

EE Program Funding in Jeopardy

The White House \$2.4 trillion budget for FY 2005, released February 2, 2004, eliminated funding for the Environmental Protection Agency (EPA) Office of Environmental Education (OEE) for the third consecutive year. An evaluation by the Office of Management and Budget (OMB) deemed it ineffective and redundant (Washington Post, 2/11/04) – this despite the original intent of the 1990 National Environmental Education Act to create an entity, the EPA OEE, that would be the lead – not the only – federal agency office for environmental education within the U.S. government.

A review of major EPA OEE funding channels (Grants, the Environmental Education and Training Partnership [EETAP], and the National Environmental Education and Training Foundation [NEETF]) strongly suggests that the OEE's accomplishments have indeed been significant in terms of fulfilling its mission and goals. Here's a look at where the money goes and what it buys in terms of results.

Grants. More than 2,500 grants that support community, state, or regional environmental projects have been awarded nationwide since 1992: typically 12 to 15 grants are made annually by the OEE and about 200 smaller grants are made annually by the 10 EPA regional offices.

"Grant money has been able to leverage other money through matching non-

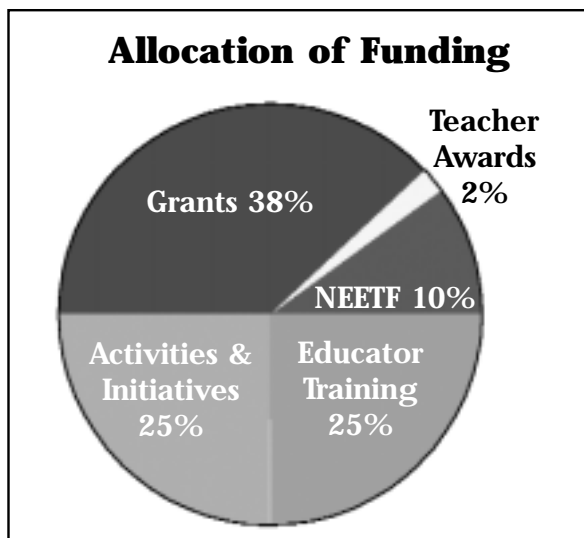
federal funds and partnerships," said OEE director Michael Baker. In 2002, for example, EPA funding of \$2,784,719 netted \$5,253,223 in matching funds.

"The EPA's involvement in an EE project gives it the stamp of approval," Baker added. "That credibility attracts other funding."

The grant program's success has allowed EE to serve teachers who would not have been reached through other EE programs such as EETAP, to elevate awareness of EE among diverse populations, and to bring what Baker calls "the best of the best" together to develop groundbreaking EE initiatives.

EETAP. This national program, headquartered at the University of Wisconsin at Stevens Point, strives to achieve three goals: (1) building EE capacity, (2) supporting professional development and the use of EE as a tool for improving student achievement, and (3) promoting scientifically accurate, educationally sound, and community-responsive quality education. Among EETAP's accomplishments:

- Funding and technical support to help eight states build comprehensive, sustainable EE programs.
- EE training delivered to 80,000 educators since 1995.



- Publication of more than two dozen research and evaluation materials.
- Development of standards-linked national guidelines for EE materials, students, teachers, and nonformal educators.

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The NAAEE Communicator is the newsletter of the North American Association for Environmental Education (NAAEE). Four issues will be published in 2004, mailed to NAAEE members in April, July, September, and December. We encourage members to submit articles about NAAEE activities including the activities of commissions and committees. Please submit articles to Editor Joanne Lozar Glenn (communicator@naaee.org) by June 4 for the Summer 2004 issue, August 20 for the Fall 2004 issue, and November 12 for the Winter issue.

NAAEE is a private nonprofit educational organization that qualifies for nonprofit status under Section 501 (c)3 of the U.S. Income Tax Code. As a member of the Independent Charities of America, NAAEE can receive donations through the Conservation and Preservation Charities of America and the United Way. ICA is part of the combined Federal Campaign. Give to NAAEE by designating #22311. Contributions to NAAEE'S Bill Stapp Student Scholarship Fund support student conference participation.

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NAAEE Moves to E-Voting

While nominations for president-elect, treasurer, and board members-at-large are flowing into the NAAEE office, staff members are working to set up our first electronic voting system. In a survey conducted last year, members overwhelmingly supported a switch to e-voting. Because it is more convenient, we hope that more members will exercise their right to vote and to help direct the future of NAAEE.

A critical aspect of voting electronically is having valid e-mail addresses. If you have any changes in your email address, please send them to NAAEE or log onto our online membership directory to update your profile. Visit www.naaee.org and click on "To Member Site" to access the directory.

If you do not have e-mail access or prefer a hard copy ballot, contact Barton Zervas by phone (202.419.0412) or email (memberservices@naaee.org), or simply drop a postcard in the mail. ■

Make a Difference! Join NAAEE Today!

Yes, I would like to join a dynamic network of professional environmental educators across North America and around the world:

Name _____

Organization _____

Address _____

City _____ State _____ Zip/Postal Code _____ Country _____

Is this a work address? Yes No

Work Phone _____ Home Phone _____ Fax _____

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No, I don't wish to receive the E-Communicator (members only E-Newsletter)

Current Profession

- | | | |
|--|---|--|
| <input type="radio"/> Artist | <input type="radio"/> Health Professional | <input type="radio"/> Media |
| <input type="radio"/> Consultant | <input type="radio"/> Higher Ed. & Extension | <input type="radio"/> Museums, Zoos, Aquaria |
| <input type="radio"/> Elementary & Secondary | <input type="radio"/> Interpretive or Env. Center | <input type="radio"/> Nongovernmental Org. |
| <input type="radio"/> Federal Agency | <input type="radio"/> Local or State Agency | <input type="radio"/> Private Business |

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- | | |
|---|---|
| <input type="radio"/> Professional \$55 | <input type="radio"/> Life Member \$500 |
| <input type="radio"/> Student \$35 | <input type="radio"/> Institutional (Nonprofit) \$300 |
| <input type="radio"/> Retired \$35 | <input type="radio"/> Corporate \$1,000 & up |
| <input type="radio"/> Supporter \$250 | |

Occasionally, NAAEE offers our membership list for sale to other like-minded organizations with products we believe will be of interest to you. If you are not interested in receiving mail from these organizations, please check this box:

Please delete my name from mailing list when sold to other organizations.

Check / Money order VISA Master Card American Express

CC / Check Number _____ Expiration Date _____ Security Code _____

Name on Card _____ Total Enclosed _____

Return with payment to: NAAEE, 2000 P St NW Suite 540, Washington, DC 20036-6921

PRESIDENT'S CORNER

Abby Ruskey

Dear NAAEE members and friends:

The new look and frequency of the EE Communicator are just the beginning of changes underway at NAAEE. Other changes are reflected in the content of the newsletter itself. Articles focus on informing and activating our readership in addition to highlighting the professionals and affiliates we are so fortunate to have as members. In this issue you will find articles on advocacy for EE, NAAEE's first annual Research Symposium, a review of the new *Nonformal EE Programs: Guidelines for Excellence*, the Kentucky Association for EE, member Rob Alexander (chair of the EE Advocacy Committee), committee and commission updates, and an insert about this year's innovative conference in Biloxi, Mississippi.

This May 13–16, the NAAEE Board of Directors met in Biloxi, Mississippi, for

our spring retreat. We began the retreat with an EETAP Diversity Cases workshop led by Gus Medina, Lisa LaRocque, and Isabel Castillo. The workshop leaders prepared background information pertinent to our association, and the cases enabled us to reflect in a real-world way on our association's strengths and shortcomings in relationship to diversity. The discussion was the perfect backdrop for our work on internal operations and organizational development, and for board input to our strategic plan. The first full draft of the plan will be online for your input soon. The plan has three meta-goal areas; several strategies are associated with each. Many volunteers and leaders in the association are hard at work developing the goal areas and strategies as I write this in July.

I. Promoting the Profession

(Advocacy for EE, Affiliate Capacity

Building, Partnerships)

II. Advancing the Profession

(Certification, Teacher Preparation Program Accreditation, Professional Development Institute, Research, Materials Review)

III. Serving the Members

(Diversity, Membership, Leadership Development)

I would like to invite you to visit our website (www.naaee.org) and "meet" your association board of directors and staff. We wish to be an association that is "transparent" in its management and accessible to all. Please let us know how we can serve you best.



Apreciados miembros y amigos de NAAEE:

La nueva apariencia y frecuencia de nuestro boletín informativo, NAAEE Communicator, es solo el comienzo de los cambios que se están produciendo en la NAAEE. Otros cambios en el boletín están reflejados más notablemente en su contenido. Los artículos están enfocados en informar y actualizar a nuestros lectores, además de destacar a los profesionales y afiliados de los cuales somos tan afortunados de tener como miembros. En esta edición usted encontrará artículos sobre: Como abogar por la Educación Ambiental; el primer Symposium Anual de Investigación de NAAEE; el nuevo libro *Nonformal Environmental Education Programs: Guidelines for Excellence*; la Asociación de Educación Ambiental de Kentucky; miembro Rob Alexander, jefe del Comité de Abogar por la Educación Ambiental; novedades de nuestras comisiones y comités; y nuestro congreso anual, el cual se llevará a cabo en Biloxi, Mississippi.

Del 13 al 16 de este pasado mes de Mayo, la Junta Directiva de la Asociación

se reunieron en Biloxi, Mississippi para nuestro retiro de primavera. Nosotros comenzamos el retiro con un taller de trabajo acerca de uno de los Casos de Diversidad de EETAP dirigido por Gus Medina, Lisa LaRocque e Isabel Castillo. Los líderes del taller de trabajo prepararon una información de antecedentes pertinente a nuestra Asociación y el Caso presentado nos permitió a nosotros reflexionar de una manera más real sobre la fortaleza y deficiencia de nuestra Asociación en relación a la diversidad.

La discusión resultante fue un 'marco de referencia' perfecto para los esfuerzos que estamos haciendo para mejorar nuestra administración interna y desarrollar la organización, con aportes de la Junta Directiva en la elaboración de un 'Strategic Plan' (Plan de estrategias). El primer borrador del Plan estará en línea en agosto, para recibir sus comentarios. Cabe notar que el Plan tiene tres grandes metas (o "mega-goal areas") con varias metas e estrategias específicas interrelacionadas. En este momento, muchos voluntarios y líderes de la Asociación

están trabajado duro para terminar el primer borrador del Plan y sus tres "grandes metas":

I. Promover la Profesión (Abogar por la EA, fortalecer la capacidad institucional de nuestros Afiliados y organizaciones colaboradoras).

II. Avanzar la Profesión (atraves de Certificación, Acreditación de programas de formación de profesores, Investigación y la evaluación de Materiales en el campo de EA)

III. Servir mejor a los Miembros (por iniciativas que promuevan la diversidad, el desarrollo de liderazgo y el aumento de la membresía)

Para concluir, yo quisiera invitarlos a que visiten nuestra pagina electrónica (www.naaee.org) y "conozcan" a los miembros de la Junta Directiva y del personal de su Asociación. Nosotros deseamos estar en una Asociación que es "transparente" en su dirección y es accesible para todos. Por favor háganos saber como podemos servirles mejor. Deseándoles lo mejor en todos sus esfuerzos por la Educación Ambiental.

AFFILIATES IN ACTION

Kentucky Association for Environmental Education (KAEE)

It is late spring, and at the moment the president of the Kentucky Association for Environmental Education (KAEE), Gwenda Adkins, is discussing her EE writing portfolio. The portfolio is required for Kentucky's newly developed state certification curriculum for nonformal environmental educators – one of several strategic planning efforts designed to raise EE quality and expand its reach throughout the state.

“[The assignments are] thought-provoking,” she says, explaining that they involve a variety of readings and reflective responses. “We have to evaluate ourselves, our programs, and our teaching strategies and relate them to specific EE models, always asking, ‘Are we there yet?’”

Adkins, an extension agent for family and consumer sciences in Sandy Hook, KY, is pleased with the certification program, which was spearheaded by Jane Eller, Executive Director of the Kentucky Environmental Education Council, a group that often partners with KAEE on major EE ventures. Based on national EE guidelines, the program was planned by a committee whose members included representatives of EE-related agencies and organizations and several KAEE board members, including Doug McCoy.

To develop the curriculum, the committee reviewed existing state EE certification efforts. “We set up the program [with the goal of] helping people understand [concepts] through proper modeling and participating in EE activities in

ways that show their understanding,” McCoy said. As the program matures, the current 30 program participants will mentor future certification candidates.

The certification program, along with other events such as Getaway Days, Resource Fairs, and the KAEE annual conference, will help get KAEE's name known as a resource for all Kentucky teachers and other citizens, even those at

Don't overlook organizations that have nothing to do with youth because EE doesn't see age or gender – it's for all people.

**-Gwenda Adkins
President**

the extreme eastern and western borders – “areas we never would have thought of reaching before,” McCoy said.

Widening KAEE's “customer” base. McCoy and Adkins agree that KAEE's ability to expand its geographic impact and to widen its “customer” base is a major accomplishment. They did it through strategic program planning that involved reaching out to “nontraditional” audiences such as church groups, retired teachers, VFW posts, and families.

For example, in February 2004 under Mary Kate Dickerson's leadership, KAEE sponsored a family-oriented “Getaway Day” miniconference themed “Getting to Know Nature in Winter.” And a recent cooperative venture with a Kentucky extension homemaking association is offering training in environmental and

land-management decision making to approximately 86,000 women who need to know how to effectively manage their forests and natural resources (in Eastern Kentucky, most forests are privately owned).

Valuing marketing and PR. Though the Getaway Day event was successful (two more are planned for October 2004 and January 2005), Adkins intimated that they probably could have had more attendees. “We learned a lot . . . [for instance, that] marketing and PR [public relations] are very important.” Adkins applied this “lesson learned” as KAEE planned its upcoming Eastern Kentucky resource fairs (August 7 and 21) and annual conference (September 10–12).

“News of the resource fairs will reach every teacher in 25 counties,” Adkins said. KAEE sent letters to classroom teachers and contacted professional development leaders so that participating teachers could earn professional development credits. More than 25 state and local resource agencies, from conservation districts to wildlife organizations, will set up EE exhibits, and KAEE will provide Kentucky-specific lesson plans for use in environmentally-based lessons. Likewise, the KAEE conference will feature similarly traditional interdisciplinary and multidisciplinary offerings and be held in two venues: the Blackacre State Nature Preserve and the Louisville Zoo. McCoy, as the zoo's Assistant Curator of Education, has been heavily involved in planning the program and the publicity.

“Marketing and PR can take an organization anywhere you want it to go,” Adkins said. Networking, too, no doubt: previously KAEE had unintentionally excluded people and organizations that could have benefited from EE programs “simply because we didn’t know what they were doing,” she said. “Don’t overlook organizations that have nothing to do with youth because EE doesn’t see age or gender – it’s for all people,” Adkins said. “Any organization is a potential EE educator.” ■

FAST FACTS: **Kentucky Association for Environmental Education**



Founded: Established 1976

Headquarters: KAEE is organized into seven geographic regions, though the Board of Directors meets most often in Elizabethtown, a central location.

Milestones: Launched, in cooperation with the Kentucky Council on Environmental Education, a statewide EE certification program.

Kudos: KAEE member Joe Baust will serve as President-Elect of NAAEE for the term 2004–2006.

Web: www.kaee.org

BOOK REVIEW

Nonformal Environmental Education Programs: Guidelines for Excellence

National Project for Excellence in Environmental Education

*(Environmental Education Coalition, 2003.
Copies available from NAAEE: to order, call
[202] 419-0412 or fax [202] 419-0415)*

The newly released *Nonformal Environmental Education Programs: Guidelines for Excellence* provides straightforward guidance on developing and evaluating nonformal programs. The latest in the “Guidelines for Excellence” series, this slim book includes simple but clear outlines, targeted examples, and useful appendices.

For those who have used other “Guidelines” publications, the format will be familiar: The book opens with a step-by-step guide to program development that introduces the guide’s six key characteristics, which represent integral elements of high-quality nonformal EE programs. Throughout the guide, those characteristics are subdivided into indicators – “clusters of attributes you might look for to help gauge whether the characteristic is embodied in the nonformal

program you are reviewing or developing” (p. 1).

The key characteristics are refreshingly practical: needs assessment; organizational needs and capacities; program scope and structure; program delivery resources; and evaluation. They articulate elements central to creating and maintaining well-planned and appropriate nonformal programs. The indicators cover big-picture discussions—such as the importance of developing accurate and measurable outputs, outcomes, and impacts—as well as more mundane, but critical, points—for example, the importance of safety, logistical preparations, and staff performance reviews. Each section is accompanied by a short, real-world example of the key characteristics and indicators in practice.

The appendices focus on writing objectives, developing rubrics, creating age-appropriate programs, and using logic models. It would be helpful if the appendices had also provided ready-to-copy checklists of the key characteristics and indicators, making the guide more user-friendly. A concise glossary defines key environmental education terms, and a compilation of selected references sug-

gests where to find additional information. Unfortunately, the reference list is not an annotated bibliography and, therefore, it may be difficult to discern which publications are most appropriate for certain topics and interests.

Overall, this guide provides a useful basis for helping experienced environmental educators create programs that meet the outlined specifications. One concern is that the guide seems to be geared for an audience with previous EE experience and already familiar with the “lingo.” In some areas, such as program quality/appropriateness and evaluation, more detail may be warranted to successfully engage less-experienced environmental educators. However, the clarity of the layout and the no-nonsense text will be useful to educators familiar with the “Guidelines” concept and format. This guide should definitely be on the shelf of every nonformal environmental educator interested in making high-quality programs the standard in our field.

Nicole Ardoin is a Ph.D. Candidate in Social Ecology at the Yale School of Forestry and Environmental Studies.

EPA Funding

Continued from Page 1

- Support of efforts to make EE part of the NCATE criteria for accreditation of teacher preparation programs.

- Enhancement of EE-Link website (www.Eelink.net) to improve access to EE information and resources.

- Publication of a casebook by EE educators on working with diverse cultures.

Like EPA's grants program, EETAP funding creates a "multiplier of effort" effect. "The funding has done two things," said EETAP project manager Gus Medina. "It has sped up the process [of achieving important national EE objectives] and generated synergy both within EE and with related fields."

NEETF. A private, nonprofit organization, NEETF is a leader in (1) using research and fact-finding to develop policies and programs that advance environmental literacy and (2) linking EE to American core values such as better health, environmentally sound and profitable businesses, and volunteerism.

Through encouraging public-private partnerships, NEETF is able to leverage its \$720,000 annual allocation into \$20 million of additional funding and volunteer programming, a 30 – 1 return. These funds are then invested into major programs and NEETF's signature projects such as Greenbiz.com, Enviromentors, Classroom Earth, National Public Lands Day, Weather and the Environment, and the NEETF/Roper Starch National Report Card. Combined, these programs reach 20 million people, including one million businesses, health professionals, educators, and media professionals.

"The Roper research has provided a baseline on America's environmental knowledge," said NEETF President Kevin J. Coyle. "One of the insights . . . [is that the] public does not know very much,

and that there are segments of the public who should know more – teachers, healthcare professionals, and people who run businesses."

NEETF is partnering with organizations to expand outreach to teachers; improve patient history taking with respect to environmental influences on patient health; and establish metrics that demonstrate the impact of environmental education on a business' bottom line. In addition, NEETF has created an extensive online library of free and downloadable resources on its website (www.neetf.org).

Call to action. Efforts are underway to restore funding when federal budget talks resume. NAAEE's EE Advocacy Committee (EEAC) hopes NAAEE members will be active in this effort. Here's what you can do:

- Email NAAEE and ask to be included in the Action Network (memberservices@naaee.org).
- Educate yourself on the issues and on ways to advocate for the profession – visit www.naaee.org/govtaffairs/ on the NAAEE website.
- Join the EEAC and help it mobilize: contact Chair Rob Alexander (eeac@weiprograms.org or 303.818.0418) for further information.
- Line up your talking points for contacting Congress (via phone [most effective], email, or fax – letters tend to get delayed due to security precautions) so that when the Action Network initiates its campaign, you are ready.
- Keep an eye open for additional talking points to be shared by the EEAC, posted on our government affairs web page, and sent out in an action e-lert.
- Remember that advocacy is always much more than just contacting elected officials – it's also about telling your community members about EE, working with your donors and funders, and volunteering with NAAEE and your state affiliate. ■

MEMBERS ON THE MOVE



Rob Alexander of Boulder, CO, recently left the position of Executive Director of the Wilderness Education Institute after 13 years of work with the National

Wildlife Federation's Wildlife Camp and Teen Adventure summer programs to attend Syracuse University in Syracuse, NY. As a Ph.D. candidate in Public Administration, Alexander intends to study the interactions that occur between public agencies and non-profit organizations when they collaborate on implementing environmental education policy.

To our members: *Have you changed jobs, received an award, taken on a leadership position, published an article or book, or done anything similar? Then please share it with fellow readers!*

Send a brief notice (less than 75 words) about your "Move" – and a photo in .JPG or .TIFF format – to Joanne Lozar Glenn (communicator@naaee.org). Please put "ON THE MOVE" in the header and be sure to include your contact information on each

Your feedback needed on NAAEE's Strategic Plan!

The first full draft of the NAAEE five-year strategic plan will be posted on our website soon. Please visit the site, review the plan and give us your candid online input. This is YOUR association...help us set a course that will strengthen NAAEE and the field.

ASSOCIATION UPDATES: COMMITTEES & COMMISSIONS

Membership Committee Focuses on Key Initiatives

Jeremy Higgins

The Membership Committee welcomed several new energized and motivated members to its ranks this Spring, including Susan Williams (AZ), Deborah Miller (NC), Richard Becker (NM), Dan Sivek (WI) and Ali Sammel (SK, Canada, and NAAEE Board). Returning members include Jeremy Higgins (WI and Committee Chair) and Christopher Shepard (CT). This year, the Membership Committee is tackling several key initiatives: developing membership among three priority audiences, refining a comprehensive development plan for NAAEE, and hosting the New Member Reception at the NAAEE conference this Fall. We welcome assistance from any interested members. To get involved, please contact Jeremy Higgins (Jeremy.Higgins@uwsp.edu or 715.346.4179).

Jeremy Higgins is Chair of the Membership Committee and Outreach Coordinator of the National Environmental Education Advancement Project (NEEAP) at the University of Wisconsin-Stevens Point.

Advocacy Committee: Advocating for the Profession

Rob Alexander

The mission of the Environmental Education Advocacy Committee (EEAC), a group of 14 North American members and advisors, is to garner legislative, financial, and general public support for the environmental education profession. EEAC's long-term goal is to build capacity, so that NAAEE can sustain a permanent Government Affairs program, as do other organizations such as the Ecological Society of America and the National Science Teachers Association. Short-term goals include responding to immediate federal legislative threats to EE (see feature article, p. 1) and developing education and training materials on nonprofit and corporate funding, media outreach, and strategies for communicating with key decision makers in local communities.

The EEAC understands the challenge of claiming the term "advocacy" in a profession that works to separate issue education from issue advocacy. However, the group looks forward to educating NAAEE members about how professional advocacy – i.e., advocating for the profession of EE – differs from issue advocacy, and why professional advocacy is important.

If you're interested in pushing the EE profession forward, get involved. Specific, outcome-based projects await volunteers seeking strong professional development experience and a way to seriously impact the future of EE. For more information, see the www.naaee.org/govtaffairs page, and contact Rob at eeac@weiprograms.org.

Rob Alexander is Chair of the EE Advocacy/Government Affairs Committee and past Executive Director of the Wilderness Education Institute, Boulder, CO.

Higher Education Commission Sets 2004 Agenda

Paulette Johnson

On April 12, 2004, some members of the NAAEE board and members of the Higher Education Commission (HEC) met by conference call to identify and discuss its role regarding activities and coordination between NAAEE and the National Council for the Accreditation of Teacher Education (NCATE). Based on this meeting, the committee planned the following activities:

- Organize flow chart for NCATE and HEC activities identifying lead individuals, communication flow, etc.
- Continue to work on EE standards for NCATE
- Review the EETAP work plan to discover EETAP's definition of output regarding capacity building
- Review NAAEE archives to find historic perception, mission, and goals of the HEC
- Present information regarding NCATE at NAAEE's conference
- Hold HEC membership meeting at NAAEE conference
- Select five representatives for the Board of Review

Paulette Johnson chairs the Higher Education Commission and serves as Executive Director of the Pennsylvania Center for Environmental Education in Slippery Rock, PA. She can be reached via email (pcee@sru.edu).

EE BRIEFS

Geo-Camp, a week-long summer camp founded by Patuxent Research Refuge in 2003 in partnership with the District of Columbia Geographic Alliance and the National Geographic Society, will again host programs geared toward fourth- and fifth-grade urban youth. This summer the focus is on migratory birds. Youth will build nesting boxes and bird feeders, write stories, and explore the outdoors; classroom teachers will teach curriculum alongside Refuge instructors, a practice initiated for the first time last year. “Graduates” of the 2003 program may apply for “Mini-Ranger” positions assisting staff and mentoring new camp attendees. For information on how you can start a similar program, contact Jennifer Hill, Jennifer_Hill@fws.gov or (301) 497-5898.

Wildlands education for one and all – that’s what the experiential Key Kids in Nature (KKIN) Project makes available to fourth-grade students in Monroe County, FL, 80% of whom progress through school without ever experiencing the state’s natural areas. The multidisciplinary project matches lesson objectives to Florida’s Sunshine State Standards, simulates FCAT testing styles, and identifies field trip sites within walking distance of the school. Created by the Florida Keys National Wildlife Refuges with a grant from the National Fish and Wildlife Foundation, the program was part of a master’s project and the winning proposal ranked 7th out of 150 applications. Interested in how they did it? Contact Alison Higgins (FAVOR_Floridakeys@hotmail.com) at Friends And Volunteers of Refuges.



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