

The Environmental Education Advocate

The Newsletter of the National Environmental Education Advancement Project Winter 2004

Demonstration Community Project Wraps-Up Important Lessons Learned

by Joe Heimlich

Contract Evaluator for Demonstration Communities Project

When the Demonstration Communities presented their projects at the North American Association for Environmental Education (NAAEE) conference last October, some lessons emerged that reveal additional understandings of what Community-Based Environmental Education (CBEE) is and can do.

Each of the three projects (Orange County, CA, Chaparral, NM and Oklahoma City, OK) was grounded in the needs and interests of the community. Projects were initially focused around a few specific outcomes but in all three communities many issues and educational approaches were incorporated and the CBEE efforts grew to reach more deeply into each community. Further, the individuals most involved in the community around the CBEE effort found ways to merge the activities for the project with their personal lives and professional work. These projects show that in CBEE, individuals are not asked to participate based on their professional skills, but are able to integrate their professional and personal expertise by choice as the project develops.

Given where the groups were less than a year ago, the confidence, scope and success of the projects are phenomenal. This suggests that in CBEE the time it takes to develop a plan to address an issue or idea is worth it. The actual implementation of a plan has great momentum once the "community of EE stakeholders" is formed and united in their goals.

Finally, the respect between the community members and the educator is high. In all three cases, the educator is no longer *necessary* for the continuation of the project, but the involvement of the educator is *desired* by the community members. This is a major shift from the earlier role of the educator needing to help the community focus and form and is, ultimately, the goal of capacity building in a community.

The full set of evaluation findings and in-depth descriptions of the perspectives of community leaders and their accomplishments will be published this spring. Meanwhile, here is a snapshot of each community's achievements.



Demonstration Community leaders from Oklahoma City-OK, Chaparral-NM and Orange County-CA gather at the EETAP Leadership Clinic.

Orange County California

Who wants to be a Millionaire? EETAP Demonstration Communities Version

by Sharon Lien and Cindy Kreifels, The Groundwater Foundation

"Who Wants to be a Millionaire?" EETAP Demonstration Communities Version was the format used by the Orange County Team to share insights and experiences gained as part of the Demo Communities Program at the 2003 NAAEE Conference.

One of the keys to the success of the Orange County project was spending time in the beginning of the project to identify a common project goal. Having NEEAP and The Groundwater Foundation helping us use the Adapted Nominal Group Technique to select our project and goal was critical to planning and implementing our project. This process enabled us to use a participative process to establish a common project goal within a diverse technical team from various backgrounds having different skill sets.

Another lesson learned was to develop a project that involves interaction by beneficiaries. By selecting a project that involves those that will benefit from it you will ensure that it meets the needs of the community. Additionally, your project will generate its own interest and take on a life of its own despite changes in team members.

(Continued on page 7)



The NEEAP Rap

Dear Friends and Colleagues:

This issue of the *EE Advocate* features community updates and an evaluation snap-shot of the EETAP Demonstration Communities Project. Even though this project has formally ended within EETAP, the members of each of the communities and partners will continue in their efforts and stay connected. The accomplishments of each of the communities was possible because of the commitment, skills and resources brought by each of the community members and the EETAP partners: Hyder Houston (DiversitEE consultant), Lisa LaRocque and Alma Galvan (Project del Rio), Cindy Kreifels (Groundwater Foundation) and Joe Heimlich (Ohio State University and the Innovative Learning Institute).

Also in this issue is an update from the state of Tennessee about unique partnerships leading to an innovative public outreach tool and youth recognition program related to water issues. In the *At the Grassroots* column, Jeremy Higgins, NEEAP's Outreach Coordinator provides helpful insight on common dilemmas for those seeking to increase their organizational membership. If you've been following the activity taking place in the EETAP States Program, you'll be excited to read about EE initiatives that are planned for the next two years on pages 4-5. Finally, check out some new resources for EE capacity building on the last page.

The next issue of the *EE Advocate* will provide updates on some significant national EE initiatives that are "on the horizon" such as EE certification and EE guidelines for teacher education institutions. These groundbreaking efforts, when linked with the network of EE leaders creating model state and local EE programs, will launch our field to exciting new heights. The New Year is indeed looking bright for EE!



