Part of the "Creeks in Common" initiative, this document serves as a tool to spark collaborative action by students, faculty, agencies, organizations, and campus partners. Many of the lists were generated by ChatGPT, are incomplete and contain errors, and in no way represent commitments by organizations. Working groups will use this document to jumpstart discussions and will update to reflect new priorities and partnerships. Please comment or get involved! Contact: cei.sonoma.edu.

Dig into Copeland Creek Projects

Dig into Copeland Creek project focuses on coordinating and expanding place-based education throughout the Copeland Creek watershed. The project will work on aligning existing programs and developing new offerings focused on themes critical to understanding challenges faced by the creek, including restoration, groundwater-surface water interactions, wildfire resilience, and food systems. Designed to be interdisciplinary and accessible, this initiative highlights the relevance of watershed stewardship across the sciences, humanities, arts, and social sciences—creating a shared platform for experiential learning, public engagement, and collaborative planning for the future of Copeland Creek.

Partial List of Existing Efforts in the Watershed

- **Center for Environmental Inquiry (CEI)** is developing a series of public events in Fall 2025 focused on revealing local environmental issues on Copeland Creek. The events will be advertised as part of the Dig into Nature series and will include hands-on learning and expert-led discussions. Open to all, the series will serve as a platform for gathering insights and shaping future action along the creek.
- **Crane Creek Regional Park** encompasses areas within the Copeland Creek watershed and offers educational programs including school field trips, guided nature hikes, and community events that explore weather, local ecosystems, and environmental stewardship. The park also hosts hands-on restoration activities in partnership with organizations like STRAW and the Sonoma RCD, giving participants opportunities to learn about habitat and watershed conservation.
- **SSU's Fairfield Osborn Preserve** offers a variety of public events in the upper watershed organized by the Center for Environmental Inquiry. These include natural history hikes, hands-on workshops, and educational series covering topics like native plants, wildlife, geology, and citizen science. Events are open to all and designed to connect participants with the preserve's diverse ecosystems through experiential learning, expert guidance, and community engagement.
- **Laguna de Santa Rosa Foundation** offers a variety of educational events that explore the creeks feeding into the Laguna, including tributaries like Copeland Creek. These

programs are designed to engage the public with the ecological, cultural, and hydrological significance of the watershed.

- **LandPaths** offers public hikes and educational programs near the Copeland Creek watershed, particularly on the western slopes of Sonoma Mountain. They lead guided outings at places like Lafferty Ranch, where participants explore local ecology and the headwaters of nearby creeks. While not focused exclusively on Copeland Creek, their events support regional watershed education and conservation.
- **Sonoma Mountain Ranch** is a privately owned working cattle ranch that hosts educational visits through partnerships with academic institutions. While it does not offer regular public events, the ranch supports environmental education through coordinated access with other educational organizations.
- **SSU Agroecology Garden** Located on the SSU campus, this garden serves as a demonstration and teaching tool showcasing sustainable, organic agroecology practices. It offers internships, volunteering, and classroom experiences for students and the public to develop practical skills in food production and ecological conservation.
- **The Kenneth M. Stocking Native Plant Garden** on the SSU campusis an outdoor classroom and living laboratory that supports hands-on learning in botany, ecology, and conservation. Featuring 15 plant communities from across California, the garden helps students and visitors explore native biodiversity and its relationship to watershed health.
- **Special Events**
    - **City of Rohnert Park and Daily Acts -** The City of Rohnert Park, in collaboration with the nonprofit organization Daily Acts, hosted the "Copeland Creek Revival" event. This community event aimed to beautify the local waterway by involving volunteers in pollution cleanup and invasive species removal, thereby promoting a healthier habitat for local wildlife.
    - **SSU Department of Theater Arts and Dance** presented "The Copeland Creek Project / A Theatrical Journey," a site-specific outdoor performance along Copeland Creek. This unique event combined dance and theater to explore the history of the creek and its influence on local communities.
    - **The Soundscape Project** was a collaborative effort led by the Center for Environmental Inquiry that brought together the departments of Theater Arts & Dance, Engineering Science, and Geography, Environment, and Planning. Theater faculty and students created performances inspired by natural sounds, while engineering students designed and managed the recording technology. The project also benefited from the expertise of Bernie Krause of Wild Sanctuary, who trained students in acoustic recording techniques, and composer Jesse Olsen Bay, who created original compositions from the collected sounds.

