



ECOLOGY PROJECT
INTERNATIONAL

ANNUAL REPORT FY 2019

Conservation for the next generation

MISSION | Improve and inspire science education and conservation efforts worldwide through field-based student-scientist partnerships.

VISION | An ecologically literate society where the world's youth are empowered to take an active role in conservation.

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“We have to educate people; we have to help them see how climate change and pollution affects them and explain how they can change to help recover and preserve resources.”
-NATALIA, LOCAL COSTA RICA PARTICIPANT



PREPARING A GENERATION

What changes defined this decade we have just closed? **The most important, perhaps, was this: The global environmental crisis, which previously seemed a threat to our future, presented itself as an immediate and harrowing danger.**

Wildfires and cyclones, their intensity and frequency augmented by climate change, incinerated or submerged millions upon millions of square kilometers, often in places they had never wrought such destruction. Meanwhile, scientists began alerting us that the tragedy of species extinction has now been joined by a broader problem: the global decline of all wild populations.

It's not just that rare creatures are disappearing, but that nearly all creatures are becoming rare. Global ecosystems are unravelling.

And yet, amid these frightening trends, there is at least one hopeful development. We have recently witnessed the emergence of the world's youth as a leading force in the fight against climate change. At EPI, we are deeply encouraged by this movement, for it is just what we've been working for. **As an organization, we are devoted to inspiring and empowering young people to work effectively for conservation and sustainability in their own communities.**

We achieve this goal by taking kids into inspiring natural settings, teaching them sound environmental science, and giving them the opportunity to work with scientists whose research has a direct bearing on conservation and management. As you will read in this report, their contributions to research are authentic, and their impacts on conservation are measurable.

It is essential to EPI's mission that we offer opportunities not only to kids visiting from afar, but also to those who live nearby. **Local students are vital to the future of the endangered ecosystems around them, and they are prospective leaders in the broader global movement essential to our common future.** Indeed, the most important benefits of our programs are not the specific research and conservation goals our students pursue, but rather what happens to our students in the process. They are united and inspired by a special place. They work across cultural boundaries. And finally, at a time when empirical evidence and sound conclusions are beleaguered by distortions and rhetoric, our students learn first-hand how scientists establish solid facts. It has never been more important for kids to know what it means to know something.

If this decade has confronted us with the frightening urgency of our global environmental crisis, it has also shown us where we might find the will and intelligence to confront that crisis. It resides in young people. Kids around the world are destined to face ecological problems of unprecedented scale and complexity. **We'd better prepare them for it.**

Aaron Hirsh
Chair, Board of Directors



• AWARDED •

"VIVA IDEA SCHMIDHEINY NONPROFIT & PUBLIC AWARD"

EPI Costa Rica



By rallying the support of the EPI community locally and globally, EPI Costa Rica won first place in the VIVA Schmidheiny Public Award. EPI was also awarded third place in the VIVA Schmidheiny Awards for Nonprofit Organizations with social and environmental impacts in Latin America, honoring our contribution to the ecological literacy of students and direct conservation efforts with leatherback sea turtles at EPI's Pacuare Reserve.



EPI'S YEAR IN REVIEW

In 2019, more than 4,900 students and alumni across five countries in North, Central, and South America engaged in hands-on field science and conservation projects near their own communities with Ecology Project International. Students and alumni restored critical wildlife habitat from mangroves to grasslands, monitored and protected endangered species from leatherback sea turtles to yellow-headed parrots, and engaged their communities in conservation education, action, and celebration.

2019



NOTABLE

EPI Mexico's Eco Club, the Californios Verdes, launched a successful public education campaign on single-use plastics, reaching hundreds of Baja California Sur residents and building support for a state-wide ban.



EXPANDING OUR REACH

For the first time, EPI offered professional development courses for educators outside of our Teacher Fellowships. EPI led four teacher workshops focused on Next Generation Science Standards in three different countries.



MAKING AN IMPACT

Over 36,000 sea turtle hatchlings were protected and released at EPI's Pacuare Reserve in Costa Rica.



HITTING TARGETS

Each program site worked to increase climate literacy within programming as a result of our Connect4Climate initiative.



LOOKING AHEAD

EPI's Pacuare Reserve is expanding its lodging options to increase our residential student programming, broaden ecotourism options, and build capacity for long-term research projects.

“EPI Galapagos' Mola Mola Eco Club has given me three things: extraordinary experiences, personal growth, and lifelong friends.”
-MICAELA, LOCAL GALAPAGOS PARTICIPANT

UNDER THE GUIDANCE OF GALAPAGOS NATIONAL PARK RANGERS, EPI STUDENTS CONTRIBUTE TO LONG-TERM RESEARCH PROJECTS MONITORING CRITICALLY ENDANGERED GIANT TORTOISE POPULATIONS ON THE ISLANDS.

EPI IN THE FIELD

ENGAGING STUDENTS, ALUMNI, AND COMMUNITIES

YELLOWSTONE WILDLIFE & WINTER ECOLOGY

Students contributed to Yellowstone National Park's understanding of bison, and their role in the ecosystem, by using telemetry to track collared bison, measuring grazing effects, and classifying herds of ungulates. Summer groups worked with the U.S. Forest Service to collect baseline data on amphibian populations and remove invasive weeds to improve elk habitat. They also worked with local ranchers to remove or modify fencing to improve wildlife migration opportunities.

Twelve EPI Yellowstone alumni were awarded Bitterroot Wildlife Internships at MPG Ranch. They partnered with a dozen scientific research mentors on diverse projects with high conservation value. Interns also improved wildlife habitat, studied restoration ecology, and prepared and presented their own scientific posters at the 6th annual Bitterroot Wildlife Internship Research Symposium.

