



# Developing an Environmental Literacy Plan for YOUR State

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# No Child Left Inside Act

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- Purpose: provide incentives for states to create and implement EL plans to ensure that students have a basic understanding of the environment before they graduate.
- History: During the 110<sup>th</sup> Congress, NCLI companion bills were introduced by Senator Jack Reed and Congressman John Sarbanes. In September 2008, the full HR overwhelmingly passed the Act in a bi-partisan vote of 293-109. Both Sen. Reed and Rep. Sarbanes have re-introduced the bill in the 111<sup>th</sup> Congress with bipartisan co-sponsorship.

# Legislative Content

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- Incentives to create and implement a state EL plan to ensure students are environmentally literate when they graduate.
- Improve teacher quality and professional development to support implementation of the plan.
- Build a national capacity through grants to state education agencies, local education agencies, institutions of higher education or nonprofit organizations

# Funding

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- Funding will go to the US Department of Education.
- From there, funds will be distributed to state education agencies.



# Where does NCLI stand now?

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- ❑ It was introduced on Earth Day in the House and Senate - H.R. 2054 and S.866.
- ❑ 17 Senate co-sponsors and 90 in the House.
- ❑ It may move as a stand alone bill this year, but more likely will move along as an amendment to ESEA.
- ❑ Expect things to move along in the first half of next year.

# Climate Change Legislation

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- Cap and Trade to reduce greenhouse gas emissions 80% by 2050
  - Passed in house, June 2009
  - Introduced in Senate Sept. 2009
- Education for a Green Economy Fund (\$1 billion/year)
  - K-12
  - School to work
  - Higher Ed
  - Professional Development
  - Consumer/public Education
- Examples of Programs to be Funded
  - NCLI
  - BWET
  - EPA's EE Programs
  - University Sustainability Program, Com. College Energy Training Act, Etc.

# What is Environmental Literacy?

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- Maryland definition:

*students that possess the **knowledge, intellectual skills, attitudes, experiences and motivation to make and act upon responsible environmental decisions as individuals and as members of their community**. Environmentally literate students understand environmental and physical processes and systems, including human systems. They are able to analyze global, social, cultural, political, physical, economic and environmental relationships, and weigh various sides of environmental issues to make responsible decisions as individuals and as members of their community and citizens of the world.*

# Alaska

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**Lead Organization:** Alaska  
Department of Fish and Game

**Status:** In the process of bringing  
stakeholders together.

**Contact:**

Kristen Romanoff

Wildlife Education and Outreach,  
Community Coalition Chair

[kristen.romanoff@alaska.gov](mailto:kristen.romanoff@alaska.gov)



# Arkansas

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**Lead Organization:** Arkansas Department of Education: Office of Curriculum, Research, and Assessment

**Process:** Coalition includes the Arkansas Department of Education (ADE), other state agencies and commissions (game and fish, environmental quality, forestry commission, etc.), and nonprofit environmental organizations.

**Status:** Preliminary exploratory committee in the process of identifying additional interested stakeholders.

**Contact:**

Cathy Mackey, Science Specialist Curriculum, Assessment, and Research, Arkansas Department of Education

[catherine.mackey@arkansas.gov](mailto:catherine.mackey@arkansas.gov)

Kevin Beaumont, Science Specialist Curriculum, Assessment, and Research, Arkansas Department of Education

[kevin.beaumont@arkansas.gov](mailto:kevin.beaumont@arkansas.gov)

Rob Beadel

[rbeadel@arkforests.org](mailto:rbeadel@arkforests.org)

**Website:** <http://arelp.pbworks.com>



# Arizona

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**Lead Organization:** Arizona Association for Environmental Education

**Process:** Over 90 stakeholder groups, represented by over 130 individuals participating in statewide meetings and surveys for plan development.

**Contact:**

Lisa Herrmann

[lherrmann@cox.net](mailto:lherrmann@cox.net)



# Colorado

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**Lead Organization:** Colorado Alliance for Environmental Education (CAEE)

**Process:** A coalition based structure that is focused on developing a network to ensure the plan is implemented in addition to writing the actual plan. Current efforts are in participating in the revision of our state standards, committee meetings to determine the focus and goals of the plan, finding existing research and gaps, and building the coalition.

**Status:** In development

**Contact:**

Crystal Reed, EL Coordinator  
[eeforeveryone@caee.org](mailto:eeforeveryone@caee.org)

**Website:**

<http://www.eeforeveryone.wetpaint.com>  
<http://www.caee.org>



# Connecticut

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**Lead Organization:** Connecticut Outdoor & Environmental Education Association

**Process:** Call to Action & Case for Support

**Status:** In development

**Contact:** Subscription page on website

**Website:** <http://www.coeea.org/elp.php>



# Florida

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**Lead Organization:** League of Environmental Educators in Florida (LEEF)

**Process:** LEEF is working with the State Committee for Environmental Education (SCENE) to bring all interested to the table to start working on the plan. The state department of education has given advice but will not work on a plan until legislation has been passed. The process is at a stand still until legislation is passed or funding becomes available for meetings to work on the plan.

**Status:** In development

**Contact:**

Jenny Seitz, LEEF President  
[jennyswithleef@yahoo.com](mailto:jennyswithleef@yahoo.com)

**Website:** <http://floridaenvironmentalliteracyplan.pbwiki.com>



# Illinois

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**Lead Organization:** The Illinois Environmental Education Advancement Consortium (IEEAC), Illinois Environmental Education Advocacy Consortium (IEEAC), Environmental Education Association of Illinois (EEAI)

**Process:** The *Environmental Literacy for Illinois* (EL for IL) strategic plan was originally released in July of 1995. In January of 1998 six of the ten original committee chairs met in Bloomington to revise and update the plan to reflect upon objectives that have been met, as well as the technological advances achieved in the past few years. The original plan was endorsed by over 200 leaders throughout the state, from agency personnel and nature center staff, to teachers and State Board of Education staff. During Conservation Congress 2000 EL for IL won the full support of the congressional body and was unanimously passed for statewide adoption. In May of 2005 a revision team convened to amend the plan. The outcome is this version of EL for IL, which reflects the accomplishments of the plan's goals since its conception and modifies it for the next five years. The revision was available for review to over 150 environmental educators throughout the state.

**Status:**

**Contact:**

**Website:** <http://www.eeai.net/about.htm>



# Iowa

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**Lead Organization:** Iowa Conservation Education Coalition with the Iowa Department of Education, Iowa Department of Natural Resources, University of Northern Iowa, County Conservation Boards, area education agencies (AEAs) and various concerned citizens with ties to formal and non-formal education.

**Process:** Develop materials to support the existing legislation, and help educate/inform stakeholders. Develop a targeted campaign to spread the word about the following:

1. The definition of E-Literacy that came out of a June EE Summit with Region VII.
2. Explaining the need for Iowa to have an environmental literacy plan.
3. Defining/outlining how an ELP can (and does) align with the Iowa Core and NAAEE Guidelines for Excellence.
4. Directing others to ways to get involved with the coalition and help promote e-literacy.

Plans are to have both print and online resources available for those wanting more information, sharing information with decision makers, and updating resources as they become available. All are under development, with more to come as we move forward.

**Status:** In development

**Contact:**

Rebecca Kauten  
[rkauten@cfu.net](mailto:rkauten@cfu.net)



# Maryland

**Lead Organization:** Maryland Department of Natural Resources & Maryland State Department of Education

**Process:** Executive Order in April 2008. Formed a Partnership of 20 business, education, non-profit, and government leaders. Committees formed to make recommendations for the development of the overall plan. EL plan submitted to Governor in February 2009. Annual work plan completed in Fall 2009.

**Status:** FY 2010 Work Plan has been approved

**Contact:** Elena S. Takaki  
etakaki@dnr.state.md.us

**Website:**  
[http://www.dnr.state.md.us/education/children\\_nature/](http://www.dnr.state.md.us/education/children_nature/)



# Michigan

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**Lead Organization:** Michigan Alliance for Environmental & Outdoor Education

**Process:** Working with the Rebecca Nielsen of NWF, Kevin Frailey (DNR) and Tom Occhipinti (DEQ) along with a steering committee of 2 dozen entities to develop an ELP following a statewide summit held on June 25.

**Status:** In development

**Contact:**

Joan Chadde

[jchadde@mtu.edu](mailto:jchadde@mtu.edu)

**Website:**

[http://online.nwf.org/site/PageServer?pagename=glncr\\_education\\_MI\\_NCLI\\_main](http://online.nwf.org/site/PageServer?pagename=glncr_education_MI_NCLI_main)

<http://www.michiganenvironmentaled.org/>



# Mississippi

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**Lead Organization:** Mississippi Environmental Education Alliance (MEEA)

**Process:** Currently planning a preconference workshop. The purpose of the workshop is to begin positioning Mississippi and MEEA to benefit from NCLI funds when/if they become available. The second purpose is to begin development of an ELP and an EE curriculum. Most of the "projects" have correlation documents but there are a lot of miscellaneous materials that have not been correlated. The "projects" curriculums will be combined into one master document and then we will look at the holes and see if there are EE activities that can be used for them as well.

We have invited the state department of education curriculum consultants, representatives of all of the state's EE centers, all of the Project coordinators, university curriculum faculty and others to be involved.

**Status:** Just starting

**Contact:** John Guyton

[iguyton@CFR.MsState.Edu](mailto:iguyton@CFR.MsState.Edu)



# Nebraska

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**Lead Organization:** Nebraska Alliance for Conservation and Environment Education (NACEE)

**Process:** NACEE is heading-up the initiative. We have a "blessing" from the state department of education and numerous other state-wide stakeholders.

**Status:** In development

**Contact:** Kathy Kropuenske, Exec.Dir.  
Keep Scottsbluff/Gering Beautiful  
k5gbkathy@yahoo.com

Harry Heafer

[hheafer@lincoln.ne.gov](mailto:hheafer@lincoln.ne.gov)

**Website:** Eventually on NACEE Web site



# Nevada

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**Lead Organization:** Sierra Nevada Journeys

**Process:** Nevada's "GreenPrint" will be a resource for non-formal education providers to understand how current and future programs address the knowledge, values, and actions we're trying to instill in our citizens. It describes in detail the knowledge, values, and actions required of us and it provides recommendations for how we get there.

**Status:** In development

**Contact:**

Dr. Richard Vineyard, state Department of Education  
[rvineyard@doe.nv.gov](mailto:rvineyard@doe.nv.gov)



# New Hampshire

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**Lead Organization:** New Hampshire Children in Nature Coalition

**Process:** New Hampshire Frameworks for Environmental Literacy

**Status:**

**Contact:** Rick Silverberg (rsilverberg@ccntr.org)

<http://wildnh.com/ChildrenInNature/index.htm>

# New Mexico

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**Lead Organization:** EE Assn. of New Mexico

**Process:**

**Status:** Started initial conversations. Seeking funding to pull together stakeholders.

**Contact:** Barbara Garrity  
Statewide Coordinator  
EE Association of New Mexico  
(505) 859-3366

**Website:** [www.eeanm.org](http://www.eeanm.org)

# New York

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**Lead Organization:** New York State Outdoor Education Association

**Process:** draft legislation, pending talks with Dept. of Ed.

**Status:** coalition building

**Contact:** Tim Stanley, VP of Human Resources  
C/O Department of Recreation & Leisure Studies  
PO box 2000 SUNY Cortland  
Cortland, NY 13045-0900  
tstanley@freshair.org

**Website:** nysoea.org, (845) 891-9129

# Oregon

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**Lead Organization:** Environmental Education Association of Oregon (EEAO), The Freshwater Trust, No Oregon Child Left Inside Coalition

**Process:** Oregon passed state legislation in June 2009 - House Bill 2544: "No Oregon Child Left Inside". On July 22nd, 2009, Oregon Governor Ted Kulongoski signed the bill into law. Following the Governor's signature, a collaborative Task Force, made up of officials from state environmental and education agencies and others, will be formed to begin working on developing an Oregon Environmental Literacy Plan. The Plan must be completed by October 2010.

**Status:** In development, waiting Task Force assignments

**Contact:**

Traci Price

[traci@thefreshwatertrust.org](mailto:traci@thefreshwatertrust.org)

**Website:** [www.eeao.org](http://www.eeao.org)



# Pennsylvania

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**Lead Organization:** PA Department of Education

**Process:** Environmental Education Act/Environmental Council Members representing major agencies, organizations and associations along with school district representatives. Networking coalition meeting with many additional representatives will also be held.

**Status:** Continuation of current plan and a revisit/rewrite to meet current requirements.

**Contact:** Dr. Patricia L. Vathis, Environment and Ecology Curriculum Advisor, PA Department of Education, Harrisburg, PA [pvathis@state.pa](mailto:pvathis@state.pa)

**Website:** [www.pa3e.ws](http://www.pa3e.ws) (not yet)

# South Carolina

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**Lead Organization:** SC Department of Education (SCDE) and Environmental Education Association of SC (EEASC)

**Process:** SCDE and EEASC will spearhead the effort, with coalition support as part of a statewide ad hoc ELP committee, and a "resolution blessing" from the state legislature. SCDE is considering hosting an Environmental Literacy Summit attracting like-minded and interested people together to develop a vision, goals and objectives, and scope and sequence, resulting eventually in a "plan" that is comprehensive and beneficial to all SC citizens.

**Status:** In development

**Contact:**

Edward Falco

[efalco@ed.sc.gov](mailto:efalco@ed.sc.gov)

**Website:** <http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/enved/>

<http://www.eeinsc.org>



# Virginia

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**Lead Organization:** Dept. of Environmental Quality

**Process:** Building a coalition. Using the existing Environmental Education Business Plan.

**Status:** Updating the EE Business Plan.

**Contact:** Ann Regn [ann.regn@deq.virginia.gov](mailto:ann.regn@deq.virginia.gov)

**Website:** [www.vanaturally.com](http://www.vanaturally.com)

# Washington D.C.

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**Lead Organization:** DC Environmental Education Consortium

**Process:**

**Status:** Initial stages of gathering stakeholders.  
Momentum is building!

**Contact:** Gilda Allen, District Dept. of Environment  
Gilda.allen@dc.gov

**Website:**



# West Virginia

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**Lead Organization:** West Virginia Environmental Education Association

**Process:**

**Status:** Coalition building

**Contact:** WVEEA

**Website:**

# Wisconsin

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**Lead Organization:** Wisconsin No Child Left Inside Coalition

**Process:** We are a coalition group, sort of a state mandate (appointed by Superintendent of Department of Public Instruction), lead by the Wisconsin Center for Environmental Education – a public non-profit, established by state legislation and housed at the University of Wisconsin – Stevens Point (WCEE providing staff support and some additional funds), state affiliate is involved (WAEE).

Soon, Superintendent Evers will formally name our group and charge it to develop an ELP for Wisconsin. In the meantime, we have had two preliminary meetings. The primary focus of the first was gaining consensus that developing an ELP is a worthwhile effort that we are all willing to be involved in (regardless of whether the national legislation is successful). Our second meeting consisted of a general brainstorm of the kinds of things we would want in our plan, identified some required components we already have in place, and emphasized the need for teacher participation.

**Status:** In development

**Contact:**

Jesse Haney

[Jesse.Haney@uwsp.edu](mailto:Jesse.Haney@uwsp.edu)

**Website:** <http://www.ncliwi.pbworks.com>



# Wyoming

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**Lead Organization:** Wyoming Association for Environmental Education

**Process:** Grassroots effort -- looking to build a broad-based coalition within the state

**Status:** Developing a coalition

**Contact:**

Sue McGuire

[smcguire@bresnan.net](mailto:smcguire@bresnan.net)



# What to Put in your EL Plan

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1. Specific content standards, content areas, and courses or subjects where instruction will take place.
2. A description of how state high school graduation requirements will ensure that graduates are environmentally literate.
3. A description of programs for professional development of teachers to improve their environmental content knowledge, skill in teaching about environmental issues, and field-based pedagogical skills.
4. A description of how the state education agency will measure the environmental literacy of students.
5. A description of how the state education agency will implement the plan, including securing funding and other necessary support.

Specific content standards, content areas, and courses or subjects where instruction will take place.

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- ❑ Science standards
- ❑ Social Studies standards
- ❑ Part of a Biology class
- ❑ Elective courses



# A description of how state high school graduation requirements will ensure that graduates are environmentally literate.

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- A course of study
  - One required course
  - A series of courses throughout a student's career
  - "Essential Skills" & "Proficiency Credit"
- Required part of a high school science class
  - Biology



A description of programs for professional development of teachers to improve their environmental content knowledge, skill in teaching about environmental issues, and field-based pedagogical skills.

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- Work with Universities and teacher preparation programs
- In-service professional development opportunities
- Collaborative, cumulative & best-practice offerings
- AFWA Field Investigations: Using Outdoor Environments to Foster Student Learning of Scientific Processes
  - <http://www.fishwildlife.org/consed.html>

A description of how the state education agency will measure the environmental literacy of students.

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- Standardized testing
- Portfolios



A description of how the state education agency will implement the plan, including securing funding and other necessary support.

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- Add a funding section to your EL plan.
  - Buy-in from business leaders, community leaders, non-profit organizations
  - Consider creating Investment or Advisory Councils to engage stakeholders
- Annual Work Plan & a 5-year plan
- Keep people interested and vested in the process

# Your State EE Organization

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- Don't forget to include the leadership role that your state EE organization will play in the development and implementation of this plan.



# Lessons Learned

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- ❑ Meet with your state's EE Coordinator or Science Coordinator immediately
- ❑ Form a committee or partnership early in the process
- ❑ Devise a method for everyone's voice to be heard on a regular basis
  - On-line forum
  - Regional listening/input sessions
  - Website to communicate what's happening
- ❑ Take advantage of the ability of non-profit organizations to lobby, gather large crowds, plan public events, and push you to reach further.

# Resources

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- NAAEE – Developing a State Environmental Literacy Plan
  - <http://www.naaee.org/selp.pdf/view>
  
- National Wildlife Federation
  - Children and the Outdoors State Policy Solutions Guide
  
- Children & Nature Network
  - <http://www.childrenandnature.org/>