Partial List of Potential Additional Partners

- **The Sonoma Environmental Education Collaborative (SEEC)** is a network of organizations and educators working to expand environmental literacy and access to nature-based learning in Sonoma County. SEEC fosters collaboration, resource sharing, and professional development among its members. As a partner, they can help connect events to schools and regional initiatives, ensuring it's educationally aligned and widely accessible.
- **Sonoma Resource Conservation District (RCD)** offers LandSmart Workshops and Webinars on natural resource conservation, including sustainable agriculture practices, and a FARMS Leadership Program that provides hands-on experiences to youth at working farms and agribusinesses.
- **UC Master Gardener Program of Sonoma County** offers Food Gardening Workshops for home and community gardeners covering topics like composting, irrigation methods, and sustainable food gardening practices, and Botany for Families Workshops, a workshop and walking tour designed to deepen understanding of botany and its relation to gardening.
- **Occidental Arts & Ecology Center (OAEC)** offers Permaculture Design Certification Courses focusing on community resilience and sustainable agriculture
- **California Native Grasslands Association (CNGA)** offers workshops, field days, and webinars focused on native grassland ecology, restoration techniques, grazing management, and sustainable landscaping. Their events often combine scientific insight with hands-on skills, targeting land managers, restoration practitioners, and educators. CNGA also provides certification programs and publications to support best practices in native grassland stewardship across California.
- **California Native Plant Society (CNPS)** provides educational programs including plant walks, habitat restoration trainings, and community science projects that promote the understanding and conservation of California's native flora. Local chapters, like the Milo Baker Chapter in Sonoma County, host regular talks, field trips, and volunteer opportunities.
- **Sonoma Water** offers a range of public education programs focused on water conservation, watershed health, climate resilience, and environmental stewardship. Through classroom presentations, field trips, and community events, they engage students and residents in learning about local water systems and sustainable practices.
- **Daily Acts** offers educational programs that empower communities to take practical, climate-resilient actions through workshops, tours, and hands-on projects. Topics include rainwater harvesting, greywater systems, sheet mulching, water-wise gardening,

and sustainable living—all designed to build local capacity for ecological stewardship and resilience.

- **California Department of Water Resources (DWR)** may provide data, technical expertise, or guest speakers focused on regional watershed systems.
- **UC Cooperative Extension – Sonoma County** offers community education on soil management, groundwater, and agricultural hydrology. Also participates in workshops related to climate-smart land stewardship.

Partial List of Potential Academic Engagement

College of Science, Technology, and Business

- **Department of Biology:** could lead field-based studies of riparian ecosystems, analyze species responses to restoration, and mentor students in long-term ecological monitoring projects.
- **Department of Chemistry:** could support student research on water quality and nutrient cycling, explore chemical signals of environmental stress, and integrate creek-based labs into coursework.
- **Department of Computer Science:** could develop mobile tools for field data collection, create open-access digital platforms for mapping and sharing research findings, and support data science applications in watershed monitoring.
- **Department of Engineering:** could design sensors for groundwater-surface water tracking, model stormwater flow in urbanized creek sections, and support tech-driven solutions for restoration and wildfire resilience.
- **Department of Geology:** could explore the physical processes shaping the watershed, map groundwater recharge areas, and study the effects of geologic substrates on water movement and vegetation patterns.
- **Department of Kinesiology:** could connect nature-based learning to physical and mental health outcomes, study movement-based programming (e.g., nature walks, stewardship events), and examine accessibility of outdoor education.
- **Department of Mathematics and Statistics:** could support hydrologic and ecological modeling efforts, help students interpret field data from creek projects, and apply statistical tools to assess educational outcomes.
- **Department of Nursing:** could investigate community health outcomes linked to environmental education, design wellness activities focused on outdoor learning, and explore health disparities tied to watershed degradation.
- **Department of Physics and Astronomy:** could support students in using sensors and remote technologies to track environmental variables, apply physics-based models to water flow and energy exchange, and contribute to interdisciplinary STEM education.