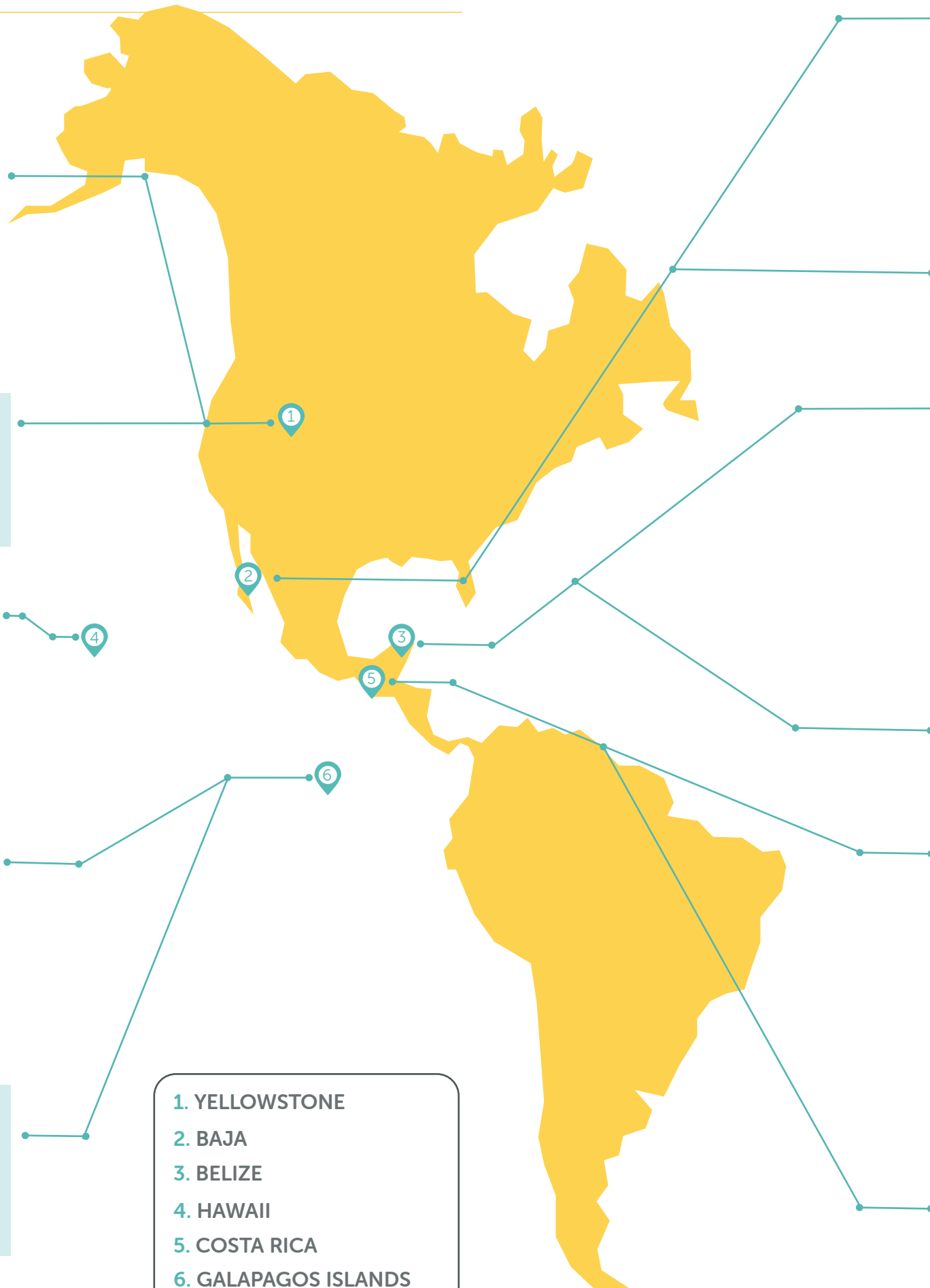
HAWAII ISLAND ECOLOGY

Students from the island of Maui and mainland educators worked with The Nature Conservancy in the Waikamoi Preserve to remove invasive pine and ginger. Youth also contributed to Maui Cultural Lands' efforts to restore traditional and sustainable taro agriculture. On the Nā Papalimu O Pi'ilani reef, participants collected field data on key reef fish species, providing information on how human use of these waters impact marine life of the islands.

GALAPAGOS ISLAND ECOLOGY

EPI students worked with the Galapagos National Park to study the ecology and migration patterns of two different species of critically endangered Santa Cruz giant tortoises. Youth also assisted researchers to identify seeds dispersed by giant tortoises, and eradicated invasive plant species. As part of the Reef Environmental Education Foundation's (REEF) community science project, students also conducted roving diver marine biodiversity surveys.

For the seventh year, EPI Galapagos' Mola Mola Eco Club members took action to protect endangered green sea turtle nests. Collaborating with the Galapagos National Park and Intercultural Outreach Initiative, they engaged 150 community members from Santa Cruz and Isabela Islands to help safeguard the nests. EPI alumni also worked with Galapagos Conservation Trust to conduct micro-plastic surveys at the green sea turtle nesting site at Tortuga Bay.



1. YELLOWSTONE
 2. BAJA
 3. BELIZE
 4. HAWAII
 5. COSTA RICA
 6. GALAPAGOS ISLANDS
- ALUMNI ACTIVITIES

BAJA DESERT & COASTAL ECOLOGY

Students conducted marine invertebrate censuses in the Gulf of California and collected water samples for environmental DNA (eDNA) researchers to help create a more efficient way of censusing marine species' populations. Students also partnered with the San Diego Natural History Museum to conduct terrestrial reptile and amphibian studies, contributing to abundance and diversity baselines, and a better understanding of the ecology of these key desert species.

