



2005 EETAP Leadership Clinic Team Profiles

ALBERTA

Describe the environmental education capacity building goals for your province.

Our primary goal is to develop a comprehensive EE plan for Alberta for formal and nonformal sectors, using a multi-stakeholder working group. The group would address all components of the NEEAP 'wheel;' specifically, examine structure and funding implications of a new program that supports the regional coordination, development and implementation of EE policies, curricula, materials/resources, assessment, and teacher education. This group would consist of senior leaders from federal government regional offices, provincial ministries, faculties of education, school boards, teacher networks, academia, business, community, and NGOs. A key related goal is to use the national network (Green Street, EECOM, etc) and the individuals on this team to disseminate key learnings and strategies throughout other provinces, in order to facilitate and accelerate EE capacity-building activities across Canada.

Relevant objectives to meet these goals include:

- Bring multiple stakeholders (including representation from a variety of provincial agencies) to the table in a successful, facilitated process
- Develop a comprehensive program, including training for preservice teachers, non-formal and university teacher educators, EE baselines and assessment, curriculum reform, etc.
- Develop a sustainable structure to deliver the program and ensure the longevity and implementation of the EE plan for Alberta. This involves a governance/advisory model that helps provide long-term support for the network of stakeholders, and describes the roles of interagency committees and advisory groups, teacher associations, NGO's, etc.
- Ensure the sustainable funding for the plan (including foundation funding, EE grants program, and sustained funding from all levels of government).
- Move environmental education towards the education mainstream in Alberta
- Help Albertan students develop cognitive, attitudinal, and behavioral competencies for sustainability
- Ensure that concepts relevant to a healthy environment and sustainable future appear in emerging school state-prescribed Alberta curriculum
- Ensure 'uptake' by other jurisdictions by creating a rigorous and self-aware network that encourages and facilitates the flow of ideas, funding, and catalytic initiatives between working groups at the Alberta, national and provincial scenes.
- Develop a 'manual' and advisory team that provides support to other provinces wishing to create similar EE plans. The manual would be a 'how-to' resource that documents effective planning approaches, strategies, and models with proven success (e.g. the AB story, the process successfully used by EEON in Ontario, etc.)
- Formalize the partnership between Green Street and EECOM

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

EE Capacity-building in Alberta (and in Canada!) is not well-understood, well-recognized, or well-established. Although the Alberta team members have developed some empirical models and strategies to develop EE capacity (for example, our NEE initiative), and a rough national strategy exists, our approaches have not yet been informed by the huge depth of project-related experience and wisdom that may be found south of the border. Indeed, the Network for Environmental Education itself would not exist if it were not for the fact that Gareth attended a capacity-building session in Washington State, co-hosted by the Audubon Society.

We hope to refine our goals and strategies through learning from other players across North America, learning about barriers that others have encountered – and the bridges that were created to surmount these barriers. Further, we would seek the assistance and advice of this community long after the Clinic has ended. We intend to use our time at the Clinic to develop a detailed plan to achieve our goal. We will develop a vision for an environmentally literate Albertan society, a list of key stakeholders, and a strategy document and implementation plan that shows how we will achieve all of the objectives listed above. Upon our return to Alberta, we will each deliver on the action items we identified in West Virginia.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

To put it succinctly: everything we need is in place! We have dedicated funding; we have staff in position to do this work; our advisory group is assembled; we have proposed (in this application) a stellar team to kick-start this process; and we have rich legacy of environmental education in this province to build on. All we need now is a plan – which is what we want to learn at the 2005 EETAP Leadership Clinic (see #4, above). This province has never seen anything like a comprehensive plan for EE, but that needs to change. And we are ready to go to work – and to see this approach replicated in other provinces in Canada. *To elaborate...*

- **Funding.** We can guarantee a minimum of \$100,000 CAD/year to ensure the success of our initiative, a figure that does not include contributions in kind: Gareth's Network for Environmental Education initiative has attracted a three-year commitment of \$160,000 CAD, and the creation of a comprehensive EE plan for Alberta is a core part of this work. Through Green Street, Pam can bring at least \$40,000/year to Alberta to directly support this project. Jeff has a budget of over \$200,000 per year for environmental education within the Calgary board, no less than 10% of which (\$20,000) of which will be allocated to training as an important component of this initiative. This is far and away the highest level of support for capacity-building in Canada at this time. The teachers' environmental education association (GEOEC) has a modest annual budget of \$20,000, some of which will be allocated to this work. Contributions in kind will be made by the GEOEC's volunteer efforts, with some very substantial contributions likely through John Kristensen's Parks and Protected Areas department.
- **Staffing:** Gareth's organization currently dedicates ~1.5 FTE to the EE capacity-building through its Network for Environmental Education, while Pam's group dedicates over 3 FTE's to this work at a national level. We anticipate that staffing will be ramped up following the EETAP Clinic.
- **Advisory group, and our Team:** the executive of the GEOEC has agreed to act as a key advisory group in the early stages of our process. Our team has met to discuss our application, spent tremendous amounts of time on this submission, and is willing to dedicate a week in June to learn more. But this is just the beginning. We will continue to dedicate our time, preparing and delivering our 'roll-out' of the provincial planning process, and following through its eventual implementation.
- **A legacy of EE:** CPAWS Network for Environmental Education boasts over 75 member organizations; clearly, EE is a well-known, well-supported, and much-loved activity in this province. Alberta also boasts the only provincially mandated curriculum in environmental and outdoor education (which will be revised next year - with our input!) Yet 99.9% of this activity to date has focused on specific programming, not the meta-level thinking that EE capacity-building brings. We look forward to leveraging Albertan's familiarity and comfort level with environmental education to new heights through this initiative.

Application to other provinces. We will use our national-level connections to promote this approach in other provinces. Gareth's position on the EECOM steering committee, and Pam's position as potential funder of EECOM programs, will assist us in increasing EECOM's capacity to facilitate this work. Pam will be able to take what she has learned at the EETAP Clinic and through her involvement in Alberta, and translate that into action in other provinces as Green Street helps establish working groups across the country. Gareth's NEE initiative is mandated to help other jurisdictions develop capacity-building competencies, so his workplan is already oriented to this end. And John Kristensen will be able to leverage his connections of high-level EE government staff in other provinces to facilitate this work.

ARIZONA

Describe the environmental education capacity building goals for your state.

During 2001-2005 AAEE accomplished real infrastructure gains: a strategic plan; a financial plan, and a comprehensive communications plan. We are in the year of implementing much of this infrastructure. Our main capacity building goals are in the programs area with one major structure goal: 1.) through a comprehensive communications plan, increase membership and thus general revenue; 2.) through an EE Summit planned to be held during 2005-2006, build a broader coalition of stakeholders to identify priority objectives on a state-wide level (leading to K-12 EE standards and a state *EE master plan); 3.) facilitate successful collaborations for teacher training, and training of non-formal educators; 4.) support regional efforts to elevate standards for environmental education (Utah's EE Certification, NAAEE's New Mexico Conference).

During the next two years we intend to implement the financial plan which calls for obtaining more corporate sponsorship of key operational costs, increased membership, especially in higher commitment categories. (This year we established new membership categories and began to advertise them. We tripled our institutional members from just a few to thirty in only four months. Several of these are Partner members >\$1500/year.)*For the EE Summit we submitted a proposal to the Pulliam Foundation in Phoenix for \$50,000. In February we will be notified of the award which we believe is likely. This funding allows us to sponsor a high visibility event with a press conference that will be a major platform for the EE community to address the public about our efforts and partnerships, and will lead to new strategies and coalitions. AAEE has pledged to facilitate cooperative ventures and publicize them, as well as work to bring funding to these initiatives.

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

Our team would like time to talk about bringing new voices to the EE Table. Because of our strong cultural and professional diversity, we would like to wipe the board clean, and allow something focused and new to come forward. We would then like to plan a pilot project with the new focus or voice ready to implement when we get home. We want to discuss building membership and the EE Summit in light of diversity. We would like team members new to EETAP, Cheryl and Jesus, to have a chance to get to know other EETAP leaders and listen to what they are working on.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

Arizona is coming back from a devastating blow to EE in 1990. Through EETAP training and support, many of us are building EE momentum in AZ again. It is an exciting yet still formative time for us. We are bringing new leaders to the helm and particularly would like them to be exposed to EETAP teams and the richness of that community, as well as bring all our team for what we can contribute to the clinic overall. Larry and Karen are EE professionals of vast experience, with keen interest in continuing to learn more about evaluation and research; Cheryl and Jesus bring important cultural perspectives along with excellent training in education and EE. Arizona has met its EETAP goals faithfully and utilizes its training opportunities by sharing them broadly within the leadership team and with members at conferences and workshops. In other words, we give a lot of bang for the buck! Thanks for considering us! We hope to see you all in Virginia!

CALIFORNIA

Describe the environmental education capacity building goals for your state.

GSEEC members and partners will build on our previous work, especially making the paradigm shift by facilitating a new synthesis of engaged and connected communities in order to diversify leadership in the field of environmental education and to increase the cultural competency of providers and programs. We will continue organizing and completing a series of interconnected projects that focus on capacity building, professional development, organizational structure, and communication. By attending the 2005 EETAP Leadership Clinic, we will learn new strategies, gain new tools, and network in order to strengthen our strategy and ultimately meet our goals.

Our objectives to meet our goals are the following:

- Understanding what types of processes are needed to engage underserved audiences in both delivery of and participation in EE in California
- Broadening the definition of “EE” through engagement and discussion with constituencies and organizations previously unaffiliated with the EE community
- Engaging in a democratic participatory process of decision making during all activities that honors the diversity of individuals involved as well as viewpoints
- Finish planning, Hold, and Evaluate California Leadership Clinic
- Represent GSEEC diversity interests within statewide organization/coalition that are unaffiliated with the EE field

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

The 2005 GSEEC team is already involved in all aspects of our current work. By giving members the space and time to work together they will meet the following objectives:

- Create a realistic plan to meet the aforementioned state EE capacity building goals;
- Learn new strategies for engaging constituencies and organizations previously unaffiliated with the environmental education community;
- Learn new strategies for networking and representing GSEEC diversity interests within unaffiliated organizations and coalitions;
- Model the process of a leadership clinic to gain more institutional experience necessary to host the California 2005 Leadership Clinic;
- Network in order to share resources and ideas for meeting our goals and hosting a leadership clinic.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

GSEEC is poised to make the most of the clinic experience for two primary reasons. First, we have new and invigorated leadership. Nicole and Ricardo are the new GSEEC Co-chairs. Currently, they are strategizing about how to realize our organizational goals. By attending the clinic they would have the face time to work together to create an action plan with the other two GSEEC members. Second, the GSEEC team plans to host the California Leadership Clinic this fall. The WV clinic would be the ideal time to finalize these plans.

COLORADO

Describe the environmental education capacity building goals for your state.

CAEE's mission is to build statewide capacity for EE through several projects, including an online database, a resource review system, annual statewide professional development conference, awards program, monthly newsletter, and centralized correlations between EE programs and state academic standards. CAEE also works closely with community-based regional EE networks, hosts the state's EE Advisory Council, and is the steward of Colorado's EE Master Plan project. Revised goals for building EE capacity have been outlined in the new Colorado EE Master plan, and involve increasing collaboration and partnerships among EE providers; pursuing quality in EE through increased participation in professional development opportunities; promoting the value and effectiveness of EE through strategic communication; integrating EE into the formal education system; increasing the diversity of EE audiences, providers, and programs; improving the quality and relevance of EE experiences and products; and striving towards a fully-systemic approach to EE. In order to bring these goals to reality, the next step will involve creating a comprehensive strategic plan for CAEE to guide the community effort. This strategic plan will assure that the structure, policies, and processes of CAEE are congruent with and capable of supporting the challenges defined within the scope of the master plan. Specifically, we hope to develop a plan for CAEE to (1) re-energize and reinvigorate six key local/regional EE groups and strengthen relationship with 30 underutilized EE stakeholders; (2) accomplish 5,000 people hours of professional development and training and improve communication about EE-related research; (3) increase provider use of evaluation techniques to improve programming and/or substantiate effectiveness; (4) develop a succinct, acceptable, common explanation for EE and increase media coverage of EE successes; (5) develop and implement an EE Strategic Communications Plan and improve communication around evaluation and accountability.