Co-Director, NEEAP

The EE Advocate is a bi-annual publication of the:
National EE Advancement Project (NEEAP)
 College of Natural Resources, University of Wisconsin-Stevens Point
 Stevens Point WI 54481-3897
 Telephone: 715-346-4748 Fax: 715-346-4385
 E-mail: neeap@uwsp.edu Website: http://www.uwsp.edu/cnr/neeap
 Staff: Dr. Richard Wilke, Co-Director
 Abby Ruskey, Co-Director, Newsletter Editor-in-Chief
 Jeremy Higgins, Outreach Coordinator
 Amy Kowalski, Communications Specialist, Newsletter Editor
 Amy Heart, Program Assistant

This publication is funded by the U.S. Environmental Protection Agency (USEPA) through the Environmental Education and Training Partnership (EETAP) under agreement #EPA-NE-82865901-0 to the University of Wisconsin-Stevens Point (UWSP). Its contents do not necessarily reflect the views and policies of the USEPA, EETAP or UWSP. You may reproduce these materials for the non-commercial purpose of educational advancement. No state tax revenue supported the printing of this document.



News From Here and There



WaterWorks! in Tennessee

by Karen Hargrove, Natural Resources Coordinator
 WaterWorks! Program, MTSU Center for EE

Here in Tennessee we have a brand-new state-wide public education and outreach program called *WaterWorks!* The website is www.tennesseewaterworks.com, and on it you can see and hear public service messages about water quality (public service announcements button) as well as view some of state naturalist Mack Prichard's beautiful water photos (home page).



Burgess Falls State Park Natural Area
 Sparta, Tennessee

©2004 Mack Prichard

WaterWorks! is a new type of education program for the Center of Environmental Education at Middle Tennessee State University (MTSU). We have done K-16 programs, trainings, inservices and workshops, but *WaterWorks!* is a new dimension for sure!

We have also begun a youth recognition program for youth in grades 5-12 called *Stream Savers*. This program encourages youth groups, both formal and informal (i.e. Scouts, 4-H, clubs, classrooms, etc.), to participate in and submit projects that improve the quality of water in streams and rivers in their Tennessee community. Monthly winners earn \$300 for their school or project and are featured on the *WaterWorks!* website. We are funded by the Tennessee Department of Agriculture, Nonpoint Source Program and are helping our Phase II Stormwater municipalities meet their education goals with our public service campaign.

©2003 Frank Yancey



The Lewis County Home School 4-H Club's "Creek Stomp" project made them the November 2003 *Stream Savers* winners.

WaterWorks! is a unique partnership that includes our state university's EE Center, a state agency, Phase II municipalities and state-wide youth groups.



At the Grassroots...

Worst Case Scenario Guide to Membership Development

by Jeremy Higgins, Outreach Coordinator, NEEAP

The following membership development scenarios and options of how to approach them have been extracted from a packet produced by Jeremy Higgins, NEEAP Outreach Coordinator and NAAEE Membership Committee Chair. This packet was well received at the 2003 NAAEE Affiliates Pre-conference workshop. If you would like the entire *Worst Case Scenario Guide to Membership Development* or additional information on this particular topic, please contact the NEEAP office at neeap@uwsp.edu or 715-346-4748.

