Panel 1: Learning Ecosystems for Thriving in a Changing Climate

Claire Anderson is Co-Founder and Executive Director of Ripple Effect Water Literacy Project, a New Orleans nonprofit that helps schools teach local water and climate issues through everyday science instruction. A former public school teacher, she brings a deep understanding of teaching to her leadership, guiding Ripple Effect's work at the intersection of localized curriculum design, multi-year school district partnerships, and intensive teacher learning systems. Under her leadership, Ripple Effect has established research collaborations to investigate how students and teachers engage with complex socioecological water issues, including their justice and ethical dimensions. In addition to her school- and classroom-focused work, Claire has led multi-stakeholder initiatives such as Louisiana Evergreen, which brings organizations together to define and tackle systemic challenges that undermine effective and sustained environmental education.

Marijke Hecht is Assistant Professor of Environmental Education in the School of Environment and Natural Resources at The Ohio State University. Her research focuses on urban communities where she works collaboratively with educators and youth to understand and develop pathways for people to learn about and care for the natural world we are all a part of. She explores questions of environmental identity, environmental literacy about complex ecological issues, and the structure and function of learning ecosystems. Prior to her work in academia, she taught middle and high school math and science in NYC public schools and spearheaded urban environmental restoration projects in Pittsburgh, PA. These community-based projects include advocating for the Nine Mile Run aquatic ecosystem restoration, one of the largest urban stream improvements in the U.S., and managing the design and construction of the award-winning Frick Environmental Center, a public education hub, welcome facility and park gateway that received LEED Platinum and Living Building Challenge certification and is net-zero water and energy. As Director of Education for the Pittsburgh Parks Conservancy, she led the organization in successfully broadening participation in outdoor parks-based science education in partnership with local K-12 educators. She received her PhD in Learning Sciences and Policy from the School of Education at the University of Pittsburgh and a Master of Science in Botany from the Field Naturalist program at the University of Vermont.

Mark Lee, Ph.D., is the Senior Vice President for Academic Affairs at Spelman College, where he leads initiatives to strengthen faculty governance, modernize the curriculum, and advance student success. A member of the Spelman faculty since 2002, Dr. Lee previously served as chair of the biology department, trustee, and co-principal investigator on National Science Foundation–funded projects supporting STEM education for underrepresented groups. His research in immunology and science education has been supported by the National Institutes of Health and the National Cancer Institute. Dr. Lee earned his Ph.D. in biochemistry from Clark Atlanta University and his B.S. in chemistry from Morris Brown College.

Kal Mannis is Senior Director for Rural Engagement at Arizona Science Center, with decades of experience in both formal and informal education across the rural Mountain West. In 2016, he co-led the NSF-funded Rural Activation and Innovation Network (RAIN), which studied pathways that impact and shift STEM identity in rural, remote, and Indigenous communities

throughout Arizona. He later collaborated with Arizona State University on a NASA Science Activation project focusing on Broadening Participation with Ecosystems, where RAIN served as a model case study. Kal continues to champion opportunities for rural schools and communities, serving as a 2025 DoD STEM Ambassador as well as sitting on STEM and place-based Boards locally and nationally.

Panel 2: Work-based Learning Experiences for Thriving in a Changing Climate

Madeleine Chaisson (she/her) is rooted in the Gulf South and driven by a passion for local community. As a Senior Manager at Jobs for the Future (JFF), she works with a variety of stakeholders ranging from community colleges to local governments to champion collaborative efforts that increase access to quality jobs. Madeleine previously led workforce and mobility initiatives at LISC Houston and the International Rescue Committee. She holds a Master of Public Service from the Clinton School of Public Service and a BA in International Relations, French, Spanish, and Latin American Studies from the University of Arkansas.

Andrés Henríquez, EDC director of STEM education strategy, is a national expert in science, career readiness, educational technology, and policy. He brings extensive experience in philanthropy, having served as a program officer at the National Science Foundation (NSF) and the Carnegie Corporation of New York. Henríquez is leading several initiatives focused on improving STEM education, career readiness, and workforce development to meet the growing demand to create a future-ready workforce. One initiative focuses on strengthening education and employment systems to advance the goals of the CHIPS and Science Act to boost domestic research and manufacturing of semiconductors in the U.S. Previously, he was a member of NSF's Directorate for STEM Education Advisory Committee. Henríquez has led work in college and career readiness standards and assessments, including the writing and adoption of the Next Generation Science Standards. Earlier in his career, he led a partnership between Bell Atlantic and Union City Schools that fueled a community transformation and received national recognition. He holds an MA from Teachers College and a BA from Hamilton College.