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

CAEE's current strategic plan was last updated in 1996. Over the last ten years, CAEE's mission, goals, and niche have been guided by this plan and the 1995 Colorado Environmental Education Master Plan (CEEMP). With a major revision of the 1995 CEEMP almost complete, it is time to review and reassess CAEE's organizational structure. Our team hopes to make the most of the leadership clinic experience and leave with a solid foundation for the creation of a CAEE Strategic Plan. It will be a unique setting where we can focus on the strategic plan project; work together in an environment that encourages creativity, openness to new ideas, and respect for diverse perspectives; and learn from other EE leaders from across North America. Several of the EETAP states' projects, including certification and regional representation, are specifically mentioned in the new CEEMP. We hope to build a strategic plan, but also lean on the experience of the EETAP states to guide us through these new projects. Their experience and leadership in forging projects in these areas will be priceless as we embark on similar endeavors. As a team, we hope to come away from the experience with a greater ability to fulfill our roles as leaders, representatives, and advocates for the goals that have been outlined for the EE community in our state. By gaining the leadership skills to create positive change for EE in Colorado, this experience will help each of us solidify our commitment to environmental literacy. Our team looks forward to developing relationships with leaders in other states, as this clinic is a unique opportunity to network with others doing similar work. CAEE has experienced dramatic membership growth over the past several years. It is imperative that new leaders are developed to be mentors and guides ensuring that the new people coming into the EE community are grounded with a firm understanding of the fundamentals and principles of EE. The clinic will cultivate effective leadership, thus enhancing CAEE's capability to leverage the long-term sustainability of Colorado's overall EE capacity. As well, the 15-year executive director and face of CAEE, Mike Way, retired in 2004. Although Mike will be missed, CAEE has an incredible opportunity to create itself anew. To accomplish this, CAEE needs strong leadership.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

CAEE and Colorado are particularly poised to receive great benefits from this clinic. With membership growth of almost 600% over the past several years, CAEE has significant momentum and support for capacity building projects. The Colorado EE Master Plan has entered the final stages of revision, and as we receive feedback on the final draft, we are excited by the interest and momentum that has been created. At this moment, we hope to take advantage of this momentum and build on it by moving forward into the creation of a Strategic Plan that will dramatically improve the implementation and effectiveness of the Master Plan. This project concentrates on establishing a comprehensive and sustainable strategic plan that strengthens the EE field.

Our team will definitely benefit from experience and knowledge of others at the clinic, but we also have much to offer the other participants. We are happy to share our successes, such as the resource review system (i.e., CAEE developed the only resource quality review system in the nation, which is being used as a model by the North American Association for Environmental Education), as well as the lessons we have learned so others can avoid the same mistakes. Another current project, crafting a revised master plan for the EE community in Colorado, may be of particular interest to other states looking for plans to improve quality, outreach, and leadership. We welcome the opportunity to share other successful capacity-building projects, but also look forward to the opportunity to increase our collective understanding so that we can be even more effective in our capacity building efforts. We are also eager to learn from other EETAP states about their experiences with EE certification, regional delivery networks, and creating a sustainable organization; as these will all be major projects in the Strategic Plan and CAEE's future. If at all possible, we have other folks interested in being a part of this leadership team, who would help CAEE make even more of the clinic and a grander impact on environmental literacy.

EECOM

Describe the environmental education capacity building goals for your team.

At the 2003 and 2004 EECOM Conferences, the Steering Committee held focused sessions to clarify strategic directions. A recurring theme in our discussions was the need to strengthen the links within the environmental education community in Canada, and to build capacity and develop leadership in order to enhance the ability of Canada's environmental educators (groups and individuals) to contribute to a wide range of initiatives including provincial curriculum reforms, a proposed national strategy for school-based environmental and sustainability education, the UN Decade on Education for Sustainable Development and Environment Canada's new strategic vision including a welcome focus on education. For EECOM to achieve this capacity-building goal, we felt it was essential to work in close collaboration with the provincial* EE associations to ensure relevance and facilitate engagement. Our experience with the EETAP leadership clinic model (through past participation of some steering committee members) suggest that adapting and implementing this process to the Canadian context will provide the best opportunity to achieve our capacity-building goals.

The outcome of our participation in the leadership clinic would be the implementation of such an event in Canada in conjunction with the 2006 EECOM Conference, to be held in Nova Scotia. The clinic would provide opportunities for teams to engage in leadership development activities, to develop collaborations and contacts, to share best practices and success stories, and most importantly to develop action plans that would then be further consolidated and implemented within their respective organisations. Examples of capacity-building needs that have already been identified and could be explored at the clinic are: improving linkages between formal and informal EE communities; ensuring the integration of EE in provincial curricula; or building strong financial and operating structures to fully support members. Following the clinic, EECOM would then provide further support to these organisations through initiatives such as a small grants programme.

Coordinating and facilitating such a process would also help build capacity within the EECOM steering committee leading to further support being provided for leadership clinics and other capacity building initiatives at the provincial level. Since many steering committee members are also board members of provincial associations this branching out process would be greatly facilitated.

Increased and improved EE training opportunities and EE community-building across Canada would be very valuable outcomes of this process.

* Please note that throughout the texts, reference to provincial associations also include territorial organisations.

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

The team hopes to gain the following from the 2005 EETAP Leadership Clinic:

- first-hand experience with a capacity-building process that could be used as a model for similar events in Canada at the national and provincial levels;
- opportunity to share experiences and expertise in capacity-building;
- opportunity to take part in a community of learning where participants learn together and from one another;
- opportunity to adapt this collaborative learning process to a Canadian context;
- development of facilitation and leadership skills;
- focused attention during the clinic on the conceptualization of a capacity-building initiative for Canada;
- development of a capacity-building action plan built around the needs of the EE community in Canada;
- opportunity for team building in preparation for further planning, implementation and evaluation of this initiative;
- opportunity to get energized and to share this energy upon our return;
- networking opportunities that would be maintained beyond the clinic and be supportive of our future capacity-building initiatives;
- ongoing access to resources and expertise.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

The EETAP leadership clinic comes at a critical time in EECOM's efforts to implement a capacity-building initiative in Canada. For the past several years, EECOM has been organizing its annual conferences in collaboration with provincial EE associations and other collaborators. This has provided a great opportunity for capacity-building and has brought forward the various visions, aspirations, priorities and strengths of EE associations across Canada. Having covered the country from east to west and north to south, it is time to establish a more focused approach to build on what has been a very valuable process.

Several pieces are coming together to support further action:

- external funding from a Canadian Foundation directed at capacity-building;
- buy-in from provincial associations that have expressed a strong interest in sharing information on their activities, successes and challenges and in increasing their capacity to support their members;
- upcoming roundtable meeting at the EECOM 2005 conference to further identify capacity-building needs at the national and provincial levels;
- mobilization around the UN DESD and a strong interest in increasing the scope, reach and quality of EE in Canada;
- current and positive consultation with Environment Canada senior officials to address environmental education capacity-building issues and challenges.