- **Department of Business Administration:** could evaluate the organizational structure and sustainability of education programs, support project management and funding strategies, and explore ecosystem services markets tied to watershed health.
- **Wine Business Institute:** could engage students in exploring sustainable viticulture practices within the watershed, assess how land use and water management affect agricultural systems, and promote regional food system education.

College of Education, Counseling, and Ethnic Studies

- **Department of Counseling:** could examine the emotional benefits of nature-based learning, help integrate social-emotional learning into field education, and support inclusive, trauma-informed approaches to place-based pedagogy.
- **Department of Early Childhood Studies:** could develop creek-themed environmental curriculum for young learners, lead early education partnerships with local schools, and encourage exploration of nature through sensory and inquiry-based activities.
- **Department of Education:** could lead teacher training in outdoor, interdisciplinary methods; support curriculum design around watershed literacy; and foster K–12–university partnerships for ongoing learning along the creek.
- **Department of American Multicultural Studies:** could explore how cultural identity shapes environmental engagement, support culturally sustaining pedagogy in creek programming, and ensure inclusive representation in educational materials.
- **Department of Chicano and Latino Studies:** could co-create bilingual education resources, collaborate with local Latinx communities in shaping learning experiences, and support pathways for underrepresented students into environmental fields.
- **Department of Native American Studies:** could integrate Indigenous knowledge systems into watershed education, protect and interpret culturally significant sites, and support TEK-based land stewardship curricula.
- **Hutchins School of Liberal Studies:** could lead interdisciplinary learning modules that integrate ecology, writing, history, and philosophy; foster collaborative projects rooted in systems thinking; and create a central hub for integrative place-based pedagogy.

College of Humanities, Social Sciences, and the Arts

- **Department of Anthropology:** could study human–land relationships across time in the watershed, integrate ethnographic methods into education research, and highlight cultural dimensions of watershed change.
- **Department of Art and Art History:** could lead community-based art projects that reflect on creek dynamics, support visual interpretation of ecosystem change, and develop creative materials for educational use.

- **Department of Communication and Media Studies:** could produce documentary and digital media content that showcases student work, amplify community voices involved in restoration, and lead campaigns around watershed literacy.
- **Department of English:** could support writing-intensive, reflective assignments rooted in field learning, curate narrative collections of creek experiences, and lead creative writing projects exploring nature and place.
- **Department of History:** could guide students in researching land and water histories of the region, integrate primary sources into field-based storytelling, and provide historical framing for land use and restoration decisions.
- **Department of Music:** could design sound-based learning activities in the watershed, compose works inspired by creek environments, and support public performances tied to themes of resilience and restoration.
- **Department of Philosophy:** could engage students in ethical inquiry about land stewardship, intergenerational responsibility, and climate adaptation, and lead discussions on the values that shape environmental decisions.
- **Department of Political Science:** could analyze policy challenges affecting the watershed, guide students in environmental decision-making simulations, and evaluate the role of public institutions in shaping creek futures.
- **Department of Psychology:** could research cognitive and affective impacts of place-based learning, explore identity formation through environmental education, and assess nature-based interventions for stress reduction.
- **Department of Sociology:** could explore the social structures influencing participation in watershed learning, evaluate program equity and inclusivity, and research community relationships to creek spaces.
- **Department of Theatre Arts and Dance:** could use performance to interpret creek dynamics and environmental change, lead participatory events to activate learning through movement, and integrate dance into experiential education.
- **Department of Women's and Gender Studies:** could explore how environmental education intersects with gender, race, and equity; support feminist pedagogies in field settings; and highlight underrepresented leadership in watershed work.

