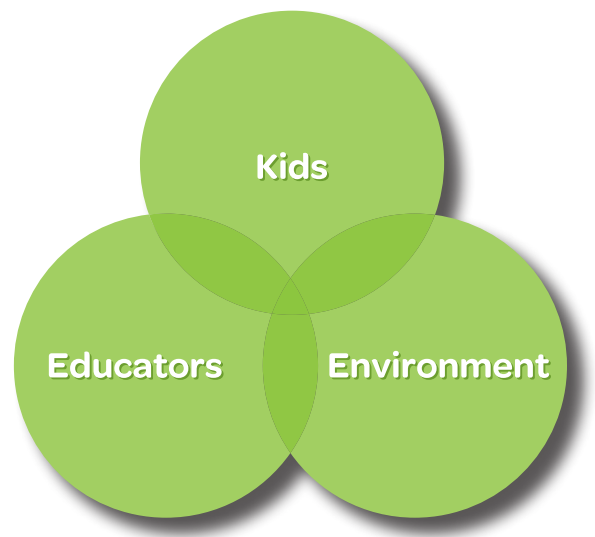
- Expanding their eco-consciousness
- Learning to use social media and technology to connect, share ideas, inspire, lead, innovate, educate and expand possibilities
- Developing leadership skills
- Positively impacting their peers, families schools, communities and planet
- Participating in a grass roots movement to sustain the planet
- Participating in field trips, having fun and getting outside

Educators will benefit by:

- Learning to use social media and technology to expand beyond traditional classroom walls
- Gaining access to other educators, students and STEAM professionals to share ideas, inspire, lead, innovate, educate and expand possibilities
- Gaining a wide network of resources, including funding, curriculum and support
- Participating in field trips and labs

The Environment will benefit by:

Youth who are knowledgeable about environmental sustainability principals and have a lasting connection with the health of the planet.



2.0 ORGANIZATION SUMMARY

KidsEcoClub is a 501(c) 3 nonprofit organization, which creates and supports K-12 school environmental clubs and related programs. KEC is driven to inspire, connect, and empower youth to make decisions to support a healthy, sustainable planet.

2.1 ORGANIZATION HISTORY

In 2010, Susan Guinn was home with her son Max (then nine years old) when he made the comment, “One person can’t make a difference.” Max along with many other kids often feel that they don’t have the power to make a real difference. The ecological destruction and environmental concerns around the world are often discouraging and overwhelming for young kids because they care and want to make a difference and want to be more responsible. Making a difference seems too big, too expansive for them to feel they can have a real and lasting impact. As a result, KEC was formed.

KEC believes that no matter what age, individuals can make a difference in the world. Intentional and targeted in its focus, KEC is committed to training youth to be leaders. With its custom social media and club platforms, as well as its many programs and services, KEC is poised to engage and connect countless educators and students throughout the nation.

KEC recruited a strong board of directors with both theoretical and applied expertise. The administrative leadership team has combined expertise in environmental education, youth programs and development, technology, business marketing and organizational management.



2.2 LOCATIONS AND FACILITIES

KEC is based in San Diego, California. To conserve costs and contribute more funds to program services, KEC is operating out of donated space in an established law office in La Jolla, California. As the organization grows, it will lease space as needed.

3.0 SERVICES AND PROGRAMS

KEC provides a variety of services and programs to support and facilitate environmental education as well as connect students, educators, universities, colleges and STEAM professionals.

3.1 THE ENVIRONMENTAL EDUCATION INITIATIVE (EEI) CURRICULUM IMPLEMENTATION

California's landmark EEI Curriculum is a national environmental education model designed to help prepare today's students to become future scientists, economists, educators, and green technology leaders. The K-12 grade curriculum is comprised of 85 units, teaching select science, history and social science academic standards. Each EEI Curriculum unit allows the students to meet and master each standard using a unique set of California environmental principles and concepts. The EEI curriculum is the only state approved eco-conscious curriculum in the nation.

There are many important benefits to incorporating environment-based instruction into K-12 schools.