Through EPI Mexico's Eco Club, the Californios Verdes, alumni spent more than 4,000 hours leading environmental education and service activities. Californios Verdes also conducted public education outreach to help achieve a ban on the most common single-use plastics in Baja California Sur.

BELIZE MARINE ECOLOGY

At Payne's Creek National Park, students worked with the Toledo Institute for Development and Environment (TIDE) to record and classify sightings of the threatened West Indian manatee. Roost counts of yellow-headed parrots were also conducted to monitor recovery of this endangered species and the health of the ecosystem. Inland, at Cockscomb Basin Wildlife Sanctuary, students assisted researchers in setting camera traps to track mammals. EPI groups also snorkeled at the Port Honduras Marine Reserve to measure cover and density of seagrass—an important nursery ground and food source for many species, including sea turtles and manatees.

This season, EPI Belize partnered with the World Bank-funded Marine Conservation and Climate Adaptation Project (MCCAP) to deliver a suite of alumni and outreach activities, including field visits to protected areas, community conservation service, and internships.

COSTA RICA SEA TURTLE ECOLOGY

At EPI's Pacuare Reserve on the Caribbean coast, students conducted nightly censuses of nesting sea turtles, helped improve nesting habitat, protected nests and eggs against human and environmental threats, and released sea turtle hatchlings. Students collected population and behavioral data on three monkey species, and set camera traps and analyzed photos of felines. On the Pacific coast, students assisted researchers on an in-water project to collect data on sea turtles feeding in the Golfo Dulce. By collecting seeds and planting seedlings, youth also helped restore the critical mangrove forests of the Osa Peninsula.

For the sixth consecutive year, EPI Costa Rica hosted "Manos Unidas por el Maria Aguilar," a community river basin clean-up effort in San Jose, and collected over 15 tons of garbage. EPI Costa Rica also led their seventh Biociencia exhibition, where students presented more than 110 science and technology projects and conservation-themed art and media works to more than 450 community members.

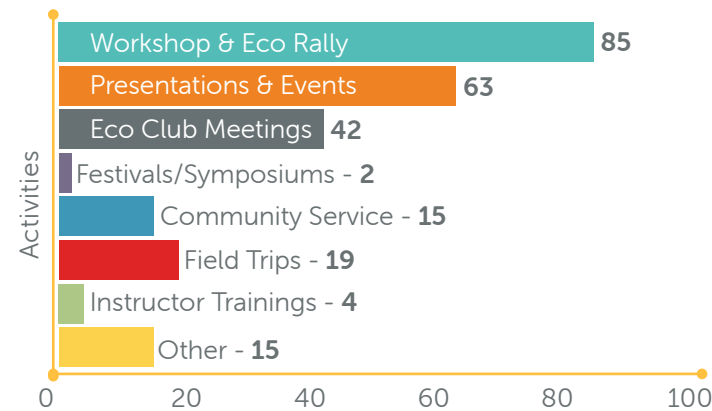
GLOBAL PARTICIPATION

In 2019, EPI engaged **12,297** participants in our field courses, community events, workshops, eco club activities, field trips, and community service projects. More than 11,000 of these participants were local, and of these local participants, 4,978 were students participating in field experiences—a 9% increase over 2018.

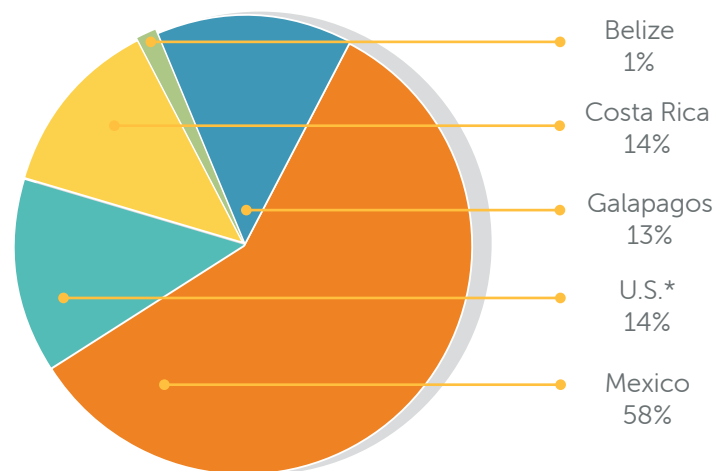
Across EPI's five program sites, students in our multi-day field courses experienced an average of 12% growth in environmental literacy, with a notable **32% increase in knowledge of environmental action strategies**.

EPI engaged more than 6,000 local community members in conservation-themed events and educational opportunities in 2019, including studying the effects of climate change on sea grass beds in Belize, leading water workshops in local schools in Mexico, and holding two international sea turtle festivals in the Galapagos.

