

ENVIRONMENTAL EDUCATION AND TRAINING
PARTNERSHIP

ENVIRONMENTAL
EDUCATION LIAISON
WITH STATE CAPACITY
BUILDING

A NATIONAL SURVEY OF PROJECT
LEARNING TREE, PROJECT WET, PROJECT
WILD, AND WORLD WILDLIFE FUND
ENVIRONMENTAL EDUCATION PROVIDERS

ENVIRONMENTAL EDUCATION LIAISON WITH STATE CAPACITY BUILDING

A NATIONAL SURVEY OF PROJECT LEARNING TREE, PROJECT WET, PROJECT
WILD, AND WORLD WILDLIFE FUND ENVIRONMENTAL EDUCATION
PROVIDERS

INTRODUCTION

The Environmental Education and Training Partnership's (EETAP) overall mission is to coordinate and deliver training and support services to advance education and environmental literacy in the United States. To fulfill its mission, EETAP focuses on three primary goal areas: capacity building, professional development, and access to quality resources. This survey was an attempt to better understand the intersection of the first two goal areas by learning about the role environmental education (EE) providers play in capacity-building to improve and increase EE training in their state.

EETAP defines the capacity building and professional development as follows:

- **Capacity building:** To build understanding and skills needed to create comprehensive and sustainable EE programs at the state and local level.
- **Professional development:** To enable educators and decision makers to effectively use EE as a tool for improving teaching and learning and achieving a healthy and sustainable environment.

Clearly, the above goals are interdependent and most EE networks work toward both goals, although the degree to which they emphasize one or the other may vary. Given these goals, Project Learning Tree, in conjunction with other EETAP partners, conducted this survey to help formalize links between EETAP EE provider networks (Project Learning Tree, Project WET, Project WILD, and World Wildlife Fund), state EE associations, and EE Leadership Teams. By encouraging greater interaction among these networks at the state level, EETAP hopes to “maximize cooperation, avoid duplication of efforts, and share resources, ideas, and personnel.”

OVERVIEW AND HIGHLIGHTS

The survey consists of four sections. The first component, questions 1-4, serves to paint a picture of the “average” state leader for the EETAP national program provider networks. Who are they? For whom do they work? What audiences do they serve? The second component collects information about the different roles the respondents play in pursuit of state-level capacity

building. The third section, questions 8-13, looks at the types of professional development the EE leaders provide as well as leadership training they have received. It also reviews the types of local and state involvement the respondents have cultivated to enhance their leadership ability as EE providers for the state. Finally, questions 14 and 15 consider what the state leaders for the EETAP national program provider networks need to improve EE training.

The survey, which was distributed in October 2001, garnered a response rate of over 50%. The high response rate was somewhat surprising given the number of professional activities with which each respondent is involved. However, the response rate does correlate well with the strong commitment to EE demonstrated throughout the survey.

Although the respondents are all state leaders of the EETAP EE provider networks, the ways in which they contribute to EE vary considerably. Their employers, audiences, training topics, and professional networks cover a broad spectrum under the EE umbrella.

Some of the commonalities of the respondents are perhaps surprising to those unfamiliar with the EETAP EE program provider networks. For example, the World Wildlife Fund, Project WILD, Project WET and Project Learning Tree curriculum materials are designed primarily for K-12 educators (Project Learning Tree also targets PreK educators) and indeed 98% reported working with this group. However, a strong majority also reported working with methods course instructors (80%) and community groups (74%)—two audiences that are key in expanding the reach of environmental education.

Although it may not be surprising that the state leaders for these EE provider networks are involved with other EE and EE-related groups (over 200 were listed), the fact that over 50% reported serving in a leadership role for their state EE association indicates how difficult it is to discuss EE capacity-building leaders as distinct from EE program provider leaders.

While the World Wildlife Fund, Project WILD, Project WET, and Project Learning Tree curriculum materials were created to primarily serve formal audiences, the survey illustrates an inherent formal-nonformal link within the organizational structure of these programs. Almost all of the respondents are employed by a nonformal institution (e.g. state natural resource agencies, zoos, and nonprofits) or university but work with schools. The partnership between these communities supports an important feedback loop necessary in creating and maintaining quality environmental education content and pedagogy.

BACKGROUND AND METHODOLOGY

The survey was created through a collaborative process led by Mr. Al Stenstrup, the Wisconsin Project Learning Tree and Project WILD Coordinator. Mr. Stenstrup was serving as an Educator in Residence at the Project Learning Tree National Office during the time of survey development. Mr. Stenstrup has over 25 years of experience working with EE at the state level and has served in many different capacities as an EE leader in Wisconsin, experience that helped him craft an initial

draft of survey questions. Numerous EE providers at the local, state, and national level provided input during the initial stages of survey development. EETAP partners and EETAP administration reviewed the draft survey at the NAAEE 2001 Conference. Input from all sources was incorporated into the survey draft.

By October 2001, the survey instrument was completed, consisting of both closed- and open-ended questions (see Appendix A for a copy of the survey). World Wildlife Fund, Project WILD, Project WET and Project Learning Tree supplied 220 names with contact information from their networks of EE providers. These networks consist of state coordinators for Project Learning Tree, Project WET, and Project WILD, and Biodiversity team members from World Wildlife Fund. In fall 2001, the survey and a cover letter were mailed to the 220 EE providers, representing every state in the United States and the District of Columbia. Respondents were asked to return the completed surveys by the end of November 2001. (Surveys continued to be accepted through February 2002 since some took several weeks to arrive at PLT Headquarters due to the anthrax-related postal delays in the D.C. area.)

EE network members returned 122 surveys for a response rate of 55%. Survey responses were entered into a Microsoft Access database by PLT staff and exported into Microsoft Excel for easier electronic transmission. Joan Haley, consultant for Project Learning Tree, worked with PLT EETAP Coordinator, Alison Bowers, and PLT Director, Kathy McGlaufflin, to summarize and analyze the data. EETAP members were provided with a draft version of the survey report to review the data and analysis. Responses to open-ended questions were analyzed for similarities and general descriptive categories of responses were created. For questions that attempted to measure the frequency of an activity, such as the integration of a particular EE topic into a workshop, responses were collapsed into a simple “yes” or “no” category. Appendix B provides a summary of aggregated responses and the raw data for the open-ended questions.

SPECIFIC FINDINGS

I. Profile of the EETAP National Program Provider Networks' EE Trainers

The first striking figure of the survey is the high response rate. Representatives from 46 states and the District of Columbia responded. Surveys were not returned from Alabama, Louisiana, Michigan, and Nebraska. 220 surveys were distributed and 122 were completed and returned. The response rate of over 50% is an indication that these professionals are interested in supporting the development of EE above and beyond their daily responsibilities.

Another striking outcome from the survey is the heterogeneous professional profiles of the respondents. The survey shows a diversity of employers, percentage of time spent on the EETAP provider network programs, other EE or EE-related job responsibilities, and audiences with whom respondents work. Overall there does not appear to be a common job description that fits everyone, except to say that they are all involved with an EETAP EE Provider Program and play a number of different roles within the EE, education, and environmental fields.

Although all respondents work with World Wildlife Fund, Project WILD, Project Learning Tree, and/or Project WET, they are employed by other entities. 54% of respondents work for some type of state natural resource agency and almost half represent a variety of other institutions. For example, 11% work for a university or college; 9% for a zoo, museum, or aquarium; 7% for nonprofits; 3% for a state education agency; and 3% for local government.

In addition to the work the respondents do for the EETAP EE provider programs, 85% have other EE or EE-related responsibilities. The following list briefly illustrates the great variety of the over 150 other responsibilities listed: mercury education, Becoming an Outdoors Woman program, assessment project for EE community, River of Words, JASON project, AmeriAid outreach, Howard Hughes Med Center grant, Environment as Integrating Context for Learning, Atlantic Salmon Egg Rearing program, editor of wildlife magazine, schoolyard habitats, developing programs for underserved audiences, Youth Environment Summit, principal investigator of National Science Foundation Grant, and media and public relations.

Within their various work roles, respondents reach an array of formal and nonformal educators. 16 types of audiences were listed on the survey. 15 of those categories were checked by over 50% of the respondents to indicate the audiences they serve. As perhaps expected, 98% work with K-5 and 6-12 teachers. However, 80% also reported working with methods course instructors at universities and 74% reported working with community groups associated with the church and/or neighborhood. On the whole, the respondents' work closely mirrors the diverse nature of environmental education.

II. Role in Capacity-building at the State Level

Overall the survey indicated that in addition to the capacity-building efforts through their own institutions, a high percentage of respondents are involved with other organizations that directly support state-level capacity building for environmental education. 84% reported that they were currently involved with their state EE association. Approximately 50% of the respondents indicated that they had taken on leadership roles in their state EE association. For example, many had served as president, vice-president, conference chair, newsletter editor, and/or board member.

In addition to leadership roles in EE state associations, the survey demonstrates a strong tendency for respondents (76%) to serve in some leadership capacity for other EE and EE-related local, state, and national institutions and initiatives. 89% of respondents say that they network with other programs and list over 250 organizations.

Participation in the National Environmental Education Advancement Program (NEEAP) results are more mixed. Part of Questions #5 asked, "Are you currently involved with your state NEEAP Team?" At the time of the survey, NEEAP was leading the *Environmental Education 2000* partnership between national organizations and teams of state EE leaders to strengthen and promote EE at the state level. There were 12 EE 2000 States and 14 EE State Associates, each with a state team. Although only 12% (15 respondents) noted they were currently involved with their state NEEAP team, they represented 7 of the 12 EE 2000 States. Two of the 14 EE 2000 Associates were also represented.

The EETAP states program had slightly more involvement, with 18% (22 respondents) stating that they were currently involved with a state EETAP team. The EETAP States Program, building on the work of *EE 2000*, involves eight states selected through a grant process to receive EETAP support for capacity building in their state. NEEAP coordinates the EETAP States Program. The question about the EETAP States Team seemed to generate some confusion. The survey was conducted during the EETAP states grant review process. Several of the respondents mentioned that they were part of their state's grant-writing team. Even though many of these states were not selected, some respondents from these states still considered themselves part of the EETAP team while others did not. Some respondents may have indicated they were not part of their EETAP team because at the time, their state had not been selected as an EETAP State. These respondents may now be part of their EETAP State team.

III. Environmental Education Training Programs

Just as the professional profiles of the respondents vary, so do the workshops they provide. Although each EE provider program offers a workshop framework and trainers must adhere to certain standards, at least 97% of respondents report they address other EE topics or methods in addition to the program activities and background covered during the “regular” WET, WILD, PLT or Biodiversity educator workshops. The survey lists examples of 14 additional EE subjects. For each of the subjects listed, at least 30% of the respondents noted they had addressed that topic or method in their workshops. Cultural perspectives, correlations to state/national education standards, and EE resources were the most popular subjects addressed with 90% or more of respondents checking these categories.

The size of the training programs also varies significantly. 89% of the respondents have facilitators for their programs. (For the purposes of this survey analysis, a facilitator is someone who has been trained to conduct EE program provider workshops.) However, the number of facilitators per state ranged from 1 to 310. The average number was 37.7.

Facilitators are most likely to be teachers, education administrators, or professionals working at universities. This illustrates an interesting partnership between the formal and nonformal communities. While 54% respondents (state program coordinators) work for natural resource agencies which are traditionally considered “nonformal education” organizations, most facilitators with whom they work come from a “formal education” institution, such as a university or school.

Approximately three-fourths of the respondents provide new facilitator and/or leadership training. When asked what topics they included in this training, respondents provided over 200 answers, ranging from GIS and “Grit about Soil” to the NAAEE Guidelines for Excellence and learning styles to public speaking and cultural diversity. 42% of respondents also provide annual training for existing facilitators and listed over 125 training topics.

It appears that most respondents involve community leaders and EE, education, and environmental experts in the management of their programs. 60% report that they have an Advisory Committee, Steering Committee, or Board of Directors. Again, the professionals serving in these leadership positions are most likely to be teachers, education administrators, or from a

university. Many committees also include forestry, wildlife, water, and solid waste professionals, who provide representation from their respective fields and industries.

As for the professional development of the respondents themselves, 51% have taken an EE leadership-training course. 33% of respondents have participated in professional development provided by World Wildlife Fund, Project WILD, Project WET, and Project Learning Tree, in the form of events such as annual coordinators' conferences, facilitator trainings, and the Biodiversity Education Leadership Institute. Approximately 12% mentioned they had received training from NEEAP or EETAP. Approximately 16% reported participating in leadership training through NAAEE, many through the national conference and/or Guidelines for Excellence workshops.

IV. Respondents' Perspective on What is Needed to Advance EE Training

When asked, "What are your three greatest individual EE training needs?" respondents cited a range of topics from program/organization development to general education and EE topics. The greatest response focused on finances and fundraising. Over one quarter indicated that they are limited by the amount of resources they have available for training and would like to learn more about fundraising, including stretching and leveraging available resources. Some simply stated that they needed more money to conduct training.

Approximately 21% indicated they would like to learn how to better attract new and/or diverse audiences. This included marketing as well as instructional techniques.

18% of respondents wanted to learn more about correlations to education standards at either the state or national level. 18% also thought learning about program assessment and/or learner assessment was a top priority.

The development and management of volunteers, staff, projects, and organizations was a common theme, along with motivating others and time management. 7% wanted to learn more about EE, 7% education, and 7% environmental topics. Leadership training, communication skills/methods, and training of trainers all closely followed with 6% each.

Technology and EE ranked relatively low, as did pre-service training, learning styles and strategic planning. It is unclear if respondents felt they already know enough about these topics or if they felt these topics are not as important as other training needs.

The final question posed was "What are your state's three EE training needs? Identify by audience and topic." Classroom teachers were named overwhelmingly as the primary audience for this question. Respondents listed K-8 teachers most frequently, although teachers in grades 9-12 came in a very close second. The most common training needs listed for these teachers were EE in general, integrating EE into the curriculum, and correlations between state standards and EE materials.

Approximately 45% of respondents reported working with PreK teachers. Respondents most often listed “EE”, “basic EE”, or “EE in general” for PreK teachers indicating that training at this stage should focus on the role EE can play in their curricula.

Over a fourth of respondents felt reaching pre-service students and instructors was a priority. Again the highest ranked training needs were general exposure to EE and EE programs. Project Learning Tree, Project WET, Project WILD, and World Wildlife Fund were listed as examples of such programs.

CONCLUSIONS

- These respondents (representing state leaders for the World Wildlife Fund, Project WET, Project WILD, and Project Learning Tree networks) are from organizations that serve different functions and reach different audiences, but they all still share the common goal of EE.
- Respondents demonstrate a strong involvement in other EE and EE-related programs both within and outside of their jobs as well as demonstrating involvement with more than one of the program providers.
- A strong percentage of respondents are involved with their state’s EE association, many of them in a leadership role.
- A relatively small percentage of respondents felt a part of the NEEAP or EETAP efforts, especially in states not involved with the EE 2000 program.
- Workshops are not homogeneous but are tailored to meet the needs of the specific audience being targeted.
- While most respondents work for a nonformal organization (natural resource agency or nonprofit, for example), the majority of their facilitators are from a formal setting (school system or university).
- Respondents expressed a clear lack of funds to do the training they would like to do and expressed training in fundraising and leveraging available resources as their greatest individual training need.
- Teachers are the main audience, with respondents working first and foremost with PreK-8 teachers. High school, PreK, and pre-service teachers are also important audiences.

RECOMMENDATIONS

- Recognize the potential of mobilizing this large and diverse network to strengthen and increase EE training, and do EE outreach and promotion.
- Introduce state and national EE associations as part of trainings and encourage people to join to strengthen the state and national EE networks.
- While many respondents indicated they have advisory boards, there is a need to support and encourage more.
- Locate additional funding to support states in their EE training efforts and provide training for EE program providers to assist them in finding their own funding.
- Continue to provide training on a variety of educational topics for coordinators since they reach so many people directly and indirectly and do incorporate other topics into their workshops.
- Increase efforts to involve EE program providers with other EETAP and NEEAP initiatives. For those states where there is already substantial involvement, facilitate frequent communication at the state levels among stakeholders to enhance teamwork and the sense of belonging to the EETAP team. (Note: This recommendation appears to already have been implemented to some extent with the advent of the EETAP States Program.)

PARTICIPATING ORGANIZATIONS

The **Environmental Education and Training Partnership (EETAP)** is the national training program of the U.S. Environmental Protection Agency's (EPA) Office of Environmental Education established through the National EE Act of 1990. A consortium of national partner organizations implements EETAP under the leadership of the University of Wisconsin-Stevens Point.

Project Learning Tree (PLT) is an award winning, broad-based environmental education program for educators and students in PreK - grade 12. PLT helps students learn how to think, not what to think, about the environment. PLT materials bring the environment into the classroom and students into the environment. The program covers topics ranging from forests, wildlife, and water, to community planning, waste management and energy. PLT has grown over 30 years into a network of 3,000 grassroots volunteers and over 70 state coordinators that work with teachers, schools, state agencies, foresters, businesses and civic organizations, museums, nature centers, and youth groups to provide professional development programs. More than half a million educators have been trained in PLT materials, reaching approximately 26 million students in the 50 states, District of Columbia, U.S. territories, and abroad.

Project WET (Water Education for Teachers) is an international, interdisciplinary, water education program for formal and nonformal educators of students 5 to 18. The goal of Project WET is to facilitate and promote awareness, appreciation, knowledge, and stewardship of water resources through the development and dissemination of classroom-ready teaching aids and through the establishment of state and internationally sponsored Project WET programs. The centerpiece of the Project WET program is the Project WET Curriculum and Activity Guide. This collection of over ninety, broad-based water resource activities was developed, field-tested, and reviewed by over 600 educators and resource managers working with 34,000 students nationwide. Project WET has partnerships in 48 states, the District of Columbia, and the US Territories as well as international programs in Mexico, Canada, the Philippines and the Peace Corps. Since 1995, over 140,000 educators have been trained at locally sponsored Project WET workshops.

World Wildlife Fund's (WWF) conservation agenda is centered on the belief that local communities—here in the United States and abroad—must be positioned as effective stewards of their natural resources. Supporting this philosophy, WWF has implemented community and classroom initiatives in environmental education and is working with governments, communities, and the private sector to evolve business practices toward environmental and economic sustainability. Through *Windows on the Wild (WOW)*, an interdisciplinary program integrating scientific, social, political, cultural, and economic perspectives on real-world environmental challenges, WWF is working with schools, museums, universities, zoos, aquariums, and other community organizations to foster greater understanding of biodiversity among students, families, and educators. Since its launch in 1993, *WOW* has reached over one million students and educators through curriculum materials, training opportunities, community workshops, and traveling exhibitions.

Project WILD is an interdisciplinary, supplementary environmental and conservation education program for educators of kindergarten through high school. Project WILD is based on the premise that young people and educators have a vital interest in learning about our natural world. The program emphasizes wildlife because of its intrinsic and ecological values, as well as its importance as a basis for teaching how ecosystems function. In the face of competing needs and pressures affecting the quality and sustainability of life on earth, Project WILD addresses the need for human beings to develop as responsible citizens of our planet. Since Project WILD was first introduced in 1983, more than 900,000 educators in the United States, Puerto Rico, and the District of Columbia have participated in Project WILD workshops. These educators in turn have provided instruction using Project WILD to more than 48 million youth. Project WILD's reach extends to international partners in Canada, India, Iceland, Japan, Sweden, and the Czech Republic who provide Project WILD training in their countries.

APPENDIX A: SURVEY INSTRUMENT

Please return by November 28, 2001

Name: _____ Send to: Project Learning Tree
State: _____ 1111 Nineteenth St., NW
Tele: _____ Suite 780
Email: _____ Washington, DC 20036

EE NETWORK LIAISON WITH STATE CAPACITY BUILDING
2001 EETAP NATIONAL SURVEY

This survey has been sent to the more than 150 state Coordinators of WILD, WET, and PLT and the WWF Biodiversity Team members. The purpose of this survey is to determine the extent and reach of these EE program providers and their networks, and whether there are connections with State EE Associations and NEEAP and EETAP teams. The survey also addresses the types of training coordinators currently do and what training needs they would like addressed. The findings of the survey will potentially impact the selection of activities in the EETAP Program. Survey results will be distributed to participants. Thank you for your time and efforts. Please return the survey in the self-addressed stamped envelope.

Please check all that apply on each question.

1. Your Position: Give percent of FTE (Full-Time Equivalent).

- WILD Coordinator FTE% _____
- WET Coordinator FTE% _____
- PLT Coordinator FTE% _____
- WWF Biodiversity Team FTE% _____
- Other: _____ FTE% _____
- Other: _____ FTE% _____
- Other: _____ FTE% _____

2. Your Employer:

- Local Government
- State Natural Resource Agency
- State Education Agency
- Federal Agency
- University/College
- Zoo/Museum/Aquarium
- Nature Center
- Non-profit
 - * Forestry Association
 - * Wildlife Association
 - * Water Association
 - * Conservation Organization
 - * Environmental organization
- Other: _____

3. What audiences do you work with in your position(s)?

	Never	Sometimes	Frequent
<input type="checkbox"/> PreK Teachers	___	___	___
<input type="checkbox"/> K-5 Teachers	___	___	___
<input type="checkbox"/> 6-12 Teachers	___	___	___
<input type="checkbox"/> PreK Students	___	___	___
<input type="checkbox"/> K-5 Students	___	___	___
<input type="checkbox"/> Youth Groups-Scouts, 4-H	___	___	___
<input type="checkbox"/> Non-formal Educators	___	___	___
<input type="checkbox"/> Youth Group Educators	___	___	___
<input type="checkbox"/> University Methods Class Instructors	___	___	___
<input type="checkbox"/> University Preservice Students	___	___	___
<input type="checkbox"/> Graduate Students	___	___	___
<input type="checkbox"/> Community Groups-Church, Neighborhood	___	___	___
<input type="checkbox"/> Resource Professionals	___	___	___
<input type="checkbox"/> Internal Staff Training	___	___	___
<input type="checkbox"/> General Public	___	___	___
<input type="checkbox"/> Other: _____	___	___	___

4. In addition to your coordinator duties or WWF partner activities, do you have other responsibilities?

- Coordinate other national programs. Which one(s)?

- Coordinate other state or local programs. Which one(s)?

- Work on other topics not connected to education. Please list.

- Other:

**5. Are you currently involved with your State EE Association? Yes or No
If yes, in what capacity?**

**Are you currently involved with your state NEEAP Team? Yes or No
If yes, in what capacity?**

**Are you currently involved with your state EETAP Team? Yes or No
If yes, in what capacity?**

6. Do you serve in an advisory/leadership capacity with other groups, foundations, or businesses? Yes or No If yes, please list.

7. Do you network with other EE programs? (Examples: zoo, museum, early childhood association, etc.) Yes or No If yes, please list.

8. During your “regular” WILD, WET, PLT or Biodiversity educator workshops, what other EE topics or EE methods are addressed in addition to the program activities and background?

	Great Amount	Some	Little
<input type="checkbox"/> EE Resources	_____	_____	_____
<input type="checkbox"/> EE Guidelines	_____	_____	_____
<input type="checkbox"/> Service Learning	_____	_____	_____
<input type="checkbox"/> School Yard Habitat	_____	_____	_____
<input type="checkbox"/> Learning Styles	_____	_____	_____
<input type="checkbox"/> Environmental Monitoring	_____	_____	_____
<input type="checkbox"/> Literacy and Reading Skills	_____	_____	_____
<input type="checkbox"/> Arts	_____	_____	_____
<input type="checkbox"/> Special Education Needs	_____	_____	_____
<input type="checkbox"/> Cultural Perspectives	_____	_____	_____
<input type="checkbox"/> Leadership Skills	_____	_____	_____
<input type="checkbox"/> Assessment	_____	_____	_____
<input type="checkbox"/> Correlations to State/National Standards	_____	_____	_____
Other: _____	_____	_____	_____

9. Do you have facilitators for your program(s)? Circle: Yes or No
If yes, how many are active (one workshop/year)? _____

If yes, what work environment(s) do the facilitators represent?

- | | |
|---|--|
| <input type="checkbox"/> University | <input type="checkbox"/> Water Professional |
| <input type="checkbox"/> Federal Agencies | <input type="checkbox"/> Conservation Organization |
| <input type="checkbox"/> State EE Association | <input type="checkbox"/> Environmental Organization |
| <input type="checkbox"/> State Department of Education | <input type="checkbox"/> State EE Association |
| <input type="checkbox"/> Others state agencies. Name(s):
_____ | <input type="checkbox"/> Non-formal Educator |
| <input type="checkbox"/> Business: Which sector(s)?
_____ | <input type="checkbox"/> Planning/Urban Development Professional |
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Solid Waste Professional |
| <input type="checkbox"/> Education Administrator | <input type="checkbox"/> Environmental Health/Risk Professional |
| <input type="checkbox"/> Forestry Professional | <input type="checkbox"/> Energy Professional |
| <input type="checkbox"/> Wildlife Professional | <input type="checkbox"/> Other: _____ |

10. Do you provide new facilitator/leadership training? Circle: Yes or No
If yes, what topics do your training sessions address?

11. Do you provide annual training for your existing facilitators? Circle: Yes or No
If yes, what topics do you cover?

12. Do you have an Advisory Committee or Steering Committee or a Board of Directors for your Program(s)? Circle: Yes or No. If yes, what groups do the members represent?

- | | |
|---|--|
| <input type="checkbox"/> University | <input type="checkbox"/> Water Professional |
| <input type="checkbox"/> Federal Agencies | <input type="checkbox"/> Conservation Organization |
| <input type="checkbox"/> State EE Association | <input type="checkbox"/> Environmental Organization |
| <input type="checkbox"/> State Department of Education | <input type="checkbox"/> State EE Association |
| <input type="checkbox"/> Others state agencies. Name(s):
_____ | <input type="checkbox"/> Non-formal Educator |
| <input type="checkbox"/> Business: Which sector(s)?
_____ | <input type="checkbox"/> Planning/Urban Development Professional |
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Solid Waste Professional |
| <input type="checkbox"/> Education Administrator | <input type="checkbox"/> Environmental Health/Risk Professional |
| <input type="checkbox"/> Forestry Professional | <input type="checkbox"/> Energy Professional |
| <input type="checkbox"/> Wildlife Professional | <input type="checkbox"/> Other: _____ |

13. Have you taken any EE leadership-training courses? Yes or No If yes, what type? From whom? (Examples: NAAEE, NEEAP, University, etc.)

14. What are your three greatest individual EE training needs?

15. What are your state's three greatest EE training needs? Identify by audience and topic.

Audience	Topic
Example: PreK Teachers	Environmental Education
1. _____	_____
2. _____	_____
3. _____	_____

APPENDIX B: SURVEY WITH AGGREGATED
RESPONSES/RAW DATA

1. Your Position: N=122

Position	n	%
PLT Coordinator	37	30%
WET Coordinator	31	25%
Wild Coordinator	27	22%
WWF Biodiversity Team Member	15	12%
Other (Aquatic Education Coordinator, Curator of Education, Director of a Museum, Enviro-Mania Classes/Grants, K-12 Education Program Manager, State Science Specialist, Museum Administration, Volunteer Training)	8	7%
Combination Coordinators (2 Wild/WET Coordinators, 1 Wild/WET/PLT Coordinator, and 1 Wild/PLT Coordinator)	4	3%

Give percent of FTE (Full-Time Equivalent): N=116

Position	n	Mean FTE%	Range of FTE%
PLT Coordinator	36	48%	0%-100%
WET Coordinator	31	52%	2%-100%
Wild Coordinator	24	56%	5%-100%
WWF Biodiversity Team Member	12	25%	0%-100%
Other	8	71%	15%-100%
Combination Coordinators	4	61%	45%-100%

2. Your Employer: N=116

Employer	n	%
Local Government	4	3%
State Natural Resource Agency	63	54%
State Education Agency	3	3%
Federal Agency	3	3%
University/College	13	11%
Zoo/Museum/Aquarium	11	9%
Nature Center	1	1%
Non-profit:		5%
Forestry Association	5	4%
Wildlife Association	0	0%
Water Association	1	1%

Conservation Organization	0	0%
Environmental organization	1	1%
Other: (School District, Non-profit Civil Rights Organization, State Government Agency, Iowa Academy of Science, National Wildlife Federation, Water Management District, Environmental Education Center, State Forest Products Commission, PLT-Ohio, NSF Grant through the University)	11	9%

3. What audiences do you work with in your position(s)? N=122

Audience	n	% that indicated 'Sometimes' or 'Frequent'
PreK Teachers	102	84%
K-5 Teachers	1 2 0	98%
6-12 Teachers	119	98%
PreK Students	80	66%
K-5 Students	94	77%
6-12 Students	94	77%
Youth Groups-Scouts, 4-H	91	75%
Non-formal Educators	111	91%
Youth Group Educators	70	57%
University Methods Class Instructors	98	80%
University Preservice Students	101	83%
Graduate Students	91	75%
Community Groups-Church, Neighborhood	90	74%
Resource Professionals	97	80%
Internal Staff Training	77	63%
General Public	54	44%
Other: (State government official, Home school groups, Higher education)	4	3%

science, and Math faculty)		
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4. In addition to your coordinator duties or WWF partner activities, do you have other responsibilities? N=120

Response	n	%
Yes	102	85%
No	18	15%

Respondents' Other Responsibilities	
4-H Environmental Educational Instructor	Hooked on fishing, outdoors woman/ National fishing and boating
4-H Wildlife Habitat Evaluation Program/ Fur, Fish, N' Game	Junior Duck Stamp/ Schoolyard Habitat
Administrator/ Budgets/ Contracts	K-12 Programs/ Florida Black Bear Curriculum/ Schoolyard
Alaska Science Consortium	Keep South Dakota Green/ Tree Farm
Alaska Wildlife Planning Curriculum/ Strategic Plans for Education	Massachusetts Junior Duck Stamp Program
Annual Water Education Festival	Mercury Education/ Earth Flag/ Envirothon
Aquatic Biology, Springs	Minnesota Department of Natural Resources Water Stewardship Program
Aquatic Resource Education Program/ Watchable Backyard Habitat	Natural Resource Management policies/ Staff Management/ Department policy
Arbor Day Poster Contest/ National Tree Trust Comm	Natural resources 4-H program/ Ecological research
Arbor day/ Champion tree/ Media and public relations	Nature Center/ Inhouse teacher workshops
Arbor Day/ Historical Reenactment/ Outdoor Woman	New Jersey Watershed Stewards Program
Arkansas WET	Oklahoma Natural Resource Trunk Program/ Project WILD Grants
Atlantic Salmon Egg Rearing Program/ EE for Massachusetts	Outdoors Woman/ Wild Acres/ Envirothon/ Black Bear
Assessment Project for EE Community/ TOSA	Pathways to fishing/ Urban fishing programs
Becoming an outdoor woman/ Tourism	Principal Investigator of National Science Foundation Grant
Becoming an outdoor woman	Project Home/ New Hampshire Wildlife Education Program
Bronx Zoo Curricula/ Family Activities Development	Project WILD/ Songbirds/ Habitat
CATCH/ WILD Education Sites/ Manage 3 wildlife education centers	Project WILD/ WET/ Food, Land, and People
Chief of MO Department of Natural Resources EE Unit	Public Information Officer for Delaware Department of Natural Resources/ Environmental Control
Conservation Education Program	Public relations for Mississippi Forestry Commission
Coordinator Council Project WET/ IN Youth Environmental Summit	Regular In-school Education Program/ Grant Cooperative
Coordinator for North Dakota Envirothon	River of Words for Texas
Coordinator 4-H EE Camping Program	River of Words/ Project WILD/ Project Learning

	Tree/ JASON
Coordinator EETAP/ Americaid Outreach	River of Words/ WaterTrails/ Design newsletter and brochure
Coordinator Howard Hughes Medical Center Grant with University of Washington	Schedule attendance for Education Conferences
Coordinate 4-H Program	School Forest/ Minnesota Arbor Month/ Natural Resource Education Committee
Coordinate Logger Education Program	School habitat grants/ EE newsletter
Develop education materials related to water resources	Smokey Program/ Project 180 degrees/ Fire
Developing programs for underserved population	Special events/ Budgets/ Expansion project
Earth Day	State drinking water education/ Outreach program
Earth Force, CAPS, GREEN, Afterschool programs	State Forest Management
Division of Forestry's Public Affairs Coordinator	State Nature Education/ Envirothon/ EE
Eco/Heritage Tourism/ Community Development	Stream Watch/ Public Info Officer
Ecotourism, facilitate trips overseas	Supervise education programs at hatchery
EcoWatches/ UrbanWatch/ Chicago Wilderness/ Earth Force	Teacher
Editor of West Virginia Wildlife Magazine/ Publish West Virginia Hunting Regulations	Teacher workshops
EE Alliance/ USFWS Teacher Loan Boxes	Teachers tour/ Woodmagic Forest Fair
EETAP Program Leadership / National Arbor Day Foundation	Tool/ Land & People/ Recycling/ Agriculture K-12
EETAP States/ NSTA Science Programs	Tree Farm
Envirothon/ Wildlife Suppression	USFS-Conservation Education Program/ Tree Stewards/ Envirothon/ SAF
Forest Products Commission Education Program	Using environment as integrating context learning
Envirothon/ Conference Coordinator/ Summit on Agriculture	Utah Society for EE Projects
Forest Stewardship/ National Fire Education	Water planning
Forestry Education	WILD/ PLT/ 4-H/ Scouts/ Water awareness and policy issues
Forestry Education at Outdoor Lab School	Wildlife Advocate for the Service Sector/ OULS/ Pratt Education Center
Fundraising/ Special projects when they arise	Wildlife and aquatic resource education/ Summer youth groups
Forestry Education for Tennessee Forestry Association	Wildlife biologist
Forestry Program	Wildlife Habitat and Education Program/ WOW Magazine
General agency administration/ Exhibits	Woodland Park Zoo's Teacher Training Program
GLOBE Program/ Present at state and national conferences	Write programs/ Coordinate student programs for zoo
GLOBE/ 4-H/ Facilitator for WET	Zoo to You Outreach program, animal care

5a. Are you currently involved with your State EE Association? N=122

Response	n	%
Yes	102	86%
No	20	14%

Responses to in what capacity are you involved with your State EE Association?	
13 respondents wrote 'Board Member' only	Immediate Past President
31 respondents wrote 'Member' only	Limited to website info
Advisor, former board member	Member, assist with special projects and long-range planning.
Advisor, member	Newsletter editor
Advisory	Member, serve on some committees
Advisory Board	Member, some leadership roles
Advisory Committee	Member, attend annual conference
Agency coordinates program	Member, conference co-chair
Assist when needed	Member, our association supports the Projects through their marketing plan
At large, board member	Member, past board member and president
Board member and grant partner	Member, past board member, maintain organizational database for them
Board member, chairing annual conference	Member, planning for state conference
Board member, coordinator of 2002 Winter Workshops	Member, present at conferences
Board Members, affiliate liaison	Member-presenter at annual conferences, conference committee
Board of VA Resource Education Council	NYS Outdoor Education Assn., member and conference presenter
California doesn't have a EE Assn., but people get together through GSEEC and CREEC	Past President/Ex-officio Board Member
California doesn't have an EE Assn., but consortium Golden State EE	Present at annual meeting
Committee Member, conference committee for hospitality	Presentations at annual conference
Committee Work/Planning conferences	President
Conference Committee Member/partner	President
Co-president of New Hampshire EE, also a board member for four years	President-elect and on several committees
Deputy Director	Programming on a limited basis
Executive Board member	Providing workshops, materials, and information
Former Board Member	Regional Representative for Texas
Former president, Coordinate annual meetings and long rang planning	South Dakota is not very active, only a newsletter and meeting this past year
Founding member	Secretary and member
GSEEC-founding member	Secretary for VRUEC and VEEAC
I would like to be.	Serve on two association committees

Iowa Conservation Education Council, Member/Event Presenter Governors Conference on EE	The Virginia EE Assn., is no longer active
	Vice President

5b. Are you currently involved with your state NEEAP Team? N=122

Response	n	%
Yes	15	12%
No	107	88%

If yes, in what capacity are you involved with your state NEEAP Team?	
Attend meetings	Member, Golden State EE Consortium Steering Committee
Co-Chair of R & D Subcommittee	Member/organizer
Former Board Member	Research Consortium Team
Leader	Steering committee
Leadership Team	Through VRUEC
Member	VA Resource Use Education Council
Member	We don't have a NEEAP team in Georgia

5c. Are you currently involved with your state EETAP Team? N=121

Response	n	%
Yes	22	18%
No	99	82%

If yes, in what capacity are you involved with your state EETAP Team?	
Capacity Building/diversity committee	Project coordinator and proposal coordinator
Collaborating on EETAP grant with EECO	Provide workshops
Grant manager for EETAP States Program	Received grants in the past
Grant proposal team	State Leader
Hiring Committee for AAEE Grant	Submitted a proposal in 2001 but not selected.
In the past, but no current projects	Through VRUEC
Indirectly. My supervisor was on the team that wrote the EETAP grant	VA office of EE coordinates VRUEC & EETAP projects
Member	We don't have an EETAP team in GA, project wasn't funded.
Member	We tried to get a project going this past year
Member, submitted last grant	We wrote a grant for EETAP funding
Organizer	Work with WWF on biodiversity workshops
Part of team that wrote EETAP grant	Working on state EE coordination plan
Participated in develop CA's proposal for EETAP2. Organize PLT/WET coordinators/EE conference for preservice educator professionals.	Working with Rich Wilke our preservice on-line course development
	Would like to but didn't receive a grant

**6. Do you serve in an advisory/leadership capacity with other groups, foundations, or businesses?
N=122**

Response	n	%
Yes	93	76%
No	29	24%

If yes, please list.

If yes, please list the groups, foundations, or businesses.	
Advisory Council for MO PLT/ Water Festival Committee For University Extension	National Science Foundation/ Children's Miracle Network/ EPA/ Marquette University/ Sea Grant-Jason Program
Alaska Natural Resource Outdoor Education Association	NC Wildlife Federation/ Chapter of The Wildlife Society/ Office of EE Certification Review Committee
Alaska Science Teachers Association State Liaison	Nevada Weed Action Committee/ Forest Health T.A.C./ Biomass T.A.C.
AmosKeag Fishways/ Girl Scouts of Swift Water Council	New England Outdoor Writers Association/ VT Agriculture in the Classroom committee
AZA/ Seattle Aquarium Society/ Science Supervisors/ Marine Educators	NSTA
Balboa Park Educators Association/ San Diego Science Teachers Association/ Science Education Supervisors	NY State Tree Farm Program/ Board of Directors-Public Relations/ PEF Union-Treasurer
Board member of Boston Pilot School and NSF project advisor	Office of EE and Scientists in the Classroom
Board Member-RIEEA/ Past board member-NEEEA/ Past chairman of SAF	OK EE Coordinators Committee (OKEECC)/ Forestry Education Steering Committee
Broad of Project Underground/ Secretary to the VA Resource Use Education Council	OK Nature Conservancy/ USF & WS/ Department of Environmental Protection
CA Dept of EE Advisory Committee	OKCPS-NSF Grant Advisory Council/ Forestry Education Steering Comm/ OKEE/ OK Kids for EE Advisory Council/ OSTA Science Teachers Board
CA Environ Education Interagency Network	Oregon Science Education Council
Capen Hill Nature Sanctuary Board Member	Outdoor Classroom Grant/ Provide tech assistance regarding habitat and schoolyard management
Centers for Nature Education - Education Committee	Partnership for Informal Educators
Chair of OK EE Coordinating Committee	Past with National Association For Interpretation Region VI
Chamber of Commerce/ Crossing Advisory Council/ Public Schools	PLT Advisory Committee
Chesapeake Bay/PAEE Center/ State Biodiversity/ PA NASA Committee/ PA Council for Math & Science/ Governors Council	PLT Steering Committee
Chicago Wilderness/ Biodiversity Education Network/ Environmental Literacy for IL/ National Science Foundation/ WWF Windows on the Wild	PLT Steering Committee Member/ Community Classroom Consortium Board Member

Colorado FLP	PLT Steering Committee/ Envirothon
Coalition for Natural Resources Education/ Governors Council on Natural Resources	Scarborough Estuarine Education Committee/ Maine Stewardship Advisory/ Cathance River Education Alliance/ State Planning Office-MSW advisory
Cooperative Extension Program Identification & Assessment Committee	Sceltowee EE Coalition
Cooperative Extension Service	SD Discovery Center and Aquarium/ SD Bat Working Group
COSI writing advisory team for wildlife program/ AREA regional board rep	Seattle Audubon Society/ WA Native Plant Society & Stewards
Department of Public Instruction/ Education Chair for NC Herpetological Association	Serve on AR PLT Advisory Committee
Department of Education for Environment and Ecology Standards	Society for the Protection of NH Forests/ New England EE Association/ NH Project WET
Dunwoody Nature Center/ Environmental Education Alliance of Georgia	Society of American Foresters Office
Elliott County Tourism Develop Council/ KY Folk Art Center BOD/ Enri-Environ & Natural Resources Initiative-UKY	Society of American Foresters, NJ Division Executive Board
Envirothon	Solid Waste Management Advisory Committee
Envirothon/ MD Conservation Corps/County Forestry/ State Forestry Board Association	Springfield Public School Multi-cultural Committee/ Springfield's Public Works Department
Envirothon-State committee/ Environmental Camp committee	State EE Commission/ Local Open Space Planning Committee
Green City Project Board of Directors/ Hands-on Denver Advisory Board	State Museum Education Committee/ Waycross Camps EE Committee
Groundwater Foundation	State Science Curriculum Advisory Board
I have been a reviewer for PLT and other curriculum based projects.	State Science Teachers Adv. Committee/ Biodiversity Committee/ Water Festival Committee
In Society of America Foresters	State Science Teachers Association/ New England Water Works Youth Education Comm/ Local School Board
Informal Science Educators Association/ Texas Association for EE/ Texas EE Advisory Comm/ Texas EE Partnership/ Envirothon Advisory Board	State Steering Committee for P.O.O.A/ EPA fundraising special
Informally	State Univ. of NY-College of Environmental Science and Forestry/ Board of Trustees Member
Interior Columbia Basin EE Capacity Building Initiative	The Environmental Educational Fund
International Wolf Center/ USFS-CE Rep for MN/ MN DNR Groups/ MN EE Advisory Board/ MN Natural Resources Education Committee	Too many to list
Iowa Wetlands and Riparian Areas Plan Education Committee/ Student Programs Committee Iowa Academy of Science	Tree Farm Comm/ Education Committee/ Annual Meeting Committee/ Foundation Trustees
Keep ND Clean/ Red River Watershed Education Fargo/ ND Globe Franchise	Trout Unlimited/ NE EE Alliance/ NE Journal of EE/ Secretary Advisory Group on EE
Keep ND Clean-Poster Contest Chairman	Urban and Community Forestry Council

Key Leader of NSTA Building a Preservice for Science	VA Resource Education Council/ VA Environmental Education Advisory Committee
KY Tree Farm/ PLT Coordinator/ WET Facilitator/ FLP Facilitator	Vermillion College Water Resources Advisory Committee
Leader-Environmental Educators Exchange Museum Educator Group/ Conservation Education Committee of AZA	VP Boreman Folklore Society
Liaison for the museum w/many organizations	VP-Lions Club/ Board of Director Member-MS Forestry Association
Museum/Zoo Educator group for Georgia	Watershed Partnerships for NJ
National Coordinators Council member/ Project WET/ State and National Envirothon Advisory Committee	WI DPI

7. Do you network with other EE programs? (Examples: zoo, museum, early childhood association, etc.) N=122

Response	n	%
Yes	108	89%
No	14	11%

If yes, please list the other EE programs with whom you network.	
4-H	Partnership for Informal Educators and many EE programs use our materials
4-H/ Game and Fish Commission/ Cooperative Extension Service	PLT/ WET/ NJ Audubon Programs/ National Science Teachers' Building a Preservice for Science
All EE in NJ to book WET Workshops	PLT/ WET/ Zoos
All state agencies that do EE joint Projects with WET and PLT	Pre-schools/ Other museums
All state EE programs are formally linked through the VA Naturally Initiative Program	Project WILD/ WET/ EE Centers/ Museums
All via collaborative projects on occasion, as training locations, facilitators for Project WILD	Project WET/ Project WILD/ Ag in the Classroom/ Audubon Society
AR Education Association/ Early Childhood/ PLT/ WET/ AEEA/ Wildlife Society/ AEA/Museum of Discovery/ Delta Rivers Nature Centers	Project WILD/ Zoos
Arboretum's/ State and National Forest Programs/ University's Center for EE	Project WILD/ WET/ PLT/ Science museum
As contracts arise	Project WILD/ Project Learning Tree/ State Teachers Associations/ Water suppliers/ Science Centers
Beardsley Zoo/ Bridgeport Yale Peabody Museum	Regional EE Associations/ Private and public partnerships
Botanical Garden Educators and TEEP	RESA/ GYSTC/ NSTA
But would like to develop partnerships	Scitek/ Children's Museum/ Fernbank Science Center
Children's Museum of Discovery	Salisbury Zoo/ Hern Point EE Center/ University of

	Maryland
Children's Museum/ Future Farmers of Americas/ Early Childhood Association/ Cooperative Extension	Serve on the Capitol Region 3 CREEC Advisory Board
CO Science Teachers Association/ Zoos/ Museums/ Nature Centers/ USFS/ Fire Protection Districts/ Earth Force	Springfield Public School Multi-cultural Committee/ Springfield's Public Works Department
Columbia Zoo/ Univ. of SC/ Clemson Univ./ Local science and math hubs	St. Louis Zoo/ KS City Zoo/ 4-H Youth Groups/ University Extension
Cooperative Extension/ Fish, Wildlife and Game/ National Parks	State and City Water Entities/ CAP/ SRP
Daniel Boone National Forest/ KY Division of Forestry/ KY State Parks/ East KY Power/ US Army Corps of Engineers	State and local Parks/ Nonprofit nature centers/ Head Start pre-schools
DEC-EE Centers and Camps	State Forests and Parks/ NC Zoo/ Pisgah Center for Wildlife Education/ Cradle of Forestry
Environmental Education Alliance of Georgia	State Parks & Rec/ OKC Zoo/ Omniplex Science Museum/ OK Science Teachers Association/ ASCD/ OASCD/ OCTE/ LEP
Everyone We Can/ WILD/ WET/ IDEEA/ ISTA	Through Coordinating Committee
Forestry Associations/ Museums/ Early Childhood Networks/ MN Office of Environmental Assistance	Too many to list
Game & Fish/ Art Museum/ Middle Schools/ Pre-schools	Too many to list
Great Basin Outdoor School and High Sierra Resource Camp	Too many to list
Hoosier Association of Science Teachers	Too many to list
Iowa Naturemapping/ Iowater/ Food, Land & People Coordinator	Too many to list
KY Reptile Zoo/ Local Bird Rehabilitation	Too many to list
Local Universities/ Zoo/ Early Childhood Association/ NAI/ KACEE/ City Park Department	Too many to list
Maine Discovery Museum	TREE/ Network of central OH EE providers
Many	University of Hawaii/ Adopt-A-Watershed/ USDA FS Conservation Education/ Micronesian-American Somoan Student Internship Program
Many nature/environmental centers	USFWS/ Sea Grant Program/ National Wildlife Federation/ WA Department of Fish & Wildlife
Milwaukee Public Museum/ County zoo/ Public schools/ Midwest renewable energy team/ Fishing skills/ Trees for tomorrow	VA Museum of Natural History/ State Parks
Mountain to Sound Greenway/ Woodland Park Zoo/ Seattle Aquarium/ Pacific Science Center/ Museum Ed of PS	WET/ Project WILD
MS Science Teachers/ Delta Rural System Int.	WET/ PLT/ PTA's EE Committee / Nature centers
MT Association of Conservation Districts/ 4-H/ Envirothon/ Agriculture in MT Schools	WET/ Project WILD/ MS Museum/ MS EE Alliance/ Waste in Place/ Food, Land and People
Museums/ Children's Museums/ Other state programs	WILD/PLT/MN Aquatic/ Early Childhood EE Consortium/ Children's Science Museum/ Nature

	Centers/ RELCS/ NAI/ NAAEE
Museums/ Scouts/ Nature centers	Work with Jane Eller through state program
Museums/ State agencies/ Federal agencies/ Universities/ Research institutions	WILD/ WET joint pre-service teacher trainings/ Regional advanced workshops/ Nature centers/ Envirothon/ Conservation districts
National Park Science EE Outreach Program/ Project WILD	WV Science Teachers Association/ Early Childhood Association/ Oglebay Institute
Naturalist Meetings/ Present at conferences of NYAEC trainings for facility staffs	Zoo
Nature Centers-31/ Homeschoolers	Zoo/ Science Center Collaborative
NC Zoo/ Museum/ EE Office	Zoo Day/ Earth Day/ Eco-Ed Camps/ Envirothon/ Conservation Days
NC Zoos/ Museums/ EE Centers	Zoo/ Museum/ Save the Bay/ Audubon/ Tree Societies
ND Zoo/ Environmental Learning Center/ 4-H Youth Camps/ Home Teachers Association	Zoo/ Nature Centers
NM Museum Natural History/Albuquerque Zoo	Zoos
OK Department of Environmental Protection/ Blue Thumb/ Martin Park Nature Center/ OK Nature Conservancy statewide EE training program.	Zoos/ Museums /National Wildlife Refuges/ National Forests/ Keep IN Beautiful/ IN Wildlife Federation/ Audubon
OR Zoo/Science Teachers Association/ Wetland Preserve/ Forest Resource Council/ World Forestry Center	Zoos/ Wildlife Refuges/ National, state and, local parks
Other zoos/ Museums/ Variety of teacher associations	Zoos/ Museums/ Parks
PA Parks/ Zoos/ Museums/ Nature Centers/ Project WILD/ Department of Education	Zoo docent program/ PLT
	Zoo Environmental Center/ MA Audubon Nature Sanctuaries/ WET and PLT State programs

**8. During your “regular” WILD, WET, PLT or Biodiversity educator workshops, what other EE topics or EE methods are addressed in addition to the program activities and background?
N=117**

Topics/ EE Methods	n	% that indicated ‘Great Amount’ or ‘Some’
EE Resources	113	97%
EE Guidelines	86	74%
Service Learning	48	41%
School Yard Habitat	53	45%
Learning Styles	86	74%
Environmental Monitoring	31	26%
Literacy and Reading Skills	70	60%
Arts	82	70%
Special Education Needs	81	69%
Cultural Perspectives	90	77%
Leadership Skills	87	74%
Assessment	70	60%

Correlations to State/National Standards	96	82%
Curriculum Development	64	55%
Other: (VT wildlife facts; Local resource info; PLT book; Pacific Forest Ecology System; Correlations between PLT, state standards, & comprehensive tests)	5	4%

9. Do you have facilitators for your program(s)? N=122

Response	n	%
Yes	108	89%
No	14	11%

If yes, how many are active (one workshop/year)? N=122

Mean # of Facilitators	Range of # of Facilitators
37.7	1-310

If yes, what work environment(s) do the facilitators represent?

Work Environments Facilitators Represent	n	%
Teachers	75	69%
University	67	62%
Education Administrator	44	41%
Wildlife Professional	31	29%
Forestry Professional	28	26%
Water Professional	27	25%
Federal Agencies	20	19%
Solid Waste Professional	20	19%
Others state agencies: (Department of Natural Resources)	18	17%
Non-formal Educator	8	7%
Other: (Parks, Forestry, Alleghany Energy Supply, Experts in cultural sensitivity)	8	7%
Conservation Organization	6	6%
Environmental Organization	4	4%
State EE Association	2	2%
State Department of Education	1	1%
Business	0	0%
Planning/Urban Development Professional	0	0%
Environmental Health/Risk Professional	0	0%
Energy Professional	0	0%

10. Do you provide new facilitator/leadership training? N=121

Response	n	%
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Yes	90	74%
No	31	26%

If yes, what topics do your training sessions address?	
Advanced workshops on different ecosystems such as wetlands or hardwood forest	Learning styles/ Questioning techniques/ Curriculum planning/ PLT standards
Agency and program history/ Planning timelines and agendas/ Site selection/ Networking/ DOE connections/ New products/ Feedback paperwork	Learning styles/ Resource/ Guidelines/ Experiential learning
All required for certification plus resources available	Learning styles/ Standards/ Outdoor activities
At this point we mostly mentor in facilitators	Marketing/ Leadership skills/ Resources
Audience/ Constructivism/ Forest practices/ Water quality/ Biodiversity research	Mentoring only
Biodiversity Basis with WWF	Motivating adult educators/ Curriculum framework connections/ Leadership skills/ Problem solving/ Workshop design and implementation/ Peer teaching
Budgets and time constraints prevented us from having training. Would like to do some in 2003	National Projects programs/ Curriculum guides/ Facilitator requirements
But need to	ND has gone to on-the-job training
Conducting Project WET educator workshops	No funds, facilitators, or staff
Conducting workshops/ Ecosystem Workshops/ Evaluating participants	Not at this present time
Content to use with students	Not for last 3 years
Creating good agendas/ Audience evaluation/ Public speaking/ Flip Chart Management/ Decision making/ Keeping participants on track	Not for the last 5 years
Cultural diversity and sensitivity	Only on an as needed basis
Curriculum/ Current trends/ Standards for Environmental and Ecology/ Learning styles/ Classroom assessment	Overview and history of Project WILD/ Planning a workshop
Curriculum/ Leadership skills/ Networking and program logistics	Overview of EE/ Learning strategic styles/ Facilitation skills /PLT program
Discover your ecological address/ Minority outreach/ GIS/ NC DNR Library	Planning/ Preparing/ Presenting techniques
Diverse viewpoints/ Teaching skills	PLT
Education reform/ Workshop elements/ Teaching and learning styles/ Forestry concepts/ Controversial issues/ Facilitation skills	PLT/ Naturescope
Expectations/State standards/ Agendas/ Presentations/ Representing Project WET	PLT Facilitator Guidelines
Facilitation skills/ Marketing and promotion of workshops/ PLT activities/ NAAEE Guidelines for Excellence/ Education standards and correlations	PLT Facilitator training/ How to arrange a workshop/ How to conduct a workshop
Facilitation skills/ Multiple intelligence learning styles/ Outreach/ Goals of Project WET	PLT/ Fire
Facilitation tips/ Curriculum content/ Activity role play/ Expectations	PLT/ WET /Wild/ MD DNR/ MD Forest Service education/ Curriculum programs

Facilitator and leadership training/ Learning styles/ PLT mission/ History of PLT Activities/ SOL Correlations	PLT/ Forest Conservation Act/ National Forest Policy/ KERA Standard-State Education standards
Facilitator duties and responsibilities/ Promoting, developing, and completing WET Program/ Understanding programmatic resources and education materials	Practice leading activities/ NYS Specific content info/ Water quality monitoring /Special education considerations
Facilitator guide/ Agendas/ How to conduct a workshop	Presentation and leadership skills/ State curriculum frameworks/ Workshop elements/ Logistics
Facilitator skills/ Learning styles/ Forest content/ Marketing/ Assessments/ Standards	Program information/ Leadership skills/ Activities
Facilitator training/ Fire ecology/ PLT lessons/ Role playing	Program planning/ Model activities/ Teaching and leadership methods, issues, concerns
Facilitator/ Upland hardwoods/ Wetlands/ Prairie ecosystems/ Fire ecology/ Reforestation	Project WET/ Stream Watch
Fire this past year	Project WET/ WOW / River of Words
General overview of PLT both secondary and K-8	Public speaking/ Facilitation/ Ed reform and state standards/ Training on program content
General procedures/ Classroom environment/ Teaching methods/ Available resources	Role as Wild facilitator/ Workshop boxes/ agenda building/ Activity planning
Groundwater/ Water quality/ Point and nonpoint source pollution/ Wetlands	Sustainability education/ Leadership skills/ Conservation and preservation/ Ethics/ Habitat and basic ecological principles
Have in past years, currently have a mentoring program to address PLT and advanced activities	Training is apprenticeship-based/ Content / Teaching and learning styles/ Logistics
How to be a facilitator/ Learning styles/ EE resources	Unbiased info
How to conduct 6 hour workshops	Volunteer training/ Biodiversity/ Evolution/ Adaptations/ Human & animal body/ Conservation/ Ecology/ Ethology and basic info on animal classification
How to conduct a workshop/ Water resources issues and materials/ Education standards and assessments	Water education/ Learning styles/ CA issues
How to conduct workshop/ Learning styles/ Critical thinking skills/ Wildlife Management perspective/ EE resources	Water history/ Grit about Soil
How to conduct workshops/ Recruit participants/ What PLT is all about	Watersheds/ Groundwater/ Non-point source pollution/ Workshop planning and advertising
How to design and facilitate a workshop	We do a mentoring program
How to plan a workshop/ Workshop structure/ Requires of them by the program resources	We provide on the job training on an individual basis
If and when I can identify facilitators, I provide hands-on partnerships to co-lead educator workshops	Wild Facilitator training
In the process of planning a week-long seminar for 2002 to discuss water resource issues of the state	Wildlife conservation education /Wildlife management/ Role of Department of Fish and Wildlife
Intro to PLT/ Learning styles/ How to conduct a workshop/ State education correlations/ National PLT/ GreenWorks	Wildlife/Water/Watersheds