- Evidence from a growing body of national studies indicates that achievement increases when students learn the academic content standards in an environmental context.
- Environmental content can be connected to many subject areas, including science, history-social science, English/language arts, and mathematics. These connections help students understand how learning can be relevant to their daily lives and their communities, a significant motivating factor in the learning process.
- Students can learn about how their individual actions affect the environment, thus allowing and encouraging them to participate in identifying and helping resolve environmental issues that may have an impact on their quality of life.

The EEI curriculum is ready to be rolled out in schools throughout California. However there are almost no state funds to support the implementation of the EEI Curriculum. This places the burden on school districts and other organizations in the community to help create teacher buy-in and training at a time when teacher resources and time are already stretched perilously thin. KEC lessens the burden by partnering with schools to offer innovative, experiential learning activities compatible with the EEI Curriculum and other "green" curriculum all at minimal effort and at NO COST for the classroom teacher or school.

Without additional support, the EEI Curriculum will not make its way into active use throughout California's classrooms today, therefore the opportunity of providing this valuable education to a generation of students will be lost. Based on current budget

projections and allocations, California will be unable to issue new text books for several more years, or even a decade or longer, making it unlikely that the EEI curriculum will make it into print. In a decade, the curriculum will be largely outdated and the opportunity will be lost. KEC sees this challenge as a call to action to create effective educational opportunities that allow for the successful implementation of the EEI curriculum.

The EEI curriculum is not limited to California. It can be incorporated into use in other states.

3.2 K-12 ENVIRONMENTAL CLUBS CONNECTED BY SOCIAL MEDIA

Unfortunately very few schools have an environmental club or other related outlets for interested students. KEC establishes and supports environmental clubs in schools. KEC's unique, expansive and secure club website enables clubs to upload pictures, videos, articles, curriculum, projects, events, posts and blogs. Clubs can search and find each other via tags, content, projects and location. They can "friend" each other similar to Facebook, allowing students and educators to share information and communicate beyond classroom walls. The creation and support of clubs is a driving program within KEC and has the potential to reach hundreds of thousands of students.

Clubs receive resources, club manuals, technical assistance, mentoring and volunteers all geared towards engaging and connecting students.

KEC is fortunate to have Courtney Browne on its board, who designs and implements district-wide professional technology development for teachers throughout the San Diego Unified School District (SDUSD) related to the integrated 21st Century (i21) Interactive Classroom Initiative.

KEC hired a Los Angeles based firm, who designed and built a safe, innovative technology platform that connects students and educators in an entirely new and expansive way. As a result, educators and students are able to use digital media to communicate and work collaboratively, including at a distance, to support individual and group learning and contribute to the collective environmental awareness of others.

By September of 2013, all 133,000 SDUSD students will have a computer netbook in the classroom. Every teacher will have a laptop and all classrooms will be equipped with Promethean Interactive Whiteboards, audio-visual systems, student-response systems, document cameras, printers, and wireless internet. This system is the future of the classroom. KEC's technology platform is a secure and engaging way to connect these students and countless others.

3.3 FIELD TRIPS

KEC supports environmental learning fieldtrips for underserved schools. Fieldtrips are enhanced by connecting students and educators with STEAM professionals and related curriculum. KEC also funds transportation.

The value of field trips include:

- Museums, aquariums, science centers, and natural areas offer resources that are simply not available in the classroom, including hands-on experiences, real artifacts, original sources, and more up-to-date information than textbooks
- Well-designed field trips result in higher student academic performance in all subject areas
- Students are motivated for classroom learning by real world application of what they are learning
- Low-income and English language learner students make connections between community resources and opportunities, and their family and culture, leading to higher involvement in the classroom
- The civic engagement mission of schools is met when students use their learning to benefit their community through service learning projects, and to practice the skills of citizenship
- Experiences match the variety of learning styles and intelligences, allowing all students to succeed

3.4 LEADERSHIP TRAINING

A principle part of KEC's vision is to increase the leadership skills and opportunities for students participating in K-12 environmental clubs. Youth are challenged to address environmental issues on a local, national, and global scale. They are taught to work in teams, to lead a team, to speak confidently and competently in front groups, and to have the courage and character to become individuals prepared to make a significant difference within their families, schools, communities and world.