ALUMNI AND OUTREACH ACTIVITIES (EXCLUDES CORE PROGRAMS)

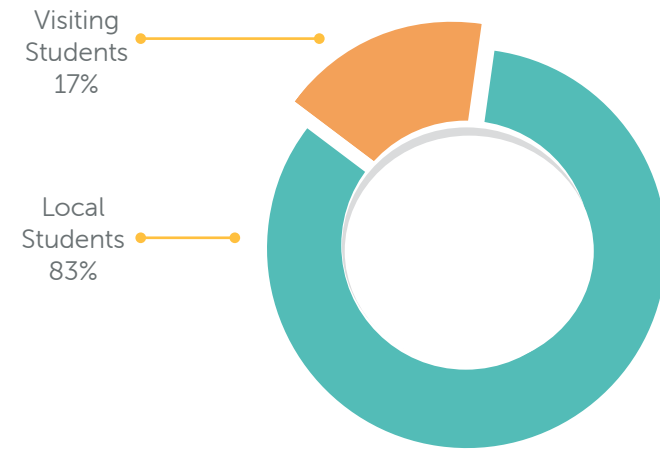


PARTICIPANTS BY COUNTRY (ALL EPI ACTIVITIES)



*U.S. includes both visiting and local students in Yellowstone and Hawaii, and all Eco Tour and Teacher Fellowship participants

LOCAL & VISITING STUDENTS (CORE PROGRAMS)



GLOSSARY OF TERMS:

Alumni Activities: Opportunities to increase environmental leadership roles for alumni within their community/school/workplace—most participants in these activities will have participated in an EPI core field program

Community Service: Volunteer service work taking place in the community at large, led by EPI staff and/or alumni

Core Programs: EPI's flagship multi-day courses, partnering students and scientists in the field at every program site

Eco Club Meetings: A gathering of EPI alumni and other local youth to collaborate or plan future alumni/community activities

Eco Tour: Field courses or short trips for adults and families

Field Trip: Short (1-3 days) alumni excursions into the field to participate in research and observation

Festivals & Symposiums: Gatherings coordinated by EPI staff and volunteers that attract large numbers of participants, families, teachers, school administrators, partners, and community members.

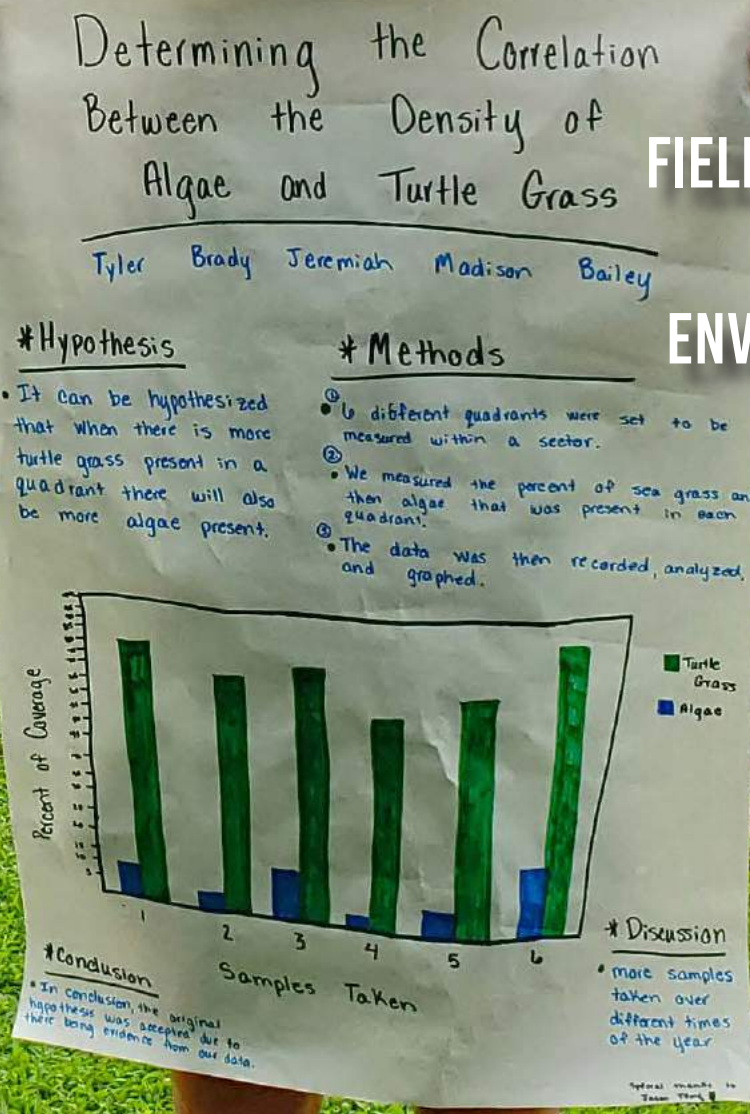
Outreach: Activities intended to reach a broader local audience who haven't yet or can't participate in our core programs

Presentations & Events: Educational opportunities for the public or a specific group of EPI constituents led by EPI alumni, staff, and scientific partners

Workshops: Short-term curriculum-based activities that take place in the field or other locations outside of a school



THANKS TO OUR SUPPORTERS,
EPI REACHED
12,297
FIELD-COURSE PARTICIPANTS
& INCREASED
ENVIRONMENTAL LITERACY*
BY AN AVERAGE OF
12%



*Represents the average increase in environmental literacy (knowledge, competencies, and dispositions) from pre-course to post-course in all EPI programs.

CONNECT4CLIMATE: BUILDING KNOWLEDGE, EMPOWERING ACTION

Research on climate change education shows that more emphasis is needed on building personal relevance and supplying students with methods for action. Informing youth about the changing climate isn't enough without empowering them to become critical thinkers and problem-solvers and giving them strategies to engage.

Last year, thousands of EPI students throughout the Americas worked alongside scientists to help answer questions that can advance protection of threatened and endangered species and habitats, while gaining the necessary knowledge and tools from EPI educators to take action on climate change in their own communities.



1 MADE CLIMATE CHANGE VISIBLE AND RELEVANT

- EPI connected students, teachers, alumni, and community members with on-the-ground impacts of climate change at our field sites. In Yellowstone Winter Ecology programs, students qualified snow types and explored the impacts of climate change on snowpack in the Greater Yellowstone Ecosystem.
- Students in Mexico's Coastal Ecology program connected ocean water temperature readings with marine mammal distribution.