Intro to program history/ Mission and goals/ Model activity/ Peer teaching/ Learning and teaching styles	Workshop agendas/ EE Resources/ Teaching techniques/ Grant opportunities
Leadership/ School Education Reform/ Facilitation Skills	Workshop content topics/ Facilitation skills
Learning and teaching styles/ WET & WILD programs in OK/ Workshop planning/ Activity adaptations	Workshop planning/ Facilitation skills/ Familiarity with the curriculum
Learning styles/ How to conduct a workshop	Workshop Presentation/ Marketing of workshop/ Facilitator expectations
Learning styles/Presentation techniques	

11. Do you provide annual training for your existing facilitators? N=122

Response	n	%
Yes	51	42%
No	71	58%

If yes, what topics do you cover?	
Advance training is provided for all agency volunteer instructors in hunter education/ Outdoor education program	No funds, facilitators, or staff
Advanced leadership workshops not every year on water related themes	Not annually/ Early childhood education/ Special education/ How to conduct a workshop
Advanced PLT only and correlations to state standards	Not for last 3 years
Advanced training in facilitator skills/ Learning styles/ Logistics/ Marketing/ Activities/ Forest content	Not fully implemented, but I hope to start in 2002
Advanced training on the above topics plus additional "content" presentations and activities	Not in the past 2 years, too understaffed
Advanced WILD workshops/ Ecosystems/ Wildlife/ Habitat	Offered one optional one on watersheds
Audiences/ Constructism/ Forest Practices/ Water Quality/ Biodiversity	Only 1 facilitator currently working on cross training staff and advisory teachers
Biodiversity/ Stress factors on biodiversity conservation/ Current research	Part of the above advanced training for 2002
Biodiversity/ Interpretive skills/ Volunteer Continuing Education	Plan to next year
Birds/ Mammals/ Winter activities/ Journaling	Program updates/ Resources/ Advanced training forestry
Budgets and time constraints prevented us from having training. Would like to do some in 2003	Service learning/ Schoolyard habitat
But need to	Sometimes/ Groundwater/ Bilingual education
Correlating WET Guides to state standards/ Provide professional development in wetlands/ Water monitoring/ Water conservation methods	Sporadic-not necessarily every year and the training covers new project resources
Correlations/ New materials and resources/ New	They are called advanced workshops to cover:

incentives/ Workshop planning/ Marketing	Forestry ecology/ Solid waster modules/ Tree Treasures/ PLT on the farm/Water resources
Current topics of concerns	This is a combined training with new facilitators
Current trends in education/ New resources/ Content standards for Environmental and Ecology	This is our first year in IL Bio Resources
Currently under development	Time is currently an issue
Curriculum framework updates/ Instruction from resource professionals/ Activity adaptations/ Modifications for local use	Topics related to ecosystems and ecosystems management/ New development in workshop facilitation
Depending on individual needs and through teleconferencing	Trends in EE/ State capacity building efforts/ Facilitation tips
Differs from year to year/ New programs/ Refresher courses/ Participant driven courses	Updates on state education reform/ Curriculum frameworks/ WILD Activities
Direction of program and new activities/ Facilitation of writing workshop/ Healthy Water, Healthy People Program	Updates on the program/ New guides or materials/ Future planning
Early childhood/ Land use/ Literacy/ Urban forestry/ Lakefront development/ Oral history	Varies from year to year
Ecosystem specifics/ Changes every year	Waiting for grants to be approved to hold training
Ecosystem workshops	Water conservation-2001 and Water Quality-2202
Every 2 years	Water quality monitoring/ Advanced Project WET
Every other year-mentoring in between	We are beginning a "reunion" to update facilitators in 2002
Facilitator/ Upland hardwoods/ Wetlands/ Prairie ecosystems/ Fire ecology/ Reforestation	We do hold reunions
Generally PLT, WET, WILD training held jointly/ New materials/ Correlations to state standards	We do provide additional training usually every other year.
How to conduct a workshop/ Water resources issues and materials/ Education standards and assessments	We don't have a fulltime WET Coordinator so the annual is sparse
I plan to. Have not gotten to the year mark yet.	We host the NC Environmental Education Conference for training sessions
I would like to, but no money	We've mainly been trying to get existing facilitators trained in the PLT secondary modules
Leadership/ School education reform/ Facilitation skills	When the money is available. EE updates/ New resource materials overview
Logistically impractical	When we do have them-we update on current info
Natural resources training/ Updates and training in new materials/ Awards and recognition/ Networking/ Upcoming events	Workshop agendas/ EE Resources/ Teaching techniques/ Grant opportunities
New activities, ideas, projects, etc.	Working on establishing opportunities
New modules/ Workshop format/ Assessment/ State and national updates	Year-to-year

12. Do you have an Advisory Committee or Steering Committee or a Board of Directors for your Program(s)? N=120

Response	n	%
Yes	72	60%
No	48	40%

If yes, what groups do the members represent?

	n	%
Teachers	48	67%
University	45	63%
Education Administrator	36	50%
Forestry Professional	16	22%
Federal Agencies	13	18%
Wildlife Professional	11	15%
Water Professional	10	14%
Others state agencies (State Agency Coordinating Committee, Dept. of Natural Resources, Dept. of Environmental Management, Dept. of Environmental Quality, Water Resources Board, Environmental Protection Agency)	9	13%
Other (Parks, Forest Industry, Board of Trustees for Museums)	9	13%
Solid Waste Professional	7	10%
State Department of Education	5	7%
State EE Association	4	6%
Non-formal Educator	4	6%
Environmental Organization	2	3%
Conservation Organization	1	1%
Business	0	0%
Planning/Urban Development Professional	0	0%
Environmental Health/Risk Professional	0	0%
Energy Professional	0	0%

13. Have you taken any EE leadership-training courses? N=120

Response	n	%
Yes	61	51%
No	59	49%

If yes, what type? From whom? (Examples: NAAEE, NEEAP, University, etc.)	
1998 NEEAP Leadership Clinic, San Diego, CA	NAAEE/ WWF/ PLT
2001 WWF Biodiversity Ed. Leadership Training/	NAAEE-attended last 2 conferences

Project WILD/ WET Facilitation Annual Retreat	
Action Education-EETAP/ EE Guidelines-NAAEE	NAAEE-Guidelines
Adopt-A-Watershed Leadership Institute	NAAEE-Guidelines for Excellence/ NEEEA-Strategic Planning and Administrative Skills Workshop/ Trout Unlimited-Volunteer Leadership Training Workshop
Agency/ National Project WET	NAAEE-local and regional EE groups
Attend PLT Annual Conferences each year/ NAAEE Annual Meetings	NAAEE-materials guidelines training/learner guidelines training
Attend PLT National Conferences/ NASA-Global Education 3 day event	NAAEE-Sawtooth, Idaho
Biodiversity Leadership Training	National Park Service
Biodiversity-WWF	NEEAP
But I need training desperately	NEEAP
Decision-making techniques/ Strategic planning/ NAAEE/ Corky McReynolds	NEEAP
EAP/ KACEE/ Project WILD	NEEAP @ NAAEE Pre-Conference
EETAP	NEEAP 4 years ago
Environmental Issues Forum Moderator-WWF/ Guidelines for Excellence workshop from state office of EE	NEEAP/ EPA
Facilitator training from state Project WILD and PLT programs	NEEAP-New Mexico 1999
Facