

# The Environmental Education Advocate

The Newsletter of the National Environmental Education Advancement Project Spring 2000

## Illinois Offers First State-Level Leadership Clinic

by Suzanne Saric, Regional EE Coordinator, USEPA Region V

An historic event took place in early November as fifty-five environmental educators throughout Illinois convened in a central location to participate in the first state-level leadership clinic in the United States. The clinic, which was developed and offered



Mary Rice takes participants through the agenda with the visual help of a colorful clinic flowchart.

jointly by the Illinois Environmental Education Advancement Consortium (IEEAC) and the Environmental Education Association of Illinois (EEAI), took place November 8-10, 1999 at the Eagle Creek Conference Center in Findlay, Illinois. It was modeled after national clinics offered by the National Environmental Education Advancement Project (NEEAP) and the North American Association for Environmental Education (NAAEE).

"We've wanted to offer a clinic in Illinois ever since we attended NEEAP's first clinic in Tomahawk, Wisconsin in 1996," said Mary Rice, Chair of IEEAC. "Our planning process really started rolling after we came back energized from the 1999 NEEAP/NAAEE clinic in Albuquerque. We give credit to NEEAP and everyone involved in the national clinic for setting the stage and giving us the leadership skills we needed to pull this off so successfully in Illinois."

The mission of the clinic was to provide an opportunity for dedicated environmental educators in Illinois to gain valuable skills for effective leadership and to further environmental education (EE) within the state. Currently, there are a number of exciting EE initiatives in Illinois including a strong state association organized into regions, a statewide EE strategic plan, and statewide products like the *Tools* workshop (see page 3), which grew out of IEEAC's EE 2000 goals. Clinic developers wanted participants to leave the clinic empowered to personally participate in furthering these initiatives, and to enhance leadership skills they can apply to their own jobs.

Careful thought went into planning every element of the clinic's content and process so that the project advanced Illinois' EE efforts. Skill-development sessions were offered along with important EE content to create an engaging, interactive agenda.

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## EE Outreach Teams Bring High Quality Training To You

by Abby Ruskey, Co-Director and Amy Kowalski, Special Projects Coordinator, National EE Advancement Project

For the past 4 years the National EE Advancement Project (NEEAP) and the North American Association for EE (NAAEE) have provided national Leadership Clinics and pre-NAAEE Conference professional development sessions for state environmental education (EE) leaders. At any given national gathering 1-8 individuals represented a state EE association board and/or EE capacity building organization. The EE Outreach Teams were designed to bring these trainings to the state level so that the entire organization can learn and develop strategies to achieve EE initiatives, sustain their EE organizations and build comprehensive EE programs at the state and local level. State EE leaders have long commented that they wished their entire board, committee, or team could be exposed to the quality EE professional development services NEEAP and NAAEE have developed. The EE Outreach Teams are here to answer the call!

Fifteen \$500 travel grants are being awarded to state associations/organizations to take advantage of the EE Outreach Team Project. To involve your state, call for an application today (715) 346-4748.

The Environmental Education and Training Partnership (EETAP) has funded six EE Outreach Teams:

### Cultural/Diversity Competency

Emilio Williams, *The Koi Group* (convener)

This team provides specific awareness, training, and skills to help people of diverse cultural backgrounds work together more effectively. When diverse people are invited to participate fully, equity is practiced and a richer dialogue is possible. Workshops on cultural/diversity competency assist associations in recruiting, involving, and retaining a broader base of stakeholders and partners to participate in EE initiatives and programs. (Look in this issue's "At

(Continued on Page 3)

**"...the fact that IEEAC and EEA I planned this jointly really enhanced the collaboration efforts we've been working on over the past few years."**

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## Live From NEEAP



Dear Friends and Colleagues:

We hope this issue of *The EE Advocate* finds you well this century and leap year!

This issue brings you news of the first state-level leadership clinic held in Illinois, that was modeled after the NEEAP/NAEEE national leadership clinics.

The other feature article and a special update on page 8 of this issue cover two EE capacity building efforts that are really starting to take shape: EE Outreach Teams and the EE Barter Network. These two new efforts are groundbreaking because they bring services previously offered at the national level to EE associations and organizations at the state and local level. Be sure to read about the details and involve your EE group.

Be sure to check out our regular columns: "At the Grassroots...", "What's New with EETAP?", "EE 2000 On the Forefront" and "Resources & Opportunities" for important updates. This is the fifth and final year of the Environmental Education and Training Partnership (EETAP), and NEEAP congratulates the EETAP management and the USEPA Office of EE for funding and directing the many accomplishments that have led to the synergy generated through this 12 member consortium of national EE organizations.

On the national front, NEEAP was asked by other EETAP partners to take the lead in developing a major proposal to USEPA to continue the work of EETAP. Working closely with NAEEE and 11 other partners, we developed a proposal with many new and continued projects to support capacity building, training in EE, quality EE, EE diversity and access to EE information. Also, two new and innovative pilot projects are underway at NEEAP. The first project is funded by the Wisconsin EE Board and supports local leaders in the effort to promote and strengthen EE. The second project, called "Challenge Zone: A Partnering Project" (C-ZaPP), is funded by the Tides Foundation and the National EE and Training Foundation, and will involve three states committed to increasing diversity and partnering in their organizations. Look for updates on these exciting new initiatives in the next *EE Advocate* and on NEEAP's website.

Best wishes for a happy and healthy 2000!

The NEEAP Staff



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Cindy Bakkom, Mary Rice and Mary Vymetal-Taylor, planners for the Illinois State Leadership Clinic, helped to make the participants feel welcome during registration.

Main topics that were delivered to all participants addressed the national status of EE; capacity-building elements and initiatives; the state's strategic plan: *Environmental Literacy for Illinois*; and education reform. The program also included a number of concurrent sessions addressing everything from fund-raising to assessment. Skill-development exercises, like "The Beast" communications game and leadership exercises were woven into the program agenda. In addition, innovative networking tools like EdGateway and Project Share (adapted from Minnesota) were introduced so participants could explore ways to continue communication and assist each other with their EE projects. The planning team wanted to ensure that participants were aware of the expertise within the state so they hosted a lunch where the leaders joined participants at different tables so they could interact on a more personal level. Emilio Williams from The Koi Group did a first-class job facilitating the clinic and modeling leadership and creativity.

An effort was made during the recruitment process to ensure that participants represented all geographic regions of Illinois. Throughout the clinic, participants met in regional teams as identified by the EEAI. At the end of the clinic, each team reported on its progress. "That's when I knew the clinic was a success," commented Nan Buckardt, planning committee member. "Participants came back from the regional breakouts with concrete plans for the future and their ideas not only complemented the state's strategic plan, but also built upon the content we offered them at the clinic. It all came together beautifully."

Artistic and organizational touches to the clinic included a visual agenda, an idea again modeled after NEEAP, which used colorful imagery to deliver the clinic program. Other murals included the infamous NEEAP team progress mural where regions posted the results of each breakout meeting. Table centerpieces constantly changed to reflect the theme of the day. Prior to the clinic, participants submitted information about successful EE projects they have accomplished in their careers. In order to celebrate, the planning team posted these successes on colorful flags throughout the room.

"It was very rewarding to see the impact this had on participants both personally and professionally," commented Deb Chapman, President, EEAI. "But I think even more importantly, the fact that IEEAC and EEAI planned this jointly really enhanced the collaboration efforts we've been working on over the past few years." The two organizations are hosting a follow-up to the clinic this spring. The statewide EEAI annual conference *Open Minds, Open Space - EE: The New Millennium*, partially sponsored by USEPA, will build upon the efforts of the clinic and include additional innovative techniques like Open Space Technology.

**"Participants came back from the regional breakouts with concrete plans for the future...they complimented the state's strategic plan... and built upon the [clinic] content."**

## What's New with EETAP?

EETAP is the EE and Training Partnership; the USEPA funded national EE consortium. EETAP's purpose is to advance education and environmental literacy. EETAP's core program areas are: 1) deliver EE training for education professionals; 2) increase access to quality EE resources and information; 3) develop the infrastructure to support quality EE and training. EETAP partners include: NAAEE, EE Link, Council for EE; Project WILD, Project WET, Project Learning Tree, Ohio State University, Project del Rio, Northern Illinois University, WestEd, Greater Washington Urban League, and NEEAP. To learn more about EETAP visit either the EETAP website at <http://www.eetap.org> or NEEAP's website at <http://neeap.uwsp.edu>.