With these foundation pieces in place, EECOM is very determined to hold a leadership clinic in 2006 and to set in motion a multiplier effect that would see subsequent leadership clinics being organized at the provincial levels. The interest from both the government and private foundation sectors bodes well for being able to sustain such initiatives over time. The Canadian experience with capacity-building processes could also be of value to the 2005 EETAP Leadership Clinic and our enthusiasm for the cause will surely be appreciated!

ILLINOIS

Describe the environmental education capacity building goals for your state or province.

Since its inception, the Illinois Environmental Education Advancement Consortium (IEEAC) has chosen elements of the “wheel” to develop in Illinois. EEAI’s relationship with IEEAC has been mutually beneficial. For this clinic, we have collectively identified that the main goal for Illinois. The current EETAP states goal, “to build the understanding and skills needed to create comprehensive and sustainable EE programs at the state and local level, really summarizes our focus. During our experience, preparing for this clinic, we came to the incredible realization that we are ALL volunteers. We have good people and a good plan. We have invested a great deal of time, effort, and commitment through our EETAP project and are so close to sustainability, but we need to identify the next steps that will get us there.

For over ten years, Illinois has been working to achieve components of Comprehensive EE Programs as depicted in the “wheel.” Our strength lies in programming as we have focused on building our services, resources, and quality while preventing duplication of services and increasing collaboration and partnerships. The funding aspect of the wheel is echoed throughout the Environmental Education Association of Illinois Strategic Plan which was formally adopted on February 5, 2005. However, in order to meet funding goals and maintain programming, we need to energize the Environmental Education Association of Illinois through its regions by building strong leaders, and strengthening our organization. If we can maximize the effectiveness of our regional volunteer network structure, we can establish a sustainable and strong network that will enable us to systematically move forward to carry out our strategic plan.

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

Environmental education in Illinois has continued to grow throughout our EETAP project. A great deal of time and effort has been invested in planning and developing a regional infrastructure. In addition, the past year has been spent developing a strategic plan for the Environmental Education Association of Illinois. We are at a crucial point in the continued advancement of environmental education capacity building within Illinois. In other words, “we can see the light at the end of the tunnel.” We are visionaries who want to identify and share a unified vision for environmental education in Illinois! Our team wants to continue the momentum that has been created over the last few years, identify how to implement our strategic plan, and learn how to evaluate our success in terms of the implementation of our strategic plan. We need to identify strategies to spread out the responsibility and identify methods to encourage board involvement and development of leadership skills. We need to prevent “recycled” leadership and avoid “burn-out.” We are committed to attending this clinic as a team representative of our state who can provide guidance, inspiration, and leadership for Illinois.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

Our team has already met to discuss the future of environmental education in Illinois as we approach the end of our EETAP project. As team leader, I have reinforced the necessity of each team member making a commitment to this clinic and the resulting projects and goals. We have committed to working as a team to make the Environmental Education Association of Illinois the voice of environmental education in the state of Illinois.

In anticipation of our team being selected to attend this clinic, the Environmental Education Association of Illinois board voted to approve the funding necessary to cover transportation costs associated with attending the clinic. Furthermore, the board has set aside the day prior to our September board meeting as an EEAI retreat. The retreat is entirely dedicated to the agenda proposed by our team based on the clinic experience.

KENTUCKY

Describe the environmental education capacity building goals for your state or province.

Our capacity building goals fall into three categories: teacher professional development, sustainable funding for our state EE association and the development of a more diverse membership and Ex-Officio representation to our state association board.

Teacher professional development is of primary concern in our state. Since 1990 Kentucky has been a leader in education reform. Reform goals were compatible with the interdisciplinary nature of environmental education and as such, we felt, could easily be integrated through alignment of our programs with state standards. With the advent of No Child Left Behind (NCLB), the emphasis on testing as a means of determining academic proficiency has slowed our progress in the area of integration. It is our goal to help teachers meet the NCLB guidelines through teacher professional development programs that effectively demonstrate the teaching strategies of environmental education and develop a system to follow up with teachers in an effort to help them integrate what they have learned into actual classroom practice. Our team will work with the KUPEE partnership to implement this strategy.

Through the efforts of the Kentucky Department of Education and Kentucky Environmental Education Council, Kentucky is developing a Green and Healthy Schools program which will include the integration of EE across disciplines. There will be a need for teacher training in EE to achieve this goal. KAEF will provide assistance and training in helping teachers understand how this will be accomplished. For these, and a variety of other reasons which include the NCATE EE requirement for pre-service teachers and Kentucky's own Endorsement in EE, we believe that the demand for professional development for teachers will increase substantially in the next five years.

Our third goal is to diversify the makeup of our state association board of directors and its Ex-Officio members. We are in conversation with the Diversity Program Director of the Jefferson County Public Schools, our states largest school district (and the nation's 16th largest). Working with this individual, we will develop a set of goals and action plans to bring more diverse representation to our association. We will reach out to these populations through the local organizations that serve them, our annual state conference and regional resource fairs. The capacity building clinic will help us identify appropriate and sensitive measures to use with this effort.

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

We hope that participation in this clinic will result in increased diversity in our state association and in more diverse participation in non-formal educational activities and events. We also hope to promote more diversity in EE professional development workshops. Finally we want to acquire the tools and direction necessary for assuring the financial sustainability of our state association. We hope to find concrete examples of what other states and provinces have done to develop a diversity recruitment effort, and how they assessed its success. We would also like to know what milestones they established to steer them as they proceeded and what their identified goals and objectives were? If there were lessons learned, how have they adjusted their recruitment effort to accommodate them? Of special interest is the level of membership participation in the effort and how that was accomplished.

We also hope to develop a more widespread network of professionals in the field of EE. Kentucky enjoys a very close affiliation within our state, but we welcome innovative ideas and perspectives. We have participated in conversations with the South Eastern EE Association, comprised of EPA Region IV states, but it is still a conceptual organization. We are hesitant to become closely involved with a regional association because we are not confident of the advantages of such an arrangement. We would be interested in what other states or provinces think are the benefits and drawbacks of membership in a regional organization.

One of our major goals is financial stability for our state association. We are interested in learning how other associations have accomplished this goal. This

includes grant writing opportunities, fund raising efforts, donor solicitation and membership development. What kind of efforts achieved the greatest success? How did they define success? How did they engage their membership and board of directors in the effort or did they hire a professional fundraiser?