The Center for Creative Leadership, Lotus Leadership Institute, the University of San Diego Leadership College and Public Conversations West are collaborating with KEC to reach hundreds of students. USD and PCW are training undergraduate and graduate students in leadership programs to conduct local regional and national leadership workshops for youth. A three-pronged approach is used: insight-based (assessments and feedback); knowledge-based (models, discussions); and, action-based (experiential exercises, application to real life). Facilitated dialog is used throughout.

3.5 GREEN YOUTH COUNCIL

KEC has established a National Green Youth Council (GYC) to act as a governing board for its K-12 environmental clubs. Each GYC member has an assigned mentor specifically chosen for the student. The GYC will eventually consist of sixty plus youth who are nominated by educators or community members for their character and commitment to a sustainable earth and their leadership potential. To date, twenty-five have been selected. They participate in an Annual Eco Youth Leadership Summit and a number of workshops throughout the year. The first summit was held in August of 2011 at the Center for Creative Leadership in La Jolla, California. Since then, GYC members have attended leadership workshops at the University of San Diego as well as in the mountains and at the beach. They have participated in ropes courses, spoken at various events, met with scientists, been appointed to political boards, worked with a broadcast journalist and traveled to Belize to assist with the conservation efforts of wild cats. In addition, they organized and inspired almost 5,000 students to share their opinions to shape a fifty year regional plan for San Diego. And, along the way, they discovered one person can make a difference.

Eventually, 4,000 members for Regional Green Youth Councils will be selected based upon each individual's passion for raising the eco-consciousness of other youth in their geographic area. These students will participate in the study of leadership concepts, skills, models, styles and methods.

3.6 ECO SHARE

Eco Share is a self-populating digital library created by students and educators through posts from their school clubs. This unique program provides an ever changing snapshot of the collective eco-consciousness of America's youth. As students and educators populate their custom club websites, the content is available to all clubs, educators and students. In every grass roots movement, there must be a venue to be heard, to test ideas, to push boundaries, to give voice.... This is that platform.

3.7 COLLABORATIONS

KEC recognizes the need to leverage community resources and continues to target collaborations with the top organizations in each field. For example, the Center for Creative Leadership is a preeminent global institution for leadership development and research. The Lotus Leadership Institute is a regional hands-on leadership training and coaching program with experience working with youth. The Scripps Center for Marine Biodiversity and Conservation is a center of interdisciplinary cooperation in research, collaborating with partners and scientists from other academic institutions, government agencies, industry leaders, and conservation organizations around the world, to seek technically sophisticated, regionally appropriate strategies to prevent and reverse biodiversity collapse.

These collaborations are critical to the mission of KEC. They provide quality content and support for KEC and are well-respected nation-wide. As such, these successful

collaborations add exposure, credibility, and the effective expertise needed to fulfill KEC's mission and vision. KEC will continue to expand its collaborations.

3.8 MENTOR PROGRAM

KEC mentoring programs pair a Green Youth Council youth with a mentor for 6-12 months. Mentors rotate students every six to twelve months. Green Youth Council members are paired with a mentor until they graduate from high school. The youngest Green Youth Council member is currently nine years of age. The oldest is seventeen. Mentors are provided by colleges and leadership partners. Mentors and youth participate in monthly activities to strengthen the relationship between the two and improve the young person's confidence, leadership skills and hopefulness. Mentors participate in meetings to report the young person's progress and define goals. The purpose of the mentor program is to create leadership opportunities for both the mentor and the mentee around environmental issues.

3.9 KIDS HARVEST

The Kids Harvest program helps schools start and sustain school gardens and orchards. Curriculum includes content related to sustainability principals, water, nutrition, zero waste, GMOs and food preparation.

4.0 MARKET ANALYSIS SUMMARY

4.1 COMPETITIVE MARKET ANALYSIS

KEC provides environmental education grounded and connected in approved curriculum, leading social media and expert professional collaboration. To KEC's knowledge, no other environmental K-12 educational organization has an integrated, comprehensive social media and technology platform that effectively and safely removes classroom walls, allowing students and educators to freely exchange ideas and share information.

KEC is a layered organization, benefiting the community, corporate partnerships, educators, kids and the environment through a solid mission and highly effective programs.

4.2 MARKET TRENDS

A market analysis done by LA Visual supports an image and branding that is both bright and energetic, while also approachable and environmental. Extensive research into what attracts children to a website and engages them in programming and online social interaction has resulted in an exciting, integrated web platform.

A competitive market analysis on similar organizations has identified a need for a comprehensive environmental educational program that blends curriculum implementation, experiential activities, educational programs, financial support for educators, volunteers and social networking. KEC has been structured to meet that need.

4.3 COMPETITIVE EDGE

KEC has a clear competitive advantage for several principle reasons. It has.

- A highly professional and accomplished Board
- Expansive programming that benefits educators and students, as well as sponsors and partners
- Established partnerships with the nation's leading environmental groups
- Engaging robust social media to connect students, educators and volunteers
- Vision
- Passion

5.0 PROJECTED GROWTH

KEC has experienced a high growth rate. It served several thousand children during its first year and expects to engage over 10,000 students this year. This growth will ensure KEC reaches kids nationwide and will provide more exposure for sponsoring businesses and partnerships. Beginning with 30 clubs in 2012, KEC anticipates a growth to 200 clubs by the end of 2013.

6.0 MANAGEMENT SUMMARY AND LEADERSHIP TEAM

6.1 BOARD OF DIRECTORS

KEC has compiled a Board of Directors that reflects the professionalism, expertise, and leadership skills the organization embodies. This group participates in all major decisions and oversees both the process and content of KEC programming. The Board continues to play a vital role in establishing partnerships and raising funds.

SUSAN GUINN, President & Co-Founder

Susan L. Guinn received her Baccalaureate Degree in Nursing from the University of New Mexico in 1988 and graduated from the University of Denver School of Law with her J.D in 1991. She has been practicing law for approximately twenty years.

Guinn has a national law practice based in San Diego, California. The Law Offices of Susan L. Guinn has an emphasis in consumer protection.

Guinn has successfully litigated cases ranging from severe personal injury to business litigation, which have resulted in numerous multi-million dollar recoveries for her clients. As a partner at Robinson, Phillips & Calcagnie, Guinn represented the County of Los Angeles in its unfair business practices lawsuit against the tobacco industry resulting in a 3.3 billion dollar settlement.

She was a two time President for the Western Trial Lawyers and is or has been in the past a member of the Consumer Attorneys of California (“CAOC”), the San Diego Trial Lawyers Association, the Western Trial Lawyers Association (“WTLA”), the Association of Trial Lawyers of America (“ATLA”), the Attorneys Information Exchange Group (“AIEG”), and Trial Lawyers for Public Justice (“TLPJ”). Guinn served as a Board Member for CAOC from approximately 1996 through 2000. As a sustaining member of ATLA, she served as co-chair of the Publications Committee and was an Executive Committee Member of the Product Liability Section.

Guinn is also a founding board member and Secretary for the non-profit organization the St. Paul’s Foundation for International Reconciliation, which provides legal and financial support to the St Paul’s Center in Kampala, Uganda. The Center is led by Bishop Christopher Senyonyo, who was recognized as one of the top ten religious leaders in the world by the Huffington Post. It provides women’s self-help and advocacy programs, HIV education and prevention, literacy training, and micro loan programs to under served populations in Uganda and elsewhere.

MAX GUINN, Co-Founder

Max is twelve years old and a member of the national Green Youth Council. His vision of a sustainable world is one in which there is an environmental club at every public school and a planet that is clean and safe with enough food and water for everyone, including animals and fish. He enjoys basketball, golf, hiking, paddle boarding, snow-boarding, fly fishing, biking and birding.