<p style="text-align: center;">Scenario 1 Our state is so big that it's hard to get representation from everywhere.</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Examine your database and create a thunderstorm map <ul style="list-style-type: none"> ✓ This will tell you where you are strong or weak 2. Use existing networks to reach potential members <ul style="list-style-type: none"> ✓ PLT, WET, WILD, NAI, EPA, NRCS, school districts, conservation organizations, corporations, other associations (science teachers, nature centers, education) 3. Technology can bridge gaps <ul style="list-style-type: none"> ✓ Teleconferences (Conference depot, etc.) ✓ List-servs (OK, MN, EE-News, etc.) ✓ Discussion boards (Edgateway) 4. Treat each region within your state as a separate segment and target marketing campaigns appropriately. <ul style="list-style-type: none"> ✓ Hold regional events ✓ Move conference around state appropriately ✓ Design networks to promote participation 	<p style="text-align: center;">Scenario 2 I'm so tired of this organization. It's always the same people, doing the same things, with the same results. Hey, do you want to join?</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Whole organization needs to project positive attitude <ul style="list-style-type: none"> ✓ Leadership needs to be active and vocal ✓ Rectify negative aspects publicly (within organization) ✓ Conduct organizational development only if necessary 2. Celebrate progress and promote future endeavors <ul style="list-style-type: none"> ✓ Publish a "top ten achievements" list annually ✓ Send press releases out before and after activities ✓ Awards are inexpensive and produce a lot of good will ✓ Clearly identify where you are going, others will follow 3. Personally contact as many members as possible <ul style="list-style-type: none"> ✓ Welcome letter or phone call to each new member ✓ Follow up inquiries ASAP (demonstrates interest) ✓ Keep note of interests and suggest leadership areas
<p style="text-align: center;">Scenario 3 Our members join to "support the cause," they don't care about tote bags or coffee mugs</p> <p><i>Don't fool yourself, a tote bag means a lot to a prospective member. Receiving a tangible benefit ways heavily in their decision to write a check.</i></p> <p>Options:</p> <ol style="list-style-type: none"> 1. Each membership category should have a distinct premium with a perceived value related to the donation level. <ul style="list-style-type: none"> ✓ Increase premium "value" appropriately for categories ✓ Find useful or unique items (unique is worth more) <ul style="list-style-type: none"> ✓ Use focus groups to test response to premium ✓ Change them at least annually ✓ Emboss your logo on all premiums 	<ol style="list-style-type: none"> 2. Observe your competition and successful organizations <ul style="list-style-type: none"> ✓ Compare premium value for membership costs ✓ Mimic popular items, but don't make it obvious ✓ Inspect items to find potential vendors 3. Always test premiums for quality and durability <ul style="list-style-type: none"> ✓ Nobody likes a worthless benefit ✓ Negative publicity lasts a long, long time ✓ Valuable item = valuable member = valuable organization <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Top Resources</p> <p>The Volunteer Recruitment (and Membership Development) Book by Susan J. Ellis</p> <p>Canada's Association Management Magazine - <i>Association</i> (www.associationmagazine.com search for membership)</p> </div>



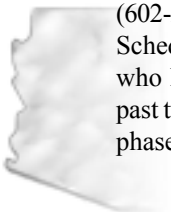


In the Spotlight: EETAP State Updates

The Environmental Education and Training Partnership (EETAP) is continuing support for its largest activity, the EETAP States Program, during 2004 and 2005. The priority objective of the EETAP States Program is “to provide environmental educators in the United States with at least eight models for building state-level environmental education (EE) capacity for enhanced EE Training programs.” The eight EETAP States (AZ, CA, IL, MO, OH, OK, UT and WA) will continue to receive federal funding to support the following efforts. For more information go to www.uwsp.edu/cnr/neeap.

Arizona

Building on the momentum generated during their first two years in the EETAP States Program, the AZ team intends to work towards two main objectives during 2004 and 2005. Their first objective is to make the Arizona Association for Environmental Education (AAEE) the recognized leader for high quality environmental education by building a strong organization capable of promoting EE across the state and region. Their second thrust will be to make AAEE the voice for a more diverse membership representing a broad stakeholder group in environmental education in Arizona. Dr. Larry McBiles (602-266-4417 or lmcbiles@azresourceed.org) and Karen Schedler (602-789-3238 or kschedler@gf.state.az.us), who have been involved with the AZ team during the past two years, will be Project Co-Managers for the next phase of the program.



Missouri

The Missouri team is planning to strengthen and expand their state EE association, the Missouri Environmental Education Association (MEEA), over the next two years. Through a “ground up restoration” the team hopes to forge a stronger, more sustainable association and raise Missouri’s environmental education capacity to a new level. These activities will include several forums to gather input from environmental educators throughout the state, as well as the creation of a strategic plan for the association. Ollie Bogdon (816-918-2586 or obogdon@aol.com) will be taking over as Project Manager for the Missouri team.