(Taken from EETAP News)

### Greater Washington Urban League Joins Partnership

EETAP has gained a valuable new member: The Greater Washington Urban League (GWUL), Inc. GWUL is one of five local affiliates representing the Capital Area Council. The council includes the Greater Washington Urban League (Washington, DC), Northern Virginia Urban League (Alexandria, Virginia), Baltimore Urban League (Baltimore, Maryland), Urban League of Greater Richmond (Richmond, Virginia), and the Urban League of Hampton Roads (Norfolk, Virginia). Many of GWUL's EE training and outreach activities will focus on these five local affiliates.

"We believe that we can lay the ground work for building an infrastructure that will support quality environmental education using the Project WET Program," Hyder Houston, director of the GWUL's Office of Environmental Programs said. "Equally as important, we will be able to create linkages between league affiliates and other environmental programs beginning with the EETAP Partners."

GWUL has been involved in the environmental arena since 1995 and has implemented a number of programs too numerous to list here. In December 1998 GWUL became the sole sponsor of Project WET in the District of Columbia. In less than six months 15 facilitators and 48 educators were trained. These facilitators and educators have presented water and science education classes to over 1,400 urban youths.

### Exhibiting at Priority Conferences in 2000

EETAP will exhibit at seven priority conferences this year to enable partners to reach diverse audiences of educational professionals. Using new printed materials which highlight EETAP's five core themes, and coordinating "EE Street" (the EE exhibit area) for the National Science Teachers Association will be EETAP's main focuses to achieve this goal.

### Online Resource Library

Started in 1995, the EETAP Project was designed to assist educators, by helping them learn how to incorporate EE into their curriculums through quality training and related support services. The goal of the EETAP Resource Library, headed by Dr. Joe E. Heimlich, Associate Professor and Leader of Environmental Sciences at Ohio State University, is to provide access to quality resources and information through a virtual library, various publications, and instruction on using EE databases to find information. See this issue's "Resources & Opportunities" for details.



(EE Outreach Teams, cont.)

the Grassroots..." on page 6 for a more detailed description of Cultural/Diversity Competency.)

### Media Relations/Outreach

Lori Nixon, Apache Bloom Consulting (convener)

This team assesses the specific needs of the requesting state and then offers seminars on the following topics: how to effectively counter negative media attacks; how the media operates, and more specifically, how reporters think and act; ways to bolster an organization's public image through the use of press releases and promotional campaigns; and how to draft a sound, comprehensive media plan.

### Fundraising

Robert Olson, EE consultant (convener)

Organizations interested in developing EE capacity look to fundraising for support of their vision and goals. This team provides training and consultation to assist your organization in the process of funding your ideas and building relationships to meet your organization's growing needs.

### Organizational Assessment/Development

Abby Ruskey, NEEAP (convener)

The OA/OD team uses NEEAP's recently published *Organizational Assessment Tool (OAT)* to work with your staff and board to assess organizational sustainability and prioritize steps toward organizational and leadership development. The OA/OD team provides referrals to other EE Outreach Teams and resources in and beyond the EE field as well as follow-up on the implementation of your organizational "best practices" plan.

### Guidelines for Excellence

Carolyn Cleveland, NAAEE (convener)

Three- or six-hour workshops provide an overview of the National Project for Excellence in Environmental Education and an introduction to the publication *EE Materials: Guidelines for Excellence, Excellence in EE -- Guidelines for Learning (K-12)*, and *Guidelines for the Initial Preparation of Environmental Educators*. The longer workshop allows for hands-on interactive exercises for a more in-depth understanding of how to use the *Guidelines* publications.

### Tools for Nonformal Educators

Mary Rice, Illinois EE Advancement Consortium (convener)

This three-hour to full-day workshop assists non-formal environmental educators who work directly with teachers to become more familiar with the formal education system. Sessions are offered on teaching/learning styles, brain-based research, learning modalities, educational buzzwords, academic standards, assessment, and connecting with schools. The workshop can be customized to fit your schedule.