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

Kentucky enjoys many accomplishments in the field of EE. As our team reviewed the Components of the State-Level Comprehensive EE Program, we were pleased to see the number and level of success of our accomplishments. In the Program section we lack only a State Assessment that includes EE. In the Structure portion we meet all the criteria. Despite our other successes, sustainable funding continues to be a challenge. This is the area that needs considerable development. We rely heavily on membership dues to operate our state association and have not developed the network to guide and encourage a level of participation from outside the EE community that would secure sustainable funding.

We feel that we have most of the major pieces in place to build capacity for environmental education in Kentucky. Our reasons for applying to this program are not out of self-interest entirely. We also have a wealth of experience that we are willing to share with other states. For example, Kentucky's master plan provides direction for environmental educators and organizations throughout the state. This plan has already been used by many states as a model. The 2004 General Assembly adopted an endorsement in environmental education for teachers and many of our state universities are already working toward developing coursework for teachers. Kentucky's rigorous, standards-based certification program will graduate its first class this spring and two tracks of the program are already full for 2005. Kentucky is the only state in the nation to have a university partnership for environmental education. This partnership is made up of centers for EE at each of our state universities. These centers provide a mechanism for effective and efficient development, delivery and coordination of environmental education at the regional level. The unique partnerships and networks in place in Kentucky allow us to excel in environmental education. Excellence is always a journey and we feel we have something to gain as well as contribute during this program.

NEBRASKA

Describe the environmental education capacity building goals for your state or province.

The Goal of NACEE's Strategic Plan: Advance the conservation, restoration, and protection of Nebraska's natural environment by providing a blueprint to improve, build, and promote quality conservation and environmental education in Nebraska.

Accomplished by meeting the following objectives:

1. Increase the opportunities for Nebraska citizens of all ages to enhance their awareness & understanding of Nebraska's natural heritage (Impacting families, early childhood development, youth, laypersons, and seniors)
2. Increase funding for EE in Nebraska (Via the state legislature, state sponsored EE grants, encourage support from educational entities, conservation organizations, federal & state agencies, corporations, and foundations).
3. Promote collaboration and partnerships among a diversity of EE stakeholders (Actions: encourage participation in addressing environmental issues, establish an EE task force, hold annual EE events).
4. Ensure that EE reflects Nebraska's ethnic and cultural diversity (Actions: broaden cultural base of EE deliverers & recipients, ensure that existing EE programs are culturally respectful &/or are designed for underserved populations)
5. Increase the quality and ease of access to EE resources (Actions: accessible database of EE resources, evaluate & improve EE resources & accessibility, increase financial support for EE centers, identify places where EE centers are needed)
6. Significantly increase the number of formal educators from all disciplines who have the knowledge, time, skills, and confidence to integrate EE into their curricula (Action: encourage teacher colleges to offer EE coursework, encourage EE training in continued education, recognition program for EE educators & institutions, access to EE resource database, provide forums for EE exchange, seek changes to NE state content standards to support EE)
7. Significantly increase the number of non-formal educators from all disciplines who have the knowledge, skills, and confidence to regularly deliver EE (Actions: implement EE training, encourage natural resource professionals to take EE training, recognition program for non-formal EE educators, accessibility to EE resource database, provides forums for EE exchange)
8. Encourage and assist in the establishment of cross-disciplinary and Nebraska-specific EE curricula (Actions: encourage Ne-specific curricula modeled after successful curricula, encourage innovative EE programs)
9. Encourage a strong communications system wherein EE educators can communicate with each other and obtain information about new and existing EE resources (Actions: provide newsletter, on-line interactive forum)
10. Encourage monitoring & evaluation of EE effectiveness and outcomes (Actions: seek funding for evaluation protocols, publish annual report of EE outcomes, advocate for long-term evaluation projects, report NE EE Literacy & Awareness Survey results, use the survey to implement appropriate actions, timeline for future literacy surveys)

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

The NACEE Board of Directors feels that this leadership clinic could offer us great insight into how to accomplish our Master Plan and guide us through its strategic implementation. By learning from other teams we will be more effective in enhancing environmental literacy in our state. NACEE is new to statewide facilitation, but we have very dedicated members on our Board of Directors, a broadened team applying for this leadership clinic and are hopeful for great things from our combined efforts. There have been times when we really feel perplexed as to how to accomplish some of our goals and believe this training could help to overcome those hurdles and help us to succeed. The University of Wisconsin / Stevens Point has long been recognized as a leader in EE training and development and the NACEE team is eager to absorb as much of that leadership knowledge as possible. By adding two new members (non-board members) to the NACEE team, our impact is broadened and we are eager to work with them for the betterment of our state. A primary factor that led the Nebraska Alliance for Conservation and Environment Education (NACEE) to develop an EE Strategic Plan was the recognition that organizations, agencies,

and individuals were producing and conducting EE programs, curricula, and training with limited coordinated effort. EE leaders had never solicited broad input to help set priorities for coordinated environmental education. By developing a statewide strategic plan, EE leaders could identify and prioritize EE activities that would have the most impact and build capacity for EE in Nebraska, while complementing current and future planning efforts. There are major tasks to be accomplished in NE that have to do with correlating EE to state content standards, EE training for formal educators, EE certification, and increased funding for EE. Accomplishing those tasks will be made easier by learning from those states that have gone before Nebraska. This is a great opportunity for our leadership team to learn how to best achieve our goals. We are excited about the prospect of networking with new people to help make our country more environmentally responsible for a brighter future for us all. Nebraska really needs this opportunity for honing leadership skills

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

A statewide environmental organization is still in its infancy in Nebraska, but we have been very busy trying to establish a good foundation for a sustainable future for conservation and environment in Nebraska. NACEE has spent the last few years fine-tuning our Master Plan and its strategic implementation. In August 2004 a NACEE team attended an EPA Region 7 Four State Cross-Training and Action Planning for Environmental Education Retreat to finalize our Strategic Plan. We are in the final stages of completing a \$4,200 EPA grant for Community-Based Environmental Issues, which funded the literacy survey & its release, publishing its executive summary, and a membership drive. NACEE just released (2-9-05) the results of the NE Conservation & Environment Literacy Survey that we conducted with the aid of the University of Nebraska Sociological Research Dept. We are in the final stages of revising our Master Plan and are poised to take the next steps in implementing our Strategic Plan. Our latest developments include: Nebraska Game & Parks Commission cataloging a database of wildlife education programs in Nebraska, linking that site to NACEE's website, thereby making the information available to all stakeholders. NACEE is in the preliminary stages of working with the Western Nebraska Community College in establishing an environmental learning facility. NACEE is currently conducting a membership drive to broaden our statewide impact and representation. Our state organization has already determined what Nebraskans know about conservation & the environment and we are now ready to increase their environmental literacy & work for a more sustainable future for NE. So this leadership clinic couldn't have come at a better time for our state. We are poised and ready for the leadership techniques we will garner from this clinic to lead us to the next level of achieving our Master Plan for Environmental Education for Nebraska. We do hope you select our team, as we really feel like we could benefit from the expertise of others.