Illinois

During 2002 and 2003 the Illinois team created a statewide infrastructure they called Centers of Regional Environmental Education (CORE²). During the coming two years the IL team plans to strengthen the ability of the five regional centers to provide professional development in EE for in-service teachers. They will also promote EE professional development opportunities to all in-service teachers in Illinois by fostering collaboration and networking between EE providers and Regional Offices of Education. They will use a statewide electronic database to facilitate the sharing of programs and workshops among regions. Mary Rice (847-985-2100 or marice@parkfun.com) will continue to lead the team through the role of Project Manager.

Utah

In 2004 and 2005 the Utah team is planning to further implement the professional EE certification program by training mentors that will assist candidates during the certification process. Training will include a workshop as well as a new Mentor Manual to use as a reference. The team will also work to gain support for the certification program from several state-level organizations. Jennifer Visitacion (801-328-1549 or jenv@usee.org) is the interim Project Manager at this time.

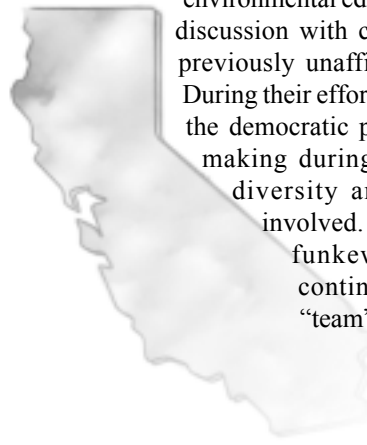


Ohio

Building on their past initiatives, the Ohio team will be conducting a “Rising Stars” Leadership Clinic this summer. Eight teams from various regions of Ohio will develop plans for engaging selected underserved audiences. Implementation of these regional plans will continue through 2005, as well as an evaluation of their effectiveness. Another major activity during the next two years is the populating and promotion of the Ohio on-line resource database. Finally, the team will provide the state association Board of Directors, and other leaders, with training about program and organizational evaluation. Brenda Metcalf, the new Executive Director for the Environmental Education Council of Ohio, will be leading these efforts during the coming years (330-322-3953 or director@eeco-online.org).

California

The California team is planning to build EE capacity both within the established EE community and with new potential stakeholders at the community level during the next two years. They intend to gain a better understanding of the processes needed to engage under-served audiences in both the delivery of and participation in environmental education in California. They will also work to broaden the definition of “environmental education” through engagement and discussion with constituencies and organizations previously unaffiliated with the EE community. During their efforts the team will strive to engage in the democratic participatory process of decision making during all activities that honors the diversity and viewpoints of individuals involved. Sandi Funke (707-939-3869 or funkewoman72@yahoo.com) will continue as Project Manager, as the “team” grows and the project unfolds.



Washington

The Washington team will be working to create K-20 community Hubs within three major school districts that have been involved in the past three years. School districts, colleges and teacher preparation professionals have committed to implement and document how environmental education (EE) builds upon education reform while increasing student learning and meeting the local and state learning goals. The Hubs will create a network of educators exemplifying the best practices used in EE and education reform. Project Co-Managers Margaret Tudor (360-902-8309 or tudormtt@dfw.wa.gov) and Lynne Ferguson (360-705-9282 or lferguson@wfpa.org) continue to head up the Washington group.



Oklahoma

During the next two years the Oklahoma team is continuing to develop a state master plan for EE in their state. A major focus of their efforts is gathering input from non-traditional audiences that are part of the broader community. Some of their activities will include quarterly meetings with these diverse audiences to draft a master plan, a leadership clinic to help underserved audiences develop an action plan tailored to their needs and the presentation of the completed plan at several state-wide conferences. Suzanne Spradling (405-848-6420 or sshawsprad@aol.com) will continue to be the OK EETAP Project Manager.