2 MONITORED AND PROTECTED CLIMATE-THREATENED SPECIES

- Students in Costa Rica's Sea Turtle Ecology program created shade structures or relocated exposed leatherback sea turtle nests—even slight elevations in sand temperature can affect the developing embryos.
- In Belize, students helped TIDE determine wake-free zones for boats by recording manatee sightings.

3 FOCUSED ON CLIMATE LITERACY

- During the winter in Yellowstone National Park, students bundle up and classify snowpack, learning how different types of snowpack affects different species.
- In the warmer months, Yellowstone Wildlife Ecology Program students work with Gallatin National Forest rangers to monitor amphibian populations, species that are particularly susceptible to the decreased moisture levels associated with rising temperatures and longer summers.

4 EMPOWERED STUDENTS TO TAKE ACTION IN THEIR OWN COMMUNITIES

- EPI Galapagos alumni in the Mola Mola Eco Club conducted beach profiles to track beach erosion and analyze the impacts of sea level change on green sea turtle nesting habitat.
- EPI Mexico alumni in the Californios Verdes Eco Club launched a successful public education campaign with the "Deplastificate Alliance," which resulted in the ban of three of the most commonly used single-use plastics in Baja California Sur.

IN 2019, PRE & POST COURSE STUDENT ASSESSMENTS SHOWED AN AVERAGE

32%

INCREASE IN PARTICIPANTS' "KNOWLEDGE OF ENVIRONMENTAL ACTION STRATEGIES"



"PLASTIC-FREE JULY AWARD"
EPI Galapagos Alumna Elvia Lopez

For the second year, EPI Galapagos alumni collaborated with **Litter Scientists**, a group of researchers from Chile leading a citizen science program empowering Latin American youth to take action on litter problems through public education. EPI alumna Elvia Lopez won the "Plastic-free July" award from Keiko Conservation Ecuador as a result of her work.

FINANCIAL SUMMARY

TOTAL REVENUE
\$4,950,644

↓ from 2018: \$5,097,782

TOTAL EXPENSES
\$4,725,340

↓ from 2018: \$5,767,143

ASSETS

Current Assets	\$371,589
Property & Equipment	\$1,648,017
Other Assets	\$235,000
TOTAL ASSETS	\$2,254,606

LIABILITIES & NET ASSETS

Current Liabilities	\$721,540
Long-term Debt	\$327,000
Net Assets	\$1,206,066
TOTAL LIABILITIES & NET ASSETS	\$2,254,606

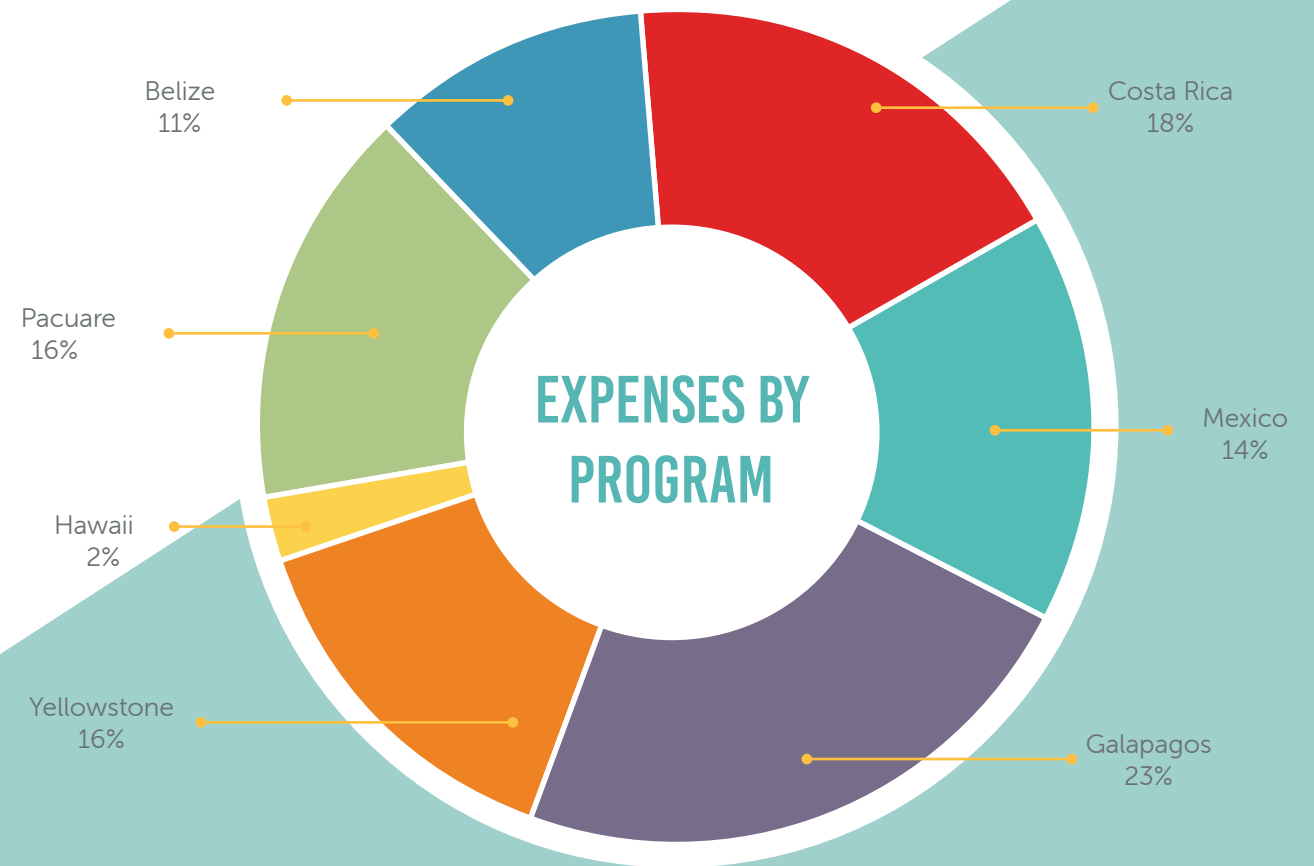
Figures as of August 31, 2019

“
I learned that one has the ability to change people, change their point of view, help them to be better people. And everyone can do it, but maybe they don't know how, and a course like EPI can open the doors.
”