Christina Kwauk, PhD is a social scientist with an interdisciplinary focus on education for climate action. She is an expert on girls' education and international development, 21st century skills and youth empowerment, and the intersections of gender, health, and education. Christina is co-editor of *Curriculum and Learning for Climate Action: Toward an SDG 4.7 Roadmap for Systems Change* and *What Works in Girls' Education: Evidence for the World's Best Investment*. She has published numerous policy papers, academic articles, and curricula on climate change, and has trained education sector professionals around the world on greening education. Christina works as an education consultant, is Co-Founder and Chief Technical Officer at Unbounded Associates. She also serves on the Cosmos of Stars for RegenIntel, Girl Rising's Advisory Council, the International Jury for the UNESCO Prize for Girls' and Women's Education, and is a member of the Climate Change Action Plan Ad Hoc Committee for the Prince George's County Public Schools Board of Education in Maryland. Formerly, Christina was a Fellow at the Center for Universal Education at the Brookings Institution, Associate Director of the Monitoring and Evaluation of Climate Communication and Education (MECCE) Project, and Head of Climate and Education at the Education Commission.

Dr. Jonathan Wickert is the state Director of Career and Technical Education and STEM Initiatives at the Delaware Department of Education. He is responsible for leading and aligning federal and state education and workforce policy and programs to high-growth industry sectors, braiding financial resources, and developing supports for youth and adults with barriers to continuing education and employment. Jon is committed to ensuring Delawareans engage in an equitable and high-quality education, enriching experiences, and meaningful relationships to achieve their individual career and life goals.

Panel 3: State Policies Related to Education for Thriving in a Changing Climate

Sarah Bodor serves as Senior Director of Capacity Building for the North American Association of Environmental Education (NAAEE). In her role, she oversees NAAEE's advocacy strategy and coordination of a network of 54 state, regional, and provincial Affiliate organizations. She monitors local, state, and federal policies that advance environmental, outdoor, and climate change education, and provides training and strategic guidance to state and local advocates. Sarah is a member of the steering committee and policy action team for the Outdoors Alliance for Kids and a contributing partner to the Youth Outdoor Policy Playbook.

Katie Navin is the Executive Director of the Colorado Alliance for Environmental Education (CAEE), a nonprofit that works to amplify and elevate environmental and outdoor learning across the state. She has been active in the field for more than 20 years, serving as an educator and curriculum developer at organizations ranging from museums to residential outdoor programs in seven states. Since joining CAEE in 2008, Katie has been a leader in strengthening Colorado's environmental and outdoor learning community and actively contributes to national efforts in the field.

Panel 4: Economic Considerations for Thriving in a Changing Climate

Daniel Aldana Cohen is Assistant Professor of Sociology at the University of California, Berkeley, where he directs the Socio-Spatial Climate Collaborative, or (SC)2. He is also Founding Co-Director of the Climate and Community Institute. He's the co-author of *A Planet to Win: Why We Need a Green New Deal*. His scholarship has appeared in *Nature; Environmental Politics*; *Public Culture*; *Scientific Data*; *The International Journal of Urban and Regional Research*; *Environmental Justice*; and elsewhere. His public writing has appeared in *The New York Times*, *The Guardian*, *Time*, *The Nation*, and elsewhere.

Renata Rimšaitė is a senior program manager at the Daugherty Water for Food Global Institute (DWFI) at the University of Nebraska. Her expertise is in economics and water management policy. Renata develops, manages, and oversees programs focusing on improving food and water security. She is particularly interested in emerging research and engagement areas around intersections between agricultural water use, changing precipitation patterns, and sustainable

finance. Renata is especially excited about building new relationships and advancing existing partnerships and collaborations with stakeholders in the public and private sectors. Prior to her current position, Renata was a water markets program manager at DWFI and the National Drought Mitigation Center, focusing on better understanding drought and agricultural water management policies. Renata holds a doctorate in Agricultural, Environmental and Regional Economics (Pennsylvania State University), a bachelor's degree in Economics (Frostburg State University), and a bachelor's degree in Law (Mykolas Romeris University, Lithuania).

Panel 5: Community and Civic Learning and Action for Thriving in a Changing Climate

Philip Bell is Professor of Education at the University of Washington Seattle where he holds the Shauna C. Larson Endowed Chair in Learning Sciences. His research focuses on understanding and resourcing transformations in K-12 science and climate change education focused on multispecies justice, cultural resurgence, socio-ecological caring, and anti-coloniality. He partners with teachers, students, families, community experts, educational leaders, and researchers to promote equitable learning within and across settings in ways that are personally consequential to learners and their communities. Broadly, our research group explores educational pathways to anti-colonial and socially just futures in local communities and across far-flung state- and national-level educational implementation networks. He directs the professional learning resource initiative called STEM Teaching Tools (http://stemteachingtools.org).