For more information
www.uwsp.edu/cnr/nceap



What's New With EETAP?

by Dr. Augusto Medina
Project Manager, EETAP



UWSP & EPA Sign Agreement

The University of Wisconsin-Stevens Point signed an agreement with the U.S. Environmental Protection Agency's (EPA) Office of Environmental Education for the fourth year of funding for the National Environmental Education and Training Partnership (EETAP). The total funding for Year 4 includes \$1,820,750 from U.S. EPA plus an in-kind contribution of \$705,996 from EETAP partners for a project total of \$2,526,746.

EETAP works to increase environmental literacy and learning through the skill development of education professionals. In Year 4, EETAP will focus on 15 activities designed to help achieve three goals. Each activity has one lead partner and may include several participating partners.

Goal 1: To build the understanding and skills needed to create comprehensive and sustainable EE programs at the state and local level.

- EETAP States Program
- Capacity Building Information Services
- Professional Development For State EE Leaders: NAAEE Pre-Conference Workshop For State Affiliate Organizations

Goal 2: To enable educators and decision makers to effectively use environmental education as a tool for improving teaching, learning, and achieving a healthy and sustainable environment.

- Pre-service Educator Training
- Creating Standards of Excellence for College/University EE Programs
- Revision and Marketing of the On-line Fundamentals of EE Course
- Development of State Environmental Educator Competencies
- Building Stronger Links with Formal Education through ASCD
- Building Support for Environmental Educators by Developing and Disseminating Correlations to EE Curriculum
- Developing Alliances with Urban-based Organizations to Provide EE Training

Goal 3: To promote quality environmental education that is scientifically accurate, pedagogically sound, and responsive to community needs by improving educator access to EE programs, materials, and information.

- Dissemination of *Guidelines for Excellence*
- Review of EE Materials
- Electronic Access to Quality Environmental Education (EE-Link)
- Increasing Environmental Educators' Capacity to Include Diverse Audiences
- Developing Relationships with Professional Education Associations

EXPLORE
THINK
SERVE
WONDER
ACHIEVE

Diversity Workshops for Environmental Educators

EETAP is offering a limited number of professional development diversity workshops for environmental educators. This workshop offers an opportunity to explore the intersection of EE and cultural diversity and identify steps that can be taken to make your own organization and program more inclusive and culturally diverse. The cases workshop is easily incorporated within a conference format (such as a state EE conference) or as a stand-alone workshop for your organization or group. If you are interested in hosting a cases workshop please contact Gus Medina (gmedina@istar.ca or 905-468-8031).

For more information:

EE and Training Partnership
College of Natural Resources
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
Ph: (715) 346-4958 Fax: (715) 346-4385
www.eetap.org



Orange County, CA (cont.)

Given the short project time frame and limited budget, it was essential to choose a project that could be continued without additional funding. So the Team developed a model Storm Water Management Plan for a School that can be used by nonenvironmental professionals to actively educate and promote environmental action on campus. Because many Orange County Team members participated in the project they have a personal

commitment and vested interest in ensuring that the project continues beyond the EETAP funding period. This is one of the most significant advantages of community-based environmental education and the “final answer” in the *Who Wants to Be a Millionaire? EETAP Demonstration Communities Version* game!



Photo provided by Sharon Lien

Sharon Lien prompts the contestants for their “final answer.”

Chaparral New Mexico

by the Chaparral Community Development Association

The Chaparral Community Development Association has grown tremendously over the past two years. We have defined our goals, developed strategies, and mobilized the community. Our work has been very challenging because we are unincorporated, (no official municipal government), burdened with the wastes of the county, little resources and lots of Spanish speaking residents. Keeping focused and everyone informed is very hard work.

What we have learned over the past two years is that bilingual facilitation really helps. It keeps our group on task, makes us accountable for our decisions and helps us respect everyone’s viewpoint. The fact that we have been able to stay together for two years really helps us see progress. We don’t have to create a new working system and everyone has similar expectations. Together we realize we have a powerful voice and can make choices.

We have been trying to get a waste water treatment system in our community through the county, but they have not been very responsive to our requests for information. Because of that we are looking at alternatives. We either want to create more political pressure through voter registration or media attention through our local newspaper on how the county is treating us, or look at other alternatives like constructed wetlands that won’t require the county’s intervention. We know now that we have to weigh the pros and cons to make the best decisions for our community.

It has been very interesting seeing how others work in the demonstration communities and in environmental education in general. We really feel on the front lines, education has a purpose. It is not just to know more, it is about making the right decisions. It has been great to network and see other options, but we realize that each community is different and you just have to do what you can with the resources you have.



Photo by Abby Rasker

Alma Galvan and Marie de Jesus Garcia make significant contributions to the project in Chaparral.

Oklahoma City Oklahoma

by Hyder Houston, Diversity and EE Consultant

The symposium presentation by the Oklahoma City Demonstration Community team at the 2003 NAAEE Conference revealed the results of their untiring work, which was nothing short of remarkable. In less than 2 ½ years they transformed a vision into a mission that will last indefinitely. This functioning unit is now recognized in the state of Oklahoma as a viable community resource for environmental education and health. The period from the program’s inception to its transformation into a full fledged productive, participatory unit occurred over a relatively short period of time. The process was expedited because of the dedication and drive of a core group of professionals who were born, raised, trained and currently reside in this community. Over \$50,000 of in-kind contribution coming from community members with connections to the state and a national organization willing to participate in this program proved invaluable. The Oklahoma City Demonstration Community Project completed 12 activities under the five goals including:

- 1) Introduce EE into the core curriculum of local elementary and middle schools through a Project WET (Water Education for Teachers) workshop and initiate Service Learning Projects,
- 2) Coordinate an Environ. Expo for the general public,
- 3) Host an Environmental Forum, article series and Superfund Tour,
- 4) Receive the Groundwater Guardian Community Designation, and
- 5) Submit a proposal for future funding.

This group never underestimated the drive, dedication, desire, discipline, and duty (to represent truthfully all information) of the gentry to help themselves.

VISION

Vision of the OK City Demo Community Team

Reach culturally diverse audiences through the professional development and training of formal and nonformal educators

Advance the education and environmental literacy within diverse communities

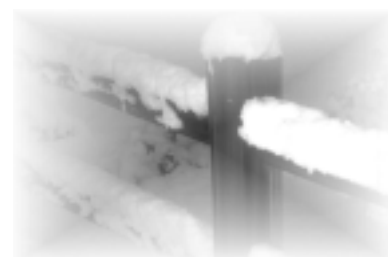
Include a more diverse audience of critical thinkers who support EE as an integral facet of daily living

Improve student learning & access to EE resources



National Environmental Education Advancement Project
College of Natural Resources
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
#90-8294

Nonprofit Organization
U.S. POSTAGE
PAID
STEVENS POINT, WIS.
PERMIT NO. 19



Resources & Opportunities

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

Looking For Federal Grants? You're In Luck!

Here is a website (www.grants.gov) that allows anyone to search federal grant listings, download and complete application forms, and apply for grants online. All 26 federal grant-making agencies have information on their grant programs available through the site.

Guide to Grantseeking on the Web (2003 Edition)

The 2003 Edition of The Foundation Center's Guide contains many new links and provides a gateway to the numerous online resources available to grantseekers (available as a book or CD-Rom for \$29.95). <http://fdncenter.org/learn/bookshelf/grantseek/summary.html>



This Issue:

Demonstration Community Project	
Wraps-up: Important Lessons Learned.....	1,7
News From Here and There	
WaterWorks! in Tennessee.....	2
At The Grassroots...	
Membership Development.....	3
In the Spotlight:	
EETAP States Updates.....	4-5
What's New With EETAP?.....	6
Resources & Opportunities.....	8

Free Charter Membership to Bridgestar

Bridgestar (<http://www.bridgestar.org>) is all about supporting leadership in nonprofit organizations. Free membership to the pilot web site is available if you sign up by Spring 2004. Membership gives you access to their leadership content and brand new newsletter - it's quite good.

Training and Resources from the Institute of Cultural Affairs

The Institute of Cultural Affairs is a great resource for those seeking resources to build sustainable communities and training in leadership, participant-driven facilitation, implementation and strategic planning technologies. Visit the ICA website at www.ica-usa.org for more information or call (800) 742-4032.