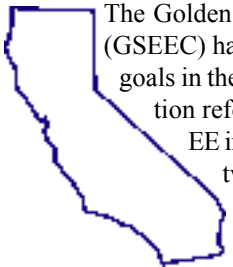
Each convener has developed a geographically and culturally diverse team consisting of 3-6 individuals interested and qualified to provide training and follow-up. These teams will use workshops, consults, and one-on-one training of varying lengths to support the needs of each participating state.

*"Having access to professional consultants to assist with the support and development of EE at the regional, state and local levels will help to build a stronger and more vibrant future for EE in our communities."* ~ Robert Olson

## EE 2000 On the Forefront

To keep you informed of the current news about EE programs in the 12 states involved in the EE 2000 Program, NEEAP offers "EE 2000 On the Forefront". These are state updates since our Summer 1999 issue. More information about the EE 2000 Program can be obtained on NEEAP's website at [http://neeap.uwsp.edu/EE2000/ee2000\\_desc.htm](http://neeap.uwsp.edu/EE2000/ee2000_desc.htm).

### CALIFORNIA



The Golden State Environmental Education Consortium (GSEEC) has developed work plans to meet four leading goals in the next two years. The first goal targets education reform initiatives focusing on the integration of EE into California standards and frameworks. Goal two seeks to secure sustainable funding for EE either through an increase in existing appropriations or through new state initiatives. Achieving more diverse and representative participation in GSEEC is the purpose of goal three. The consortium is conducting an assessment of existing representation, identifying gaps, and then securing new members. The final goal is to promote effective partnerships, especially with state resource and regulatory agencies. With a new supportive administration in place, a window of opportunity has opened to promote EE.

### COLORADO

The Colorado Alliance for Environmental Education (CAEE) has worked to fortify their original goals and objectives through the EE 2000 program. The EE Advisory Council for CAEE has had another impressive year of attendance and participation, and continues to progress with the EE Correlations Project and a comprehensive website. CAEE's annual Awards and Recognition Program, also an outgrowth of EE 2000, is strengthening over the years. CAEE has also been funded through the National EE and Training Foundation to design a Sustainable Community Development Education Program which will use already developed "Project" (Projects Learning Tree, WILD, WET, etc.) activities to help communities maintain a balance between social/economic health and the environment.



### ILLINOIS

The IEEAC (Illinois EE Advancement Consortium) spent the better part of 1999 working on the first state-level leadership clinic which was held in November (*see feature article*). This major initiative was the first collaborative effort between EEAI (EE Association of IL) and IEEAC. These two groups are currently collaborating on EEAI's annual state conference which will be held May 4-6. Thanks to a grant from the US EPA Region V, one full day will be Open Space Technology. The theme of the conference is *Open Minds — Open Spaces: EE in the New Millennium*. The other major initiative of the year has been advancing the state strategic plan for EE entitled *EL for IL: Environmental Literacy for Illinois*. The plan, originally written in 1995 and revised in 1998, was introduced at each of the regional caucuses that were convened in preparation for Conservation Congress (Sept. 2000). The plan was voted the #1 priority of the Northern Work Team, and will be a major accomplishment for EE if it is adopted.



### IOWA

Support from the EE 2000 program has assisted the Iowa Conservation Education Council (ICEC) in networking throughout their state and region. They are currently involved in the planning of the Region VII Leadership Clinic and developing different membership categories among the Council. Iowa is also getting ready for the Governor's Conference on Environmental Education to be held in June 2000. One of the follow-up plans to this conference entails developing work teams of the conference participants to receive leadership training. This training is intended to be provided by coaches identified through the Environmental Leadership Institute. EE Leaders in Iowa are also providing state-wide workshops on *EE Materials: Guidelines for Excellence*, after being trained at the national level.



### KANSAS

In November of 1999, the Kansas Association for Conservation and EE (KACEE) held the state's first EE Conference. Many outstanding presentations from national and state EE leaders, networking opportunities and well-planned field trips helped to make the conference a success. One of the highlights of the conference was the presentation of the first John K. Strickler Award for Excellence in EE to KACEE's Executive Director, John Strickler. *"To be so honored in front of my family and so many of the people I have had the pleasure of working with over the years in environmental education and natural resources management has to be one of the most gratifying experiences of my life,"* John noted. This award will be presented on an annual basis to the person or organization that best exemplifies dedication, commitment, and influence in the field of EE in Kansas.