CHRISTIAN DARBY, Treasurer

Christian Darby is a seasoned marketing executive with 27 years of experience in the consumer products industry. As President of Marketplace Products, he has recently managed or manages DRTV campaigns for WD-40, RONCO and the American Kennel Club. His expertise rests in the areas of product development, licensing and marketing operations. His recent efforts have him focused within the DRTV industry.

Darby brings to Marketplace Products an intimate knowledge of the DRTV business which includes product development, marketing and manufacturing of the following product lines: AKC branded pet products, WD-40 cleaning supplies, Montell Williams' My Rotisserie, Wow Containers, Miss Army, Everycut, Bandit, Miracle Reach, Easy Freezy and the Euro Juicer. Developing marketing strategies which include a DRTV component that focus on servicing the mass, drug and specialty retail channels has helped place Marketplace Products in over 40,000 retail outlets. Darby has expanded the AKC line of products from one SKU to over two dozen across several categories including making them the first AKC branded products to sell at Walmart. A Marketplace Product is advertised on TV somewhere every five minutes.

Prior to his position with Marketplace Products, Darby held the position of Vice President of Product Development and Marketing at Sylmark (previously Kent & Spiegel), a \$300 million DRTV company based in Los Angeles. Duties included oversight of all product development, manufacturing and marketing. Prior to Sylmark, Darby spent 15 years in the toy industry developing and marketing products under some of the world's premier brands including Disney, Nintendo, Microsoft, Warner Brothers and Sony. Darby earned a Master's of Business Administration from Stanford University as well as a Master's of Product Design from Stanford University.

Dr. AMY PARISH, Secretary

is a Biological Anthropologist, Primatologist, and Darwinian Feminist who has taught at University of Southern California in the Gender Studies, Arts and Letters, and Anthropology programs and departments since 1999. She received her undergraduate training at University of Michigan and her graduate school education at University of California-Davis and then taught at University College London. She conducted post-doctoral research at the University of Giessen in Germany on the topic of reciprocity. Dr. Parish has been studying the world's captive population of bonobos for the last twenty years. The bonobo, whose name derives from the ancient Batu word for ancestor, is one of the two species comprising the chimpanzee genus. Bonobos and chimpanzees are the two closest living relatives of humans living today. In 2008, she received a Mellon Award for excellence in faculty mentoring of undergraduate students. Dr. Parish teaches with the goal of helping students to internalize learning enough to pursue it in the future in their own ways. She wants active learners to emerge—students who make sense of the world through their own eyes, experiences, and values, so that they might be significantly enriched by their educational experiences. She also hopes to engage the students in activist pursuits that might lead to more community involvement in their post-campus lives. Dr. Parish is Co-Founder of WorldWideVisionaries.org, an online forum for young people to develop and exchange ideas about working on social justice and environmental causes. Dr. Parish has served on the Board of Directors for the Arusha Project, a non-profit organization devoted to helping HIV infected women in Tanzania. Current activities include a position on the Board with the organization Up the River Endeavors, which is devoted to addressing sustainable development, global peace and social justice. Her work has been featured in Ms. Magazine and she has appeared on Nova, National Geographic Explorer, NPR, and Discovery Health Channel productions. She gives numerous public lectures: the most recent and upcoming include: giving the keynote addresses at the “Women in Science: Molecules to Ecosystems” conference at Indiana State University and the “Science of Gender” conference at Lewis and Clark; lectures in the School of Medicine and the School of Journalism at USC; and a lecture for at the Human Ethology meetings in Bologna, Italy. Dr. Parish recently completed a project in Malawi on childhood growth and development where she supervised USC Master's in Public Health students.

JEREMY JACKSON

Jeremy Jackson is the co-founder and former Director of the Center for Marine Biodiversity and Conservation at Scripps Oceanography and the William E. and Mary B. Ritter Professor of Oceanography at the Scripps Institution of Oceanography in La Jolla, California, as well as a Senior Scientist at the Smithsonian Tropical Research Institute in the Republic of Panama. He was Professor of Ecology at the Johns Hopkins University from 1971 to 1985. Jackson is the author of more than 100 scientific publications and five books. His current research includes the long-term impacts of human activities on the oceans and the ecological and evolutionary consequences of the gradual formation

of the Isthmus of Panama. He co-founded the Panama Paleontology Project in 1986, an international group of some 30 scientists, to help support his isthmian research. He has also worked extensively on the ecology of coral reef communities and the tempo and mode of speciation in the sea.