-JOSÉ, LOCAL MEXICO PARTICIPANT

EXPENSES

We operate as a lean organization, with 82% of every dollar covering direct program expenses. All of our expenses, including core mission support, are essential to producing robust, life-changing programs.



We group our expenses into three main categories:

- **Direct Program Expenses:** The size of each program budget is determined by a variety of factors, including number of participants, activities, and length of courses
- **Core Mission Administrative Support:** Includes Finance, HR, Systems, and Board Oversight
- **Core Mission Fundraising Support:** Allowed 83% of our participants to be under-served students

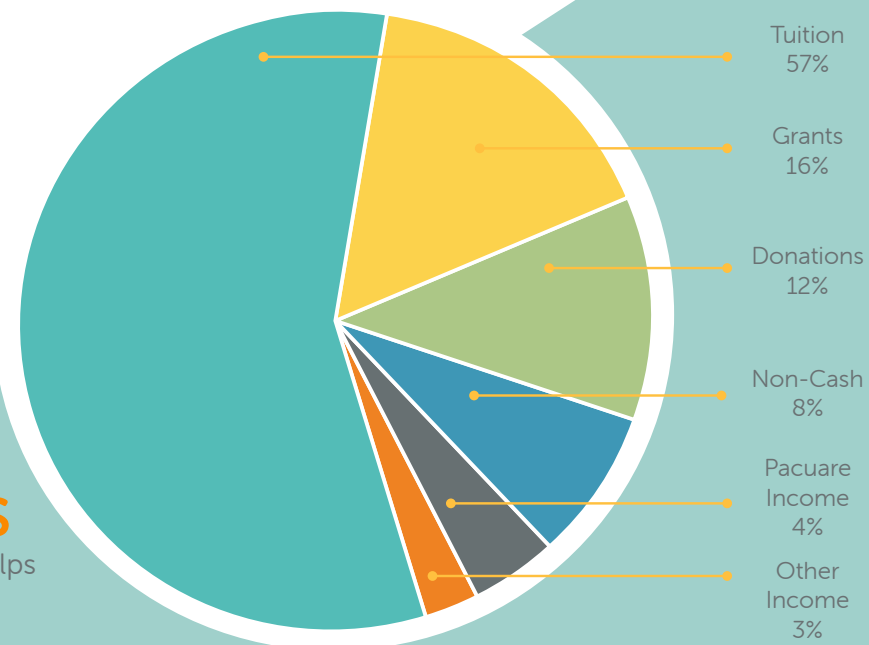
The growth and effectiveness of our work depends on a solid core. Investing in these core support services is prudent and essential for long-term success.

REVENUE

EPI is a tuition-driven organization with more than half of our annual operating budget covered by paying students. In fact, our model is highly sustainable and efficient, with 64% of our budget covered by earned income.

While every student pays tuition to invest themselves in project outcomes, EPI ensures programs are affordable to youth from all economic backgrounds.

FY2019 REVENUE SOURCES



DIVERSE RESOURCES

The diversity of our revenue sources helps promote sustainability of our activities, which is critical to long-term success.

82%

OF EPI SPENDING IS DIRECTED TO EDUCATION AND CONSERVATION

Direct Expenses: Program Operations
82%

Core Mission Support: Administration
13%

Core Mission Support: Fundraising
5%

STORIES FROM THE FIELD

MEET JEAN PAUL. As a young child, Jean Paul would tag along on work trips with his father, a park ranger in eastern Costa Rica. It was there, on the coastlines and in the rainforests of the Caribbean coast that a curiosity for sea turtles and marine life began to blossom. That curiosity grew as he reached high school. Jean Paul expanded his science interests to astronomy and space exploration, taking in all the documentaries he could watch, and constantly seeking new ways to learn and engage with science.

Like many young people, Jean Paul first learned of EPI from friends. Classmates returned from their EPI field experiences with empowering stories and exciting new ideas about ecology and conservation. **He knew this was the next step in his science pathway and began to make a plan to participate in an EPI field course.** To him, an EPI course was just the experience he needed to learn more about the local marine life that had intrigued him since childhood.



From this course, I became very interested in field investigations and how to access science to solve problems. I plan to bring a research project to Biociencia about a natural type of bug repellent that can help research assistants be more comfortable in their sea turtle work, and that can be harmless to sea turtle adults and eggs.



Once in the field, surrounded by the scientists and nature of EPI's Pacuare Reserve, Jean Paul's excitement flourished. The first-hand experience with nesting sea turtles brought to light the threats they face on their way to adulthood, and he was excited to explore how EPI's egg relocation protocols might affect future sea turtle populations. EPI instructors fostered thought-provoking conversations about research methodologies, and he realized how much he enjoyed collaborating with his peers to explore conservation solutions. **He reveled in the physical work that sea turtle censuses and nest exhumations required and soon began imagining himself in a future role as a research assistant.**

He saw the potential that field investigations offered and began looking for ways to access science and data as a means to solve problems. He began formulating a research project to develop a natural and turtle-safe bug repellent that could help research assistants be more comfortable in their sea turtle work. Today, Jean Paul continues to seek out ways to protect the vulnerable wildlife of his home and create awareness for their conservation within his community.