### KENTUCKY

During the past two years, the Kentucky Association for Environmental Education (KAEE) along with a group of over 200 citizens has been working very closely with the Kentucky Environmental Education Council (KEEC) to develop a state-wide master plan for EE. In 1999 this plan, *Land, Legacy and Learning - Making Education Pay For Kentucky's Environment* was released. The next step will be securing funding for implementation of the master plan.



The partnership between the KAEE and the KEEC is essential to tackle these goals in the next year:

- 1) Support initiatives to fund the EE Master Plan
- 2) Broaden our partnership base and strengthen partnerships already developed
- 3) Work with non-formal educators using information received through Train the Trainer workshops
- 4) Host regional workshops and events in each of the eight statewide Department of Education Regions

## MISSISSIPPI

The Mississippi Environmental Education Alliance (MEEA), equipped with a new and energetic president, has made progress toward their goals in 2000. They have held several positive meetings and re-structured some committees. MEEA's youth component, Project C.A.R.E. (Caring Adolescents Re-shaping the Environment), complete with an active board, newsletters, brochures,



t-shirts, and more, is celebrating their recent successful leadership clinic and annual conference. Project CARE Sponsors, along with Keep Mississippi Beautiful have assisted these youth in becoming involved in environmental projects.

## MISSOURI

As a result of increased involvement, the Missouri Environmental Education Association (MEEA) published a membership directory in February 2000 to be used as a tool for networking. This growing organization was also accepted in January 2000 to become a recipient of designated monies from the Missouri Environmental Fund. MEEA and the Missouri Department of Conservation Office of EE continue to strengthen their partnership by working together on projects



***"Had it not been for NEEAP, we wouldn't have even been as close as we are with our EE initiatives."***

~ Ginny Wallace, Missouri Department of Conservation, Office of EE

that are direct outgrowths of the EE 2000 program. They are adding 6 new teams, making a total of 12, to the Model Schools Program and have watched this successful program grow beyond their expectations. This partnership is also working to assist with planning for the upcoming Region VII Leadership Clinic.

## NEW MEXICO

The EE Association of New Mexico (EEANM) changed officers and is revisiting its strategic plan, developing action items and working toward priority goals. Their leading priority is working to diversify their membership. EEANM is planning a conference themed "Celebrating Diversity" in collaboration with the NMSTA (New Mexico Science Teacher's Association), NMCTM (New Mexico Council of Teachers of Mathematics) and a national group SSMA (School Science and Math Association). This joint effort is expected to increase the diversity of EEANM, and build capacity throughout the state of New Mexico. In addition, EEANM developed a Media Plan while in Denton, TX at the Region VI Leadership Clinic this summer. This plan, along with EEANM's updated website is bringing the organization in alignment with another priority EE 2000 goal to increase outreach communication.



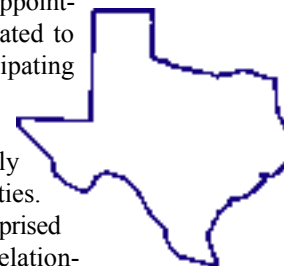
## PENNSYLVANIA

The Pennsylvania Center for EE (PCEE) is progressing with its four EE capacity building initiatives. As part of the Higher Education initiative, the first statewide *EE Inclusion Assessment for Pre-service Elementary Education*, including about 70 colleges and universities, is in the process of being completed. A similar project is also in the works that focuses on increasing the inclusion of state standards, identifying EE inclusion models for elementary pre-service, and providing technical support services for faculty and administration. Those involved in the Business and Industry initiative are exploring partnerships to link EE, environmental management and environmental safety at the vocational education level. The first State Environmental Report Card, modeled after that of the National EE and Training Foundation, a statewide EE information brochure and an ever-improving website have all contributed to the Information Dissemination initiative. "Essential Learnings for EE" workshops, accompanied by a manual and resource guide, are being conducted across the state for K-12 and nonformal educators, the higher education community and business/industry as part of the Professional Development initiative. PCEE is dedicated to building EE capacity throughout the state.