Jackson is a Fellow of the American Academy of Arts and Sciences and the American Association for the Advancement of Science, and received the Secretary's Gold Medal for Exceptional Service from the Smithsonian Institution in 1997 and the UCSD Chancellor's Award for Excellence in Science and Engineering in 2002. His work on overfishing was chosen by Discover magazine as the outstanding environmental achievement of 2001. He has served on committees and boards of the World Wildlife Fund US, the National Research Council, the National Center for Ecological Analysis and Synthesis, and the Science Commission of the Smithsonian Institution.

NANCY KNOWLTON

Nancy Knowlton is the Sant Chair for Marine Science at the Smithsonian Institution in Washington, DC. She graduated summa cum laude from Harvard University in Biology and obtained her Ph.D. in Zoology from the University of California at Berkeley.

Professional Activities include: Senior scientist emeritus, Smithsonian Tropical Research Institute; Adjunct professor, Scripps Institution of Oceanography, University of California San Diego; Board of Directors, Coral Reef Alliance; Editorial Board, Annual Review of Marine Science; Pew Marine Fellows Advisory Committee; Chair, Editorial Board, Ocean Portal; Founder, Scripps Center for Marine Biodiversity and Conservation.

Her honors and elected Offices include: AAAS Board of Directors, Peter Benchley Award for Science in Service of Conservation. In addition, Knowlton has published numerous scientific publications.

KATHRYN MENDERINK

Kathryn J. Mengerink, Director of the Ocean Program at the Environmental Law Institute, researches law and policy to support effective ocean management. Current work includes supporting coastal and marine spatial planning (CMSP) implementation; developing innovative approaches to addressing cumulative impacts to West Coast marine ecosystems; supporting Alaska Natives communities' engagement in Arctic CMSP; and examining the legal ramifications of the federal CMSP framework. She is a lecturer at Scripps Institution of Oceanography. She serves on the editorial board for the Sea Grant Law and Policy Journal. Before joining ELI, she served as research associate at the Law of the Sea Institute. She holds a Ph.D. in Marine Biology from Scripps (UCSD) and a J.D. with a Certificate of Specialization in Environmental Law from UC Berkeley.

COURTNEY BROWN

Courtney Browne is currently a technology resource teacher for San Diego Unified School District. She designs and implements district-wide professional development for teachers through the Integrated 21st Century (i21) Interactive Classroom Initiative, which brings technology tools, including an interactive whiteboard and class set of netbooks, to every classroom in the district. Browne helps teachers utilize technology in effective and innovative ways that increase engagement and student participation in the learning process.

Browne has taught biology at the high school and middle school levels, as well as art and computer literacy classes. Her love for teaching began by working in outdoor educational settings, including the Blue Ridge Mountains of Virginia, the tallgrass prairie in Nebraska, the beaches of Long Island, as well as the Birch Aquarium in San Diego. She received a B.A. in Biology and Studio Art from Hollins University, an M. Ed from UCSD and most recently an administrative credential from San Diego State University.

In 2007, Browne was awarded San Diego Unified School District Teacher of the Year. She inspired her students through interdisciplinary projects that provided them with real world, hands-on experiences. Through field trips, data collection, video creation, and volunteer work, students shared their understandings and new awareness of the world around them. For her creative ways of connecting science, art, and the environment, she received an Ambassador for the Planet Award from the Wyland Foundation. She continues to advocate for STEM programs and teaches with the BeWISE Program engaging young women in science.