Partial List of Potential Funders

- **National Science Foundation (NSF)** supports innovative educational models that integrate STEM with real-world environmental challenges. Your project's interdisciplinary, experiential learning approach—especially in the context of water systems and resilience—aligns well with NSF's goals around undergraduate education and broadening participation.

- **U.S. Environmental Protection Agency (EPA)** funds community-led environmental education and restoration initiatives that promote watershed health and engage underserved communities. Your focus on Copeland Creek as a living laboratory for student learning and public engagement is a strong match.
- **National Oceanic and Atmospheric Administration (NOAA) – B-WET Program** emphasizes place-based watershed education for K–12 and college students in coastal areas like Sonoma County. Your project's experiential learning approach, especially around water and ecosystem resilience, aligns perfectly.
- **California State Coastal Conservancy** invests in public access, habitat restoration, and climate resilience across California's watersheds. Your initiative connects creek restoration with equitable education, community engagement, and long-term stewardship planning.
- **California Department of Water Resources (DWR)** funds programs that address integrated water management and climate adaptation. The Copeland Creek project's emphasis on surface/groundwater interaction, drought resilience, and stakeholder coordination fits their priorities well.
- **CAL FIRE** funds landscape-scale wildfire resilience and ecological forest management. Your work on riparian corridor resilience and fire-adapted restoration strategies makes this a compelling candidate for funding.
- **Sonoma Water** supports initiatives that engage communities and students in understanding local hydrology. Your project directly contributes to those goals by linking classroom learning with on-the-ground creek stewardship.
- **Sonoma Land Trust / Sonoma Resource Conservation District** fund community-based restoration and environmental education programs that foster climate and ecological literacy. Your interdisciplinary, place-based model fits with their mission to build local conservation leadership.
- **North Coast Resource Partnership (NCRP)** supports cross-sector, tribal-inclusive planning and implementation for watershed resilience in Northern California. Your initiative, with its collaborative, community-engaged model, aligns with NCRP's integrated vision for natural resource stewardship.
- **Gordon and Betty Moore Foundation** funds science-based conservation and environmental education. Your emphasis on systems thinking and local ecological knowledge across disciplines is a strong fit for their environmental science and sustainability priorities.
- **William and Flora Hewlett Foundation** supports both environmental sustainability and equitable education in California. Your work aligns with their goal to improve learning outcomes through innovative teaching and to protect natural resources through inclusive civic participation.

- **David and Lucile Packard Foundation** focuses on conservation, climate resilience, and education, the Packard Foundation would value your approach to integrating ecological restoration with student learning and food systems thinking.
- **Rose Foundation for Communities and the Environment** funds grassroots and community-based projects that promote environmental justice and watershed protection. Your inclusive stewardship model, which links public engagement with hands-on action, fits their mission.
- **Kresge Foundation** focuses on climate-resilient communities and equitable access to environmental benefits, Kresge would be interested in your interdisciplinary approach to planning, health, and resilience in a watershed setting.
- **California Wellness Foundation** supports programs that promote community health and well-being, particularly through environmental access and justice. Your project's link between watershed stewardship and public health could make a compelling case.
- **Native American Environmental Protection Coalition** support Indigenous-led environmental stewardship and water protection. If your project involves tribal partnerships or traditional ecological knowledge, it would align with their mission to empower Native communities.
- **First Nations Development Institute** funds food sovereignty and ecological education grounded in Indigenous knowledge. Your project's attention to food systems, education, and watershed health may qualify, especially with Indigenous collaboration.
- **Nia Tero Foundation** supports Indigenous peoples' guardianship of lands and waters. Any integration of Indigenous ecological knowledge and community governance in the Copeland Creek initiative could attract their interest.
- **CSU Chancellor's Office (Campus as a Living Lab, WRPI, etc.)** internal programs fund faculty-student collaborations that integrate sustainability across curriculum and campus operations. The model of Copeland Creek as an interdisciplinary educational platform is a textbook example of a "living lab."
- **SSU Office of Research & Sponsored Programs** may provide seed funding or matching support for mission-aligned, cross-departmental initiatives like this one. The Copeland Creek initiative helps position SSU as a leader in place-based education and sustainability.