## TEXAS

In December, the Texas governor made 10 appointments to the new TEEP Fund Board, created to raise money and provide grants to "participating partners" for EE projects. The Fund Board created a nonprofit organization and plans to hire an executive director to handle daily administration of the Fund Board's activities. The original TEEP Steering Committee, comprised of volunteers, is currently discussing the relationship between themselves and the Fund Board. Two former Steering Committee members are now the chair and vice-chair of the Fund Board, making the collaboration stronger between these separate entities. To strengthen the statewide collaborative effort, the TEEP Steering Committee has added voting positions from the state EE association, the state EE Advisory Committee to the Commissioner of Education, and the Informal Science Education Association. The TEEP Leadership Development Subcommittee is creating a leadership succession effort and a mentorship program for new members as part of their original goals in the EE 2000 program.



## WISCONSIN

Wisconsin's EE 2000 initiatives are being implemented through, and coincide with, leading priorities of the Wisconsin Environmental Education Board (WEEB) and the Wisconsin Association for Environmental Education (WAE). WEEB priorities to communicate the value of EE to Wisconsin's citizens, and to increase leadership for EE, are being addressed through two coordinated initiatives. One is a local EE capacity building and outreach initiative called the Wisconsin Community Outreach Project for EE. The other is a media/promotion project that will draw attention to examples of quality EE programs at the state and local levels. The WAE is working to build organizational capacity through board development, organizational assessment and strategic planning.



## *At the Grassroots...*

### **EE Outreach Team -- Focus: Cultural/Diversity Competency**

*by Emilio Williams, President, The KOI Group & Cultural/Diversity Competency EE Outreach Team Convener*

#### **Why is Cultural Competency important?**

Cultural Competency provides people of diverse cultural backgrounds with a stronger ability to interact and communicate in effective ways with multicultural groups, resulting in increased confidence and the ability to work more effectively together. When diverse peoples are invited to become full participants, equity is practiced and a richer dialogue is possible. This dialogue will help to recruit, retain, and meaningfully involve a broader base of stakeholders and partners in the effort to advance EE initiatives.

#### **What is a Culturally Competent Environmental Educator?**

The following points are offered as insights into why culturally competent environmental educators are critical to the success of using the environment as an integrating context and increasing their ability to become effective change agents. These sample points (taken from a list of 15) provide a critical set of considerations for a culturally competent educator.

- Have moved from being culturally unaware to being aware and sensitive to his/her own cultural heritage and to valuing and respecting differences of others. They possess knowledge and understanding about how oppression, racism, discrimination, and stereotyping affect them personally and in their work.
- Become actively involved with diverse individuals outside the educational setting (community events, social/political functions, celebrations, friendships, neighborhood groups, etc.), so that their perspective of diversity is more than an academic or helping exercise.
- Are able to engage in a variety of verbal/nonverbal backgrounds and perspectives. They are not tied down to only one method of approach to education, but recognize that learning styles and approaches may be culture-based.
- Represent issues that are of significant importance to the targeted group that is being taught in their environmental education projects.
- Develop processes that capitalize on the assets of the communities in which they work including the promotion and support of the attitudes, behaviors, knowledge, and skills necessary for all staff to work respectfully and effectively with formal and non-formal learners and with each other in a culturally diverse educational environment.
- Have a comprehensive strategy to address culturally and linguistically appropriate educational services. Include strategic goals, plans, policies and procedures. Designate staff responsible for implementing such services. Do not simply "add-on" this kind of service.
- Develop and implement strategies to recruit, retain promote and reward qualified, diverse, and culturally competent educators that are trained and prepared to address the needs of the racial and ethnic communities being served.
- Provide learners with limited English proficiency (LEP) access to bilingual staff or interpretation services. In addition, provide oral and written notices to students in their primary language, to inform them of what is happening and what is available.
- Undertake ongoing organizational self-assessments of cultural and linguistic competence, and integrate measures of multicultural access, satisfaction, quality, and outcomes into other organizational internal audits and performance improvement programs.

***"When diverse peoples are invited to become full participants, equity is practiced and a richer dialogue is possible."***

*Adapted from some of the Standards used and/or proposed by the HHS  
Office of Minority Health and Resources for Cross-Cultural Health Care*

You can contact Emilio Williams at PO Box 305, Riverdale, MD 20738-0305 or ewilliams@koigroup.com.

