

# Looking for Leaders

Latino individuals and families in your community are affected by local water quality. Youth can make a difference, but youth leaders need to know how to help. A Leadership Institute gives local leaders a chance to improve their understanding of local watershed issues, youth education materials and special approaches for Latino families.

To start planning your Leadership Institute you need to identify a group of people who want to help. This small group will form the **Steering Committee**.

## The Steering Committee will determine a preliminary goal for the Institute and will:

1. Plan With The Community
  - Form a Resource Committee
  - Provide background material
2. Consider Community Assets And Needs
3. Involve Interns
4. Get Specific! – Choose Education Goals
5. Plan the Leadership Institute
  - A. Identify Participants
  - B. Plan a Schedule
  - C. Design Institute Sessions
  - D. Design Individual Sessions
  - E. Develop a Budget
  - F. Develop an Evaluation Strategy
  - G. Finalize Details
6. Conduct the Institute
7. Reflect on Outcomes—Where Do We Go From Here?



**This manual provides you with the planning tools you need to complete these tasks.**

## TASK 1



### PLAN WITH THE COMMUNITY

The Steering Committee can appoint a **Resource Committee** of community members that can help identify local environmental problems and potential leaders for Latino youth programs.

#### **Resource Committee members may include:**

- Municipal and county watershed organizations
- Health departments and related natural resource organizations
- Environmental organizations: National (Audubon Society, Sierra Club, The Nature Conservancy) or local (land conservancies, urban creek organizations)
- Leaders of Latino youth and community groups
- Latino youth
- Other watershed issue stakeholders such as sports fishing groups, farm business groups, horse owners, recreation clubs or businesses

The Resource Committee can be an informal group that meets face-to-face or discusses topics via phone or E-mail. It meets as needed to accomplish tasks and can assist the Steering Committee by:

1. Identifying local water issues
2. Helping select important Institute topics
3. Identifying resource people, speakers and potential leaders
4. Providing advice about dates and sites
5. Recruiting potential leaders

**Provide background material** to help your Resource Committee better understand Institute goals. Make sure your budget provides enough funds to supply sample watershed education materials.

## Examples of Sample Watershed Education Materials

- *Sourcebook for Watershed Education*, GREEN
- *Give Water A Hand*, leader and action guides
- *Educating Young People about Water*, Vols. 1-3
- Any local water education curricula
- Sample materials specifically designed for Latino youth

These materials will help the Committee better understand the current state of water education and help them give you session ideas for the Institute. Details for ordering these materials are in **Appendix D**.

## TASK 2

### CONSIDER COMMUNITY ASSETS AND NEEDS

Once the Resource Committee is formed, conduct informal discussions or host a meeting to decide how to direct the planning of the Institute. Consider the following questions:

1. What are the critical water issues and their causes in this county/area?
2. How have Latino communities been impacted by water issues?
3. What is being done or has been done to address these issues?
4. How *are* Latino youth involved and how can their involvement be increased in such programs—especially through adult leadership?

Answers to these questions will help Committee members suggest Institute topics, the length of the workshop and guest speakers. Follow-up discussions with the Resource Committee can help develop ideas about the details of the Institute.

#### The Resource Committee and interns can determine:

- ✓ What is already known and how to publicize it
- ✓ What new information is needed and how to get it

## TASK 3



### INVOLVE INTERNS

Involving local Latino college students as interns provides an outstanding opportunity to link their access and knowledge about the Latino community to the support of potential watershed leaders. Interns provide a relatively inexpensive way to accomplish a variety of jobs associated with planning and conducting an Institute. And, of course, internships are important educational and professional development opportunities for students.

#### Interns can help to:

- Identify education needs and current activities
- Plan and schedule the Institute
- Recruit participants
- Make connections within the Latino community
- Facilitate logistics during the Institute
- Conduct follow-up activities, including evaluations

Interns will benefit by taking part in the Institute and by meeting local educators. They'll learn how to plan and conduct a Leadership Institute and how to design and present follow-up activities. See **Appendix B** for the pilot project's intern activity report.

Your Resource Committee and local universities are good sources for recruiting interns. Some colleges/universities may be willing to give credit to interested students. You should also check with local Latino educators who may be aware of college students looking for such opportunities.



## TASK 4



### GET SPECIFIC! – CHOOSE EDUCATION GOALS

How will community leaders involve Latino youth? The Leadership Institute will be successful if you know exactly where you want to go. The resources in this manual are designed to help you accomplish the following general goal:

*Plan and conduct a watershed education leadership Institute that will help community leaders involve Latino youth in studying and addressing local watershed problems.*

The focus of the Institute may be:

1. Investigating Latino community needs and interests in local watershed issues.
2. Examining strategies to involve the Latino community in watershed education.
3. Learning how to adapt resources to Latino needs and interest.

Using these ideas, your committee can formulate its own specific goal and focus of your Institute.

## TASK 5



### PLAN THE LEADERSHIP INSTITUTE

Once you have determined the goals for your Leadership Institute you are ready to plan the Institute itself. Begin the planning process by asking some basic questions. Who are likely participants? When are they available to attend? What skills will participants want? When can you schedule the Institute? What kind of budget will you need? How will you fund the Institute? Use the following guidelines, A through G, to help answer these questions.

## A. Identify Participants

The target audience of the Institute is education and community natural resource professionals who are interested and/or involved in local water quality issues and local water protection. For this Institute, emphasis is placed on recruiting individuals who work with or plan to work with local Latino youth.

## B. Plan a Schedule

When planning the schedule for the Institute consider the following factors:

- ✓ Who will be your audience – will it be teachers, nonformal educators or both? Typically teachers are more available during the summer months or only on weekends.
- ✓ When will potential participants be available?
- ✓ How many days will the Institute last?
- ✓ Should the Institute take place on concurrent days or should it occur on separate days, for instance the first Saturday of every month?
- ✓ How much time do participants want for working together on new skills?
- ✓ What are the typical weather conditions for that time of year? Remember, you will probably be planning a field trip, so cold weather may limit your water study capabilities. At the same time, summer may mean dry streams and dangerously high temperatures.

## C. Design Institute Sessions

Develop a draft schedule and sessions to put some structure into your planning. This will help you develop a budget for the Institute.

To plan each day's sessions, it is helpful to have daily goals. Design specific days or sessions that match these goals. For example:

## **DAY 1**

### **EXAMINING COUNTY WATERSHED ISSUES**

#### **Goal: Understanding Your Community Environment**

This day is devoted to familiarizing participants with local watershed issues and showing them how to assess local watershed quality. To explore needs, leaders need to meet with local experts and learn how to conduct basic water quality studies. Participants should also explore current involvement of their local Latino community in water issues.

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## **DAY 2**

### **WATERSHED, YOUTH AND THE LATINO COMMUNITY**

#### **Goal: Understanding Youth In The Community**

Youth leaders need to better understand the youth they work with and how to be more effective leaders. These sessions can focus on ways to enhance leader ability to facilitate youth activities and build relationships with the help of resources available locally and nationally.

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## **DAY 3**

### **LINKING EDUCATIONAL OPPORTUNITIES TO YOUTH NEEDS**

#### **Goal: Making the Connection— Linking Community And Youth Needs To Education Opportunities**

Leaders need to know how to implement programs in their communities and how to design youth education programs that meet school, youth and community needs. They need to know what materials are available for youth education and how they can link watershed projects to education opportunities, either in a school setting or a nonformal setting.