NEW JERSEY

Describe the environmental education capacity building goals for your state or province.

Team New Jersey: The New Jersey Commission on Environmental Education (NJCEE), Interagency Work Group (IWG), Alliance for New Jersey Environmental Education (ANJEE) and the New Jersey Department of Environmental Protection (NJDEP). Vision: To increase the environmental literacy of, as well as to nurture a stewardship ethic within, New Jersey's citizenry

Goal #1: Revise state's EE master plan and establish means for implementation that is policy-driven, inclusive, rigorous, supported, monitored and effective.

- Strengthen partnerships with leaders in related movements to avoid competition of efforts (conservation, green building, sustainability, energy, health) Constituent focus groups, writing & revisions, public meetings, feedback (2005 – 06)
- Present to governor, legislature and cabinet (2006)
- Pursue legislation with provisions for funding, staffing, interagency and local government coordination, program development and assessment (2006 – 07)
- Revitalize state commission and interagency work group to cultivate leadership, diversify membership, and elevate responsibilities and stature of these groups (2007)

Goal #2: Revise ANJEE strategic plan so it addresses state goals, strategies or needs in environmental education while supporting organizational goals and pursuing peak organizational performance.

- Alignment/revisions process for ANJEE constitution and handbook (2005 - 06)
- Assessment of current strategic plan to determine accomplishment and progress (2005 – 06)
- Revisions process for the ANJEE strategic plan (2006 – 07)

Goal #3: Determine opportunities for EE inclusion regarding NCLB activities as well as trends and needs related to revised classroom standards, statewide assessments, professional development, teacher certification requirements and changes in pre-service programs.

- Dialogue between NJDEP and NJ DOE staff and EE professionals regarding opportunities for EE inclusion in mentioned areas (2005)
- Dialogue between DEP and NJDOE managers and EE leaders regarding proposed implementation strategies; finalize and include in revised plan (2006)
- Begin implementation of strategies (NJDEP, NJCEE, IWG and ANJEE) (2006 – 07)
- Development of strategies directed towards higher education facilities regarding integration of EE content/training in pre-service programs and requirements (2005)
- Inclusion of these strategies in the revised state EE master plan (2006)
- Begin implementation of strategies (ANJEE) (2006 – 07)

Goal #4: Develop a directory of environmental education resources that is a comprehensive and user-friendly publication that can be incorporated into an online directory or searchable database.

- Development and design of directory (2005)
- Marketing, promotion and distribution of publication (2006)
- Development of online directory or searchable database (2005 – 06)

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

The clinic focuses on initiatives in three areas: Area A – Quality and Quantity of EE Training; Area B – Outreach and Access to EE; Area C – Leadership and Community in EE Field. The relationship of these areas to Team New Jersey’s goals is described below. **Goal #1:** New Jersey’s revision process for its EE master plan relates to Areas C and A. There are numerous partnerships working to further key issues in New Jersey (conservation, sustainability, green building and health). We seek methods to bring their leadership “to the EE table” to establish and later support common goals in education. Secondly, there is interest in having NJ’s revised plan embrace a strategic plan format. We want to explore the planning processes of other states and examine other plan formats. Third, we want to learn how other EE leaders have garnered political, legislative and governmental support for their plans. Once our plan is completed, we want to use it to achieve increased and stable support for EE. Finally, we are interested in establishing a network for EE delivery using linkages between state agencies and universities with conservation districts and cooperative extension offices. Does any state have similar arrangements? **Goal #2:** This goal relates to all three areas but most closely to Area C. A committee is reviewing ANJEE’s governing documents for gaps and discrepancies. We would like to compare these documents with those used by other associations. Secondly, we want to examine ANJEE’s strategic plan and announce progress that’s been made thus far. We would like assistance with this process. Finally, ANJEE will undergo another strategic planning process in 2006. We would like to learn how organizational strategic planning has been carried out elsewhere. **Goal #3:** We plan to approach the state Department of Education regarding the integration of EE (Area A). NJDEP management is willing to initiate interagency, state level discussions in 2005 – 06 with hopes to solidify arrangements in the state’s revised master plan or in ANJEE’s revised strategic plan. Areas of focus include the state’s classroom standards, teacher certification, professional development, statewide assessment and pre-service programs. How are other states addressing these issues? **Goal #4:** ANJEE is developing a printed directory of EE resources (Area B). Our challenge is to assemble a database that can be incorporated into a publication as well as an electronic searchable database. We would like to learn how to best carry out this project.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

The state EE commission and work group made a commitment in 2004 to revise the state’s outdated EE master plan. While we are proud to have a state plan, commission, work group and EE statute in place, having an unfunded mandate, no committed staff, no centralized EE office, and no policy-related responsibilities for the commission has been challenging. The intent of the commission and work group, in cooperation with ANJEE and NJDEP, is to coordinate efforts with related environment-based movements (conservation, sustainability, health and green buildings) to strengthen their ownership of the revised plan and our base of support for it. Once a new plan is finalized, we will work through the legislative, public and political processes to achieve what we were not able to in the mid-1990s – a stable and staffed governmental infrastructure for EE delivery statewide that is funded by statute and other sources. This infrastructure would act like a skeleton to support as well as monitor implementation of the revised EE master plan in conjunction with ANJEE. The Alliance is equally poised to effect change. ANJEE made commitments in 2004 to improve its founding and procedural paperwork and to revise its strategic plan once the state’s EE master plan is finalized. To gain public awareness and support for EE in New Jersey, ANJEE will promote the EE progress that has been made in New Jersey as part of the organization’s 20th anniversary celebration. It will also use the new EE directory as a networking tool and as a means of gaining public support for EE and for statewide coordination and support of these efforts. A grant received in 2004 has solidified ANJEE’s commitment to the directory project. Now that “No Child Left Behind” requirements are institutionalized, the timing is better for a check on state education priorities and efforts. The state’s revised classroom standards have been approved, statewide assessments are in place, a new cycle for professional development credits has begun, and certification requirements are finalized. We will initiate dialogue between government and EE leaders regarding opportunities for integrating EE into the areas mentioned, as well as teacher preparation programs. Any agreements that can be solidified will be reflected in the revised EE master plan and/or ANJEE’s revised strategic plan and will be implemented. The cooperation and communication that exists between ANJEE, the commission, work group and NJDEP is increasingly productive, and continues to inspire all involved.

OREGON

Describe the environmental education capacity building goals for your state or province.

In Oregon, there is no mandate for EE, making the role of EEAO vital for the advancement of EE in the state. EEAO is assuming the leading role to integrate EE into state curriculum requirements. EEAO is the only organization charged with EE capacity building in the state, and is the only organization leading EE capacity building activities in Oregon. Our vision is to build capacity for both formal and nonformal EE ultimately creating a synergy resulting in highly effective, intertwined, and mutually supportive EE initiatives throughout the state.

During the past 2 years, EEAO underwent a strategic planning process to develop a five-year strategic plan for the organization. The process integrated input from the board, staff, and all members. In addition to ideas based on professional experience, observation and expertise, external factors impacting EE and EEAO were also considered. Current economic and political climates were evaluated in the context of the potential impact on EE in Oregon, as well as national EE initiatives. The "Components of a State-Level Comprehensive EE Program" document published by NEEAP served as a guide to assess Oregon's current status, and to identify the priority Structure, Funding and Program components for EEAO to effectively advance EE in Oregon. Through this process, EEAO crafted 4 goals for organizational growth and four EE capacity building goals for Oregon that it will lead. The four capacity building goals are as follows.

EEAO will foster Environmental Education in Oregon by:

1. Facilitating the advance of a state-level comprehensive Environmental Education program.
2. Providing innovative services for environmental educators and teachers to enhance the effectiveness of Environmental Education in Oregon.
3. Facilitating collaborative partnerships among diverse groups of Environmental Education stakeholders and underserved communities.
4. Advocating for the integration of Environmental Education in all aspects of education and Oregon communities.

The strategic plan describes in greater detail the specific objectives designed to accomplish each of these goals. (See our strategic plan at www.eeao.org.) The board and staff are currently in the process of developing action plans to implement the goals and objectives.

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

Generally and overall, the team has hopes to learn about how other states have built capacity for EE, gain insight into developing additional leaders of EE in Oregon, and develop our plan for advancing the certification program development to the next steps. Specifically, team members indicated they hope to get the following out of the 2005 EETAP leadership clinic:

- We need a toolbox of practical tools to implement our strategic plan.
- We want to learn from other states that have implemented professional certification programs for EE.
- We want to gain the skills to advocate for EE on the state level. This is absolutely critical. We have to get our state government to see EE as a priority. How do we do that?
- We want to strategize ways to incorporate more EE into state agencies (as opposed to interpretive-type programs). For example, Oregon state parks have a huge potential audience, but senior level decision makers need to see the value of EE.
- We want to gain insight about how to engage colleges and universities in the professional development of environmental educators.
- We need to learn how to broaden our influence and build, expand, increase EEAO membership and sponsorship.
- We would like to gain ideas about how formal and nonformal education providers can work together to maximize effective EE. How do we get formal

educators out of the classroom and onto our sites? We want EE to be integral to all subject areas and grade levels.

- We would like to learn about how other states have built bridges among multiple EE associations (EEAO, NAME, OSTA, NAI, EFS, etc.). How do we bring these organizations together toward common goals?
- We would like to learn about fundraising strategies specific to EE - - - how to find funding sources.
- We would like to learn about how to broaden the EEAO board outside of EE providers and how to transition our board from an operational board to a development and policy making board.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

EEAO was established in 1975 and for most of its history operated as an all-volunteer organization. In 1998, the board and members created a five-year strategic plan that began the process to hire its first staff. In 2002 EEAO hired its first executive director. Since then, the board and executive director of EEAO have put in place critical administrative processes, established an office for EEAO and worked to significantly increase EEAO's visibility and credibility in the state. Additionally, in 2003 and 2004 EEAO hosted nationally recognized conferences. The conferences, in combination with staff participation in activities such as the Oregon Sustainability Board, development of the Oregon Business Plan and other statewide networking venues, have elevated EEAO's status and thus EE's status in the state.

To advance EE in Oregon, particularly for nonformal educators, EEAO is in the first phase of developing a professional EE certification program. EEAO is working in partnership with a leading community college in Oregon which operates as part of a much larger network of education institutions, and is collaborating with Oregon's Department of Education to advance teacher training for new student achievement standards in natural resources (in addition to existing science curriculum requirements).

To develop a professional certification program for environmental educators, a team representing 19 different EE organizations (many of them with statewide programs) has been formed and significant work is underway to design a certification program that will be a recognized certificate program by Oregon's state Board of Education. The development team has interviewed representatives of states that currently have EE certification programs, researched the state Board of Education certificate approval process and criteria, reviewed several graduate student research findings outlining recommended components for EE certification programs, and has developed a draft goals statement for the project. Work has also begun to create the structure and define the content for the program. Additionally, one of the development team members is serving on the national Certification Advisory Council and has provided insight into possible future requirements for state programs.

EEAO's partnerships with Oregon's DOE and college/university system, along with the accomplishments of the certification program development team are key aspects that make Oregon particularly poised to make the most of the clinic.

Although the team has been meeting regularly and diligently carrying out between-meeting activities, the leadership clinic will increase our momentum and provide opportunities to develop new skills necessary to take Oregon's certification program to the next level. So far, planning team activities have primarily focused on developing the core aspects of the program, and have not included outreach to non-team members. For the certification program to be a success, it is critical that the next phase of program development focus on effective outreach activities that will shore-up buy-in, participation, support and financial commitment to the end product. The outreach activities will include extensive feedback loops and open broad dialogue among stakeholders throughout the state.

The timing of the 2005 leadership clinic is optimal for Oregon to advance its EE certification program development. The planning time in combination with the professional development opportunities during the leadership clinic will give the team members the skills they need in a forum for maximum productivity to take the certification program development into the next phase, a critical capacity building initiative for Oregon.

PENNSYLVANIA

Describe the environmental education capacity building goals for your state or province.

Pennsylvania proposes a higher education initiative to broaden support for environmental education and environmental content inclusion in teacher preparation, liberal studies and specific degree programs (such as business/economics). Through the PCIEP and the PCEE it has become clear that there are many faculty and administrators in our higher education institutions that have a sincere interest in improving environmental quality through education and other actions. Often times they are working in isolation or within small groups, unaware that there are others out there who are doing similar activities or have similar interests. It is not unusual for the PCEE to get a call from a faculty member at a college expressing interest in EE, who is unaware of other faculty at their institution already working with the center.

Environmental content faculty can be an excellent resource for teacher preparation programs. It has been observed that there is at least equal interest of environmental content faculty in providing not only environmental content information to pre-service education majors, but are willing to include EE teaching methods in their classes. Study after study shows that competing pressures such as accreditations and state education requirements often limit education faculty's ability to offer EE. Education faculty can be an excellent resource for distribution of environmental sustainability and content initiatives. Education faculty has the potential to impact future and current teachers. These teachers are action components in schools with the ability to implement programs as green schools, recycling and environmental law compliance.

This project proposes to build on the strengths, networks, funds and expertise of education and environmental content faculty for the purpose of contributing to the improvement of Pennsylvania's education and the environment.

The goals of this project are to:

1. Increase the quality and quantity of EE training and environmental content knowledge for future and in-service teachers, college graduates and select degree programs.
2. Enhance the current education and environmental content faculty and administrator networks
3. actively recruit and engage culturally diverse faculty and students in environmental content and EE
3. Increase public access to Pennsylvania specific or Pennsylvania supported environmental education and environmental content through services of the Pennsylvania Consortium for Interdisciplinary Environmental Policy and the Pennsylvania Center for Environmental Education
4. Develop a comprehensive statewide plan for inclusion of environmental content in liberal studies courses and major courses within select degree programs
6. evaluate current EE inclusion in teacher preparation

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

The group will greatly benefit from learning what other states have already achieved in the area of state capacity building for EE. Both process and products may assist in the design of our state's project. An excited, powerful and diverse team has been put together for a common goal. Each team member is aware of other member expertise and knowledge. However, the team needs to explore in more detail what each member will bring to the table (networks, projects, funds, etc.). The group then needs to begin to associate draft action items to the goals, drawing from the memberships of each organization. Timelines, responsibilities, funding and other factors need to be taken into consideration. At the conclusion of the workshop it is hoped that the team will have a greater knowledge of capacity building accomplishments, an increased network for support, and the beginnings of a process and implementation plan.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

While the PCIEP and PCEE were aware of each other, until this clinic opportunity, we have not engaged in significant and sincere dialog for collaboration. We are particularly poised for this workshop as each higher education group has had some time to separately establish their goals and direction, set up foundational networks and have some success in their efforts. Through those processes, each group independently became aware of what the other group could offer... the PCIEP with its environmental content emphasis and the PCEE with its education focus. Each group is willing to collectively take Green Campuses, with its curricular greening to a new level, both in scale and stature. Each group is young and flexible enough to blend attributes, drawing on each others strengths. From the environmental education perspective, the EE Inclusion in Higher Education Initiative is making inroads into teacher preparation. However, clearly identified and consistent barriers (recognized in studies as Heimlich's and Mckeown-Ice's as well as the Pennsylvania study conducted by the PCEE) suggest that environmental education's inclusion into formal education has significant hurdles to overcome. Hurdles such as time, expertise and interest all are hindering components. From the environmental content perspective, sustainability, environmental policy and problems can not be addressed without a significant education component. There is increased recognition of the role of education as a tool for environmental compliance. Coupling those faculty with environmental content knowledge and those faculty with education theory and practice is an ideal scenario. Without this collaborative effort, it is questionable as to whether either group will aspire to the collective potential of their educational goals.

TEXAS

Describe the environmental education capacity building goals for your state or province.

TEEP and TAEЕ have several common goals, as well as individual organizational goals. Both organizations would like to increase active participation by their members and develop a cadre of leaders willing and able to move the organizations forward in the coming years. The team believes that attendance at this Leadership Clinic is essential for developing strong leadership. TEEP is actively developing the voluntary EE Certification program, and will need help from TAEЕ members to publicize the program and apply for certification. TAEЕ is interested in developing workshops to increase diversity and working with the Texas Alliance for Black School Educators.

Both organizations want to ensure greater use of the NAAEE guidelines by Texas environmental educators. Both organizations need to learn more about fundraising and publicizing their programs.

Describe what you team hopes to get out of the 2005 EETAP Leadership Clinic.

The team is mainly interested in developing leadership skills and acquiring tools to build capacity for EE in Texas. Team members hope to learn more about national EE policies and issues and how they impact Texas environmental educators. The Texas team is particularly interested in ways to access funding and develop partnerships to implement its initiatives. Both organizations could benefit from national leadership on how to strengthen participation by board members and motivate membership to become more involved in organizational initiatives. The fact that Texas has both an NAAEE affiliate and a separate statewide organization of volunteers (TEEP) with a complementary but distinctly different role appears to be a unique situation. A TEEP member developed a description of the major Texas EE organizations, following the example of a model statewide EE program described in Wilke and Ruskey's book "Promoting EE." An organization such as TEEP does not appear to fit the model, but has been successful in taking on several statewide EE challenges. The Texas EE capacity building effort would be strengthened if the two organizations could cooperate more effectively than just having a TAEЕ member on the TEEP Steering Committee. Both organizations see the EETAP Leadership Clinic as a catalyst for developing a stronger working relationship.

Make a case for why you believe your state or province is particularly poised to make the most of the clinic.

TAEЕ has a 30-year history of supporting and promoting EE and environmental educators across the state. While a much younger organization, TEEP has managed to accomplish a great deal with little funding and resources other than the commitment of its volunteers. TEEP began in 1997 as a direct result of being accepted into the NEEAP program and having teams attend Leadership Clinics for several years. TEEP members who participated those earlier Leadership Clinics have completed or are nearing the end of their terms on the TEEP Executive Committee. New leaders must be developed and encouraged to carry forward the organizations vision and mission.

As a result of the volunteer efforts of a small team of TEEP members, Texas is poised to implement a voluntary EE certification program in 2005. The Texas EE certification program is one of a handful of such certification programs in the nation. Members of the Texas EE certification are also serving on a national advisory committee on certification. The Texas program has the potential to be a model for other states.