#### **How does the Cultural/Diversity Competency EE Outreach Team approach education/training?**

Workshops on diversity, culture, multiculturalism and cultural competence will be offered. Individual and/or group consultations and assessments will also be provided to assist EE associations and organizations to appreciate, celebrate, and respect the similarities and differences that exist among a variety of people who can add to the quality of EE.

Small group sessions, trainings, workshops, and coaching will support participants to progress through several stages critical to achieving cultural competence. The stages include awareness, knowledge, skills, and encounters that ultimately complete the cycle and bring the organization and/or individual back around to further increase awareness. The new and/or increased awareness sets the stage for coaching and added input from the EE Outreach Team. Coaching and follow-up will be provided as resources allow.

## Resources & Opportunities

In order to assist states who are building capacity for environmental education and developing sustainable grassroots organizations, NEEAP offers "Resources & Opportunities". In this section, you will find information and contacts geared towards networking, partnering and funding opportunities, new initiatives, and relevant Internet links and list serves.

**"[The OAT] helped solidify where we are and what we need to do. It is an excellent retreat tool."**

~MO EE Assoc. Board Member

### New from NEEAP: Organizational Assessment Tool (OAT©)

A wealth of information exists on organizational development and assessment. The Organizational Assessment Tool (OAT©) distills this information and applies it directly to the unique and diverse needs of the EE field. Designed in an easy to understand and use workbook format, the OAT is a one-stop organizational assessment resource. To order contact Barb Grover, Administrative Assistant, NEEAP phone (715) 346-4748, email [bgrover@uwsp.edu](mailto:bgrover@uwsp.edu) or visit <http://neeap.uwsp.edu/NEEAPServices/OAT/intro.htm> The cost of the OAT is \$10 for up to 10 copies and \$5 for 10 or more (includes S & H).

### New EE-Link Resources: EE Perspectives and EE Job Resources

➤ Recently released, EE Perspectives was developed to assist educators, associations, researchers, and others in understanding the evolution of EE, the diversity of perspectives that encompass and impact the field, and the context in which recent issues concerning EE have emerged. Since EE Perspectives is a work in progress, you are encouraged to suggest resources that may be useful in this area. Be sure to visit <http://eelink.net/perspectives-overview.html>

➤ EE Job Resources gives you an opportunity to post available EE jobs, find information about jobs that others have posted, and visit other sites that specialize in this area. EE Link has identified some sites with an EE focus and have done the searching for you. To find out more visit <http://www.eelink.net/ejobs.html>

### Online Resource Library: Another Great EETAP Resource

The Ohio State University develops and hosts the EETAP Resource Library as part of its partnership activities. The goal of the EETAP Resource Library is to provide access to quality resources and information through a virtual library, various publications (all in PDF format), and instructions on using EE databases to find information. Visit the EETAP Resource Library at <http://www-comdev.ag.ohio-state.edu/eetap/publications.htm>

### The National Project for Excellence in EE Presents: EE Resources You Can Use!

The National Project for Excellence in EE has published a series of books designed to make environmental education (EE) easier to plan for and fit into a crowded curriculum. These publications help educators plan EE programs and lessons and select or develop instructional materials, and are designed to be used by classroom educators as well as those working in nonformal settings. For more information on these and other great EE Resources visit the North American Association for EE publication website at <http://naaee.org/html/pubdescrips.htm>

### Publication to Assess Math and Science Education

The Council of Chief State School Officers (CCSSO) has recently released a new publication: State Indicators of Science and Math Education: 1999. CCSSO has developed this reliable system of indicators with the support of the National Science Foundation and the cooperation of state departments of education and the U.S. Department of Education. The report enables each state to assess its progress in mathematics and science education since 1990, and to relate this with that of other state and national progress. A PDF version (requires Acrobat reader) of the report is available at <http://www.ccsso.org/pdfs/SciMathIndicators.pdf> and copies of the report may be ordered for \$18 each from: Council of Chief State School Officers, Attention: Publications, One Massachusetts Avenue NW, Suite 700, Washington, DC 20001 Phone: (202) 336-7016