RON JESSEE

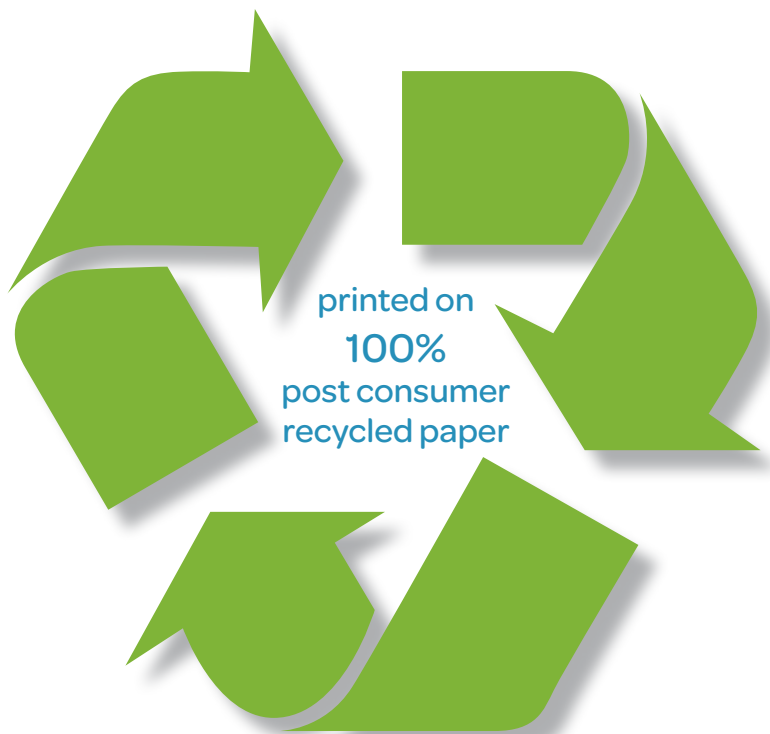
Ron Jessee is the Coordinator of Visual and Performing Arts for the San Diego County Office of Education (SDCOE), overseeing 42 school districts. He began his educational career in 1975 as a theatre, dance and music teacher in the Grossmont Union High School District. From 1996 to 2001, Ron served as the Assistant Principal of Monte Vista and Grossmont High Schools.

Upon his arrival at the SDCOE in 2001, Mr. Jessee created the innovative VAPA Standards 101-103 Workshops, recognized throughout California as a model for standards based professional development. He is also the founder and facilitator of the San Diego Arts Network and the Co-Founder of the Arts Education Resource Organization of San Diego. In his position with the SDCOE, Mr. Jessee facilitates the needs of the 42 county school districts, comprising 680 schools and 490,000 students. Mr. Jessee is a sought after keynote speaker and travels frequently to Sacramento to meet with the California CISC and CCSESA Regional Arts Leads. He is also a member of the Kennedy Center Partners in Education. Mr. Jessee is the recipient of many educational awards.

NANCY TAYLOR

Nancy Taylor is an educational leader with 28 years of experience including fourteen as K-12 Curriculum Coordinator of the 42 district, 500,000 student wide San Diego County Office of Education, including nine as Director of the National Science Foundation PISCES Project. Nancy is a community builder, researcher, fund developer and innovator as a 1995 founding member and Executive Director of the San Diego Science Alliance (501 c3), Co-Principal Investigator of the National Science Foundation grant to Cal State University, San Marcos for the Cyber TEAM project, three years as Director of the Middle School Science Education Leadership Initiative (MSSELI) reaching 14 districts and 28 middle schools.

Nancy served three years as K-6 principal and assistant principal of the 750 student Hanson Lane Elementary School in Ramona, and 17 years as the founder and director of Swim Ramona! Prior to that, serving as Regional Director of the California Department of Education's State Systemic Science Initiative. Honored as distinguished educator by the California Curriculum and Instruction Superintendent's Council, Athena San Diego, Governor's Digital Visioning Committee and award recipient of the Classroom of the Future Foundation's Impact Award and the California School Board Association's Golden Bell (2005 and 2009). Nancy is a published author of professional articles and managing editor "Strategic Science Teaching", 4,000 copies in print. Nancy is a university adjunct faculty Pt. Loma Nazarene and San Diego State University. She has classroom teaching experience, spanning 14 years in bilingual settings at grades 1-5 and middle school science in the Ramona Unified School District and San Diego Unified School District. Fluent in Spanish.



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