• AWARDED •

"PROJUVENTUDES FELLOWSHIP"

EPI Mexico Eco Club Californios Verdes

imjuve
Instituto Mexicano de la Juventud

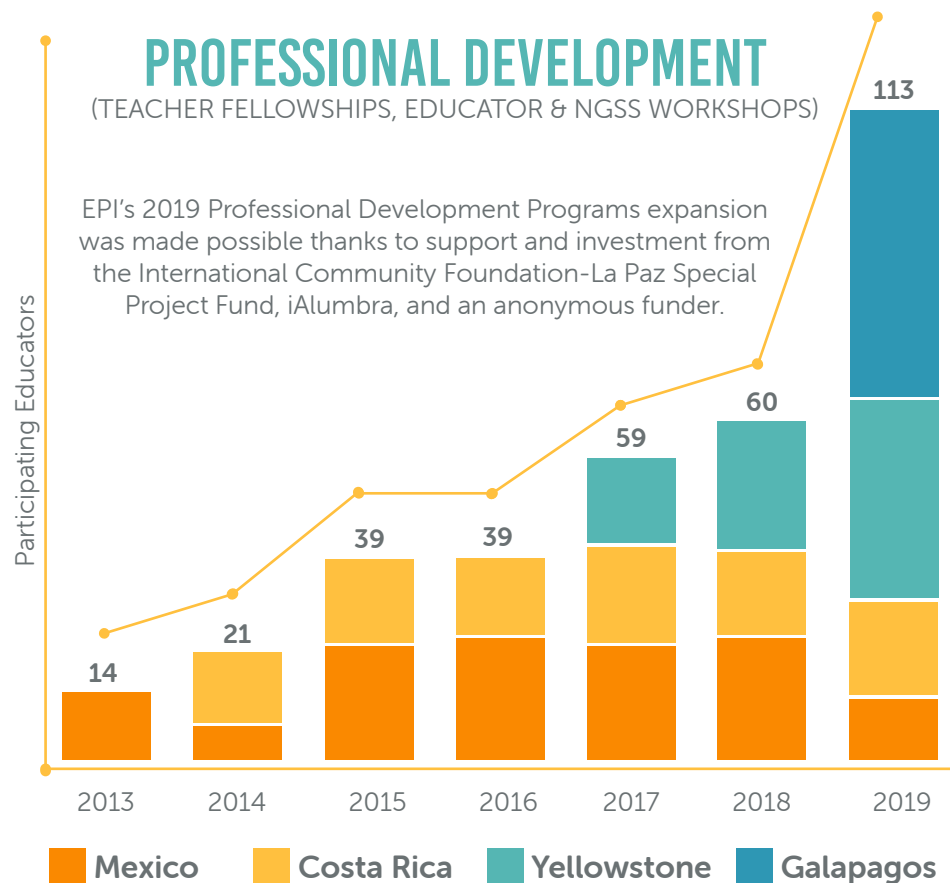
EPI Mexico's Eco Club, the Californios Verdes, was awarded the ProJuventudes Fellowship for the social project: Rehabilitation of Social Space in Neighborhoods in Peripheral Neighborhoods of La Paz, BCS. The Fellowship included an award of 50,000 Mex\$ and the eco club used this money to lead activities for Fundación Ayuda a Niños La Paz, AC (FANLAPAC), a nonprofit organization to help youth living in the periphery of the city to have a community dining room and a library. The Californios Verdes led educational activities to encourage reduction of plastic use, and created an environmentally-themed mural with children in the community.

MULTIPLYING OUR IMPACT

EXPANDING PROFESSIONAL DEVELOPMENT FOR EDUCATORS

Students thrive under EPI's programs because people learn best when they're allowed to wonder, to question, and to explore the world's natural phenomena. For educators, making the change from textbooks to integrated curricula, anchored in natural phenomena, can be daunting. Since 2013, EPI has provided programs for classroom teachers to travel to sanctuaries of biodiversity, engage in hands-on investigations, and strengthen their understanding of the scientific process.

EPI helps educators build their own curriculum by teaching progressive, inquiry-based methods. More importantly, we model the methods that we teach. We take teachers into the field, where they can live like a scientist, collect data, and observe natural phenomena—hatching turtles, rutting bison—evoking their sense of wonder about the world. Teachers return to the classroom with a new set of tools, ideas, and lessons to inspire their students and reconnect to the fundamentals of learning.



NEW IN 2019

NGSS* TRAININGS: Due to the growing demand for EPI's traditional Teacher Fellowships, we expanded our educator-focused offerings to include two new tuition-based courses in 2019. In their first year, these courses engaged 22 new teacher participants in Next Generation Science Standards (NGSS) trainings.

KNOWLES FELLOWSHIP: Thanks to partnerships forged through our Teacher Fellowships, we engaged members of the Knowles Fellowship Program which supports teacher fellows to pursue professional development in the sciences. In 2019, 31 Knowles Teachers contributed to hands-on research and conservation efforts with EPI in the Galapagos Islands.



*NGSS is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards were involved in the production of this product, and do not endorse it.



“ I really appreciated EPI's practice of evaluating how we worked together - what was hard, what went well, and what we can do different. This is a fantastic community building discussion that brings the learning into the group. Every classroom should be doing this. When we keep this practice of evaluating in mind, the learning is about the process, not about the end result. This makes every moment in a classroom meaningful.

-BETHANY DORIN, 2019 TEACHER FELLOW

YOUR 2019 GIFTS

Our 2019 supporter lists include gifts made during the calendar year: January 1 - December 31, 2019.

Benefactor (\$100,000+)



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Rachel Elaine Dierken

EPI LEADERSHIP CIRCLE

We are deeply grateful to our Leadership Circle. These individuals have named EPI as a beneficiary in their wills. Their living example of commitment to the improvement of our planet creates inspiration and hope for a bright future.

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IN-KIND

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 Britt Coffee Tour
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 Exploradores Outdoors
 Frame of Mind
 Kalambu Hot Springs
 Nan RT Fotografia
 Recreo Verde
 Sarapiquí Outdoor Center
 Tirimbina Rainforest
 Tours Pozo Azul S.A.
 Zip Beverage

EPI strives to recognize all contributors accurately. If there is an omission or mistake, we apologize and ask that you notify us.



“ — WHY DO YOU GIVE? — ”

The work that EPI does is very important to our community. EPI brings amazing programs to our youth to educate them on the importance of the fragile ecological systems, and how they affect our lives and our planet. Having these programs will create leaders for tomorrow that will fight to keep these ecosystems from disappearing.

-AMY DOTY, 2019 DONOR



EPI strives to inspire lifelong conservation action in the students that participate in our courses. To that end, EPI annually offers the Alumni Leadership Award to provide funding to students who are passionate about pursuing their own conservation projects. This year, EPI granted three Leadership Awards to forward-thinking and creative alumni.



NICOLE XIAO is passionate about pollinators, and concerned by their declining populations and diversity. She used her Alumni Leadership Award from EPI to build native bee boxes: one in her Moscow, Idaho, high school garden and ten more for a local native wetlands restoration project. The boxes will not only help native bees thrive, but also help the new plants and trees spread in the wetlands by encouraging the presence of pollinators. Nicole is also putting up educational signage and will be monitoring the nest boxes' success and use.



DEFNE YUKSEL wants to create awareness of the challenges facing bees by painting a community mural with local elementary children on the greenhouse at the Palouse-Clearwater Environmental Institute. Her aim is to help her community explore the idea of a world without bees, and what that might mean for humans, who are often unaware of the far-reaching and essential role that bees play as pollinators.



KERRY WONG wants to galvanize her community to pursue a ban on plastic in her hometown of Cupertino, California. Kerry asked EPI for mentoring, rather than a monetary award. EPI put Kerry in touch with EPI Mexico's Eco Club, the Californios Verdes. As a result, Kerry was inspired to work toward approaching her mayor to propose banning all single-use plastics. She enacted a public education campaign by tabling at many community events—and purchased all her materials by resourcefully collecting plastic bottles in her neighborhood for their deposits.



• CELEBRATING EPI'S ALUMNI & PARTNERS •



At EPI, we believe that lasting conservation depends on local community support and engagement. The Denham Award for Community Engagement in Conservation celebrates and recognizes scientists, philanthropists, and NGO leaders around the world who share this vision.

DENHAM AWARD WINNER JOËLLE DE WEERDT, Founder of ELI-Scientific, is focused on using science to both learn and teach. ELI-Scientific is developing a science and education program in Nicaragua that will engage local communities and the government in gathering data on cetacean species in the area. The data will then be used to teach educational workshops, train local fishermen about eco-tourism safeguards, and empower local leaders to become representatives for the project.

Joëlle recognizes that scientific research alone is not sufficient to make significant change. She believes that this collaborative approach to collecting and sharing data will ultimately lead to increased awareness on both a local and global scale, making conservation efforts more far more effective.



BIOCIENCIA SCIENCE AND TECHNOLOGY FAIR, COSTA RICA

EPI Costa Rica annually organizes Biociencia, a conservation and sustainable-living themed science, technology, and art exhibition. Forty-six community judges evaluated projects presented by 138 students.

Liceo de Tarrazu High School won the Biociencia Science & Technology Fair for their research demonstrating how the use of green alternatives such as biodegradable insecticides could bring benefits for producers, environment, and consumers.



EPI has really opened my eyes to the need for conservation. We all need to do our part, and I didn't realize what an impact the individual really has on conservation efforts. I plan to continue to seek out conservation programs and ways to get involved so I can help Yellowstone stay a beautiful place for people to enjoy for generations.

-HANNAH, YELLOWSTONE PARTICIPANT



• AWARDED •



COMMUNITY ENGAGEMENT: GUIDELINES FOR EXCELLENCE
EPI Yellowstone Program Manager, Rachel Garwin

EPI Yellowstone Program Manager Rachel Garwin earned an ee360 Community Engagement: Guidelines for Excellence Train-the-Trainer Workshop Scholarship. Rachel is now qualified to train other EPI staff on best practices for engaging community partners, creating inclusive communities, and aligning program needs with participant goals.

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Sperry DesRosier
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Caitlin Gill
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Haley Hanson
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Partnerships & Alumni Coordinator

Karla Rochin
Campus Coordinator

FIELD INSTRUCTORS & INTERNS

On the front lines of our organization are our talented field instructors and interns who teach, protect, share stories, and most of all, inspire the next generation of conservation leaders.

AWARDS RECEIVED IN 2019



WITH GRATITUDE

On behalf of my community, we express our deepest gratitude to an organization that dedicates itself to better our world. I can confidently say that, with this project, there has been an increased amount of awareness surrounding native bee species and their endangerment, and this would not have been possible without EPI's support.

-NICOLE XIAO, ALUMNI LEADERSHIP AWARD WINNER

COVER PHOTO BY BATSU STUDIO