### Help for Nonprofits: FAX-4-FREE

Fax4Free is a free on-line resource that gives nonprofits the opportunity to send faxes from anywhere in the world to the US, Canada and Australia free of charge! The site allows you to compose a fax on-line, or to send a MS Word, Excel, Works or Word Perfect document. The site is 100% browser based so there is nothing to download. There is an address book, but you are limited to 20 entries. To expand the address book, there is a cost of \$10 per 100 entries/per year. You can also receive faxes through the site. This link will take you to the sign-in screen with more information about the service <http://www7.fax4free.com/home.asp?state=1>><http://www7.fax4free.com/ho>

Recently NEEAP was questioned about information reported in the Fall 1996 *EE Advocate* regarding the report of the Independent Commission on Environmental Education. If interested, please visit our website and read about NEEAP's response to this concern. <http://neeap.uwsp.edu/NEEAPServices/Newsletters/f96ee.htm>



National Environmental Education Advancement Project  
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## Environmental Education Barter Network: A Ground-breaking Exchange

by Steve Eshbaugh, Executive Director, Montana EE Association and Kerry Eastman, Special Projects Coordinator, NEEAP

Is your state's environmental education (EE) organization engaged in some aspect of local, state, or national capacity building and looking for help with its efforts? If so, the Environmental Education Barter Network can help! Check out the graphic below to see how it all works! All payments are made in EE Barter Units (EEBUs) and transferred electronically.

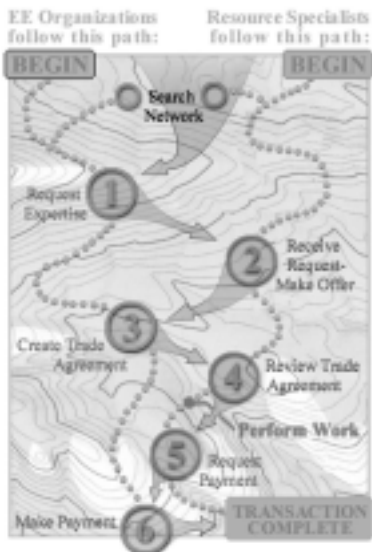
### Great Benefits!

EE organizations benefit by receiving expertise that is not dependant on dollars. There are also \$500 travel grants available through NEEAP (715-346-4748 or neeap@uwsp.edu) to help offset travel expenses of visiting Resource Specialists.

Resource Specialists benefit by meeting and working with others interested in building the capacity of EE. Their specified organization also benefits by receiving EEBUs to barter for needed services. Don't worry, you are not obligated to accept all requests. You can pick and choose which trades fit your interest and your schedule!

This great idea of a Barter Network came from an Open Space discussion at the 1998 NEEAP/ NAAEE Leadership Clinic. More EE organizations and Resource Specialists joining the network will help to ensure its success. So

rather than struggling to write that grant, puzzling on the best way to implement or write a strategic plan, or lying in bed at night trying to think of a keynote speaker, just visit the EE Barter Network today. You can register and get more information at <http://www.edgateway.net/eebarter/>.



## Professional Development Innovations in "EE Model Schools"

by Aimee Giles, Graduate Student and Michaela Zint, Assistant Professor, School of Natural Resources & Environment, U. of Mich.

Calls for education reform and recent research on teacher learning/change have led to a re-examination of what constitutes effective professional development for K-12 teachers in the United States, especially in terms of promoting student learning. A national study by researchers at the University of Michigan is currently underway to determine how professional development for environmental educators is changing in light of these national education trends.

The study focuses on the professional development of classroom teachers in "EE model schools" because these schools are thought to utilize EE as a vehicle for accomplishing school improvement goals as part of the current education reform movement. Thanks to the help of state EE coordinators/leaders who responded to NEEAP's survey entitled "Status of Environmental Education in the U.S. - 1998 Update," some potentially innovative EE professional development programs were recently identified. These programs include Pine Jog's Environmental Education Model Schools program in Florida, the Model Links: Environmental Education and School Improvement program in Washington, Chesapeake Bay Foundation's Bay Schools program in Maryland, SNAP Schools in Minnesota, and others.

The professional development programs in EE model schools will be determined based on national professional development guidelines. Once selected, the program coordinators will be interviewed to learn more about the strengths and weaknesses of these programs and to obtain "lessons learned" to share with others seeking to change their professional development efforts to promote student learning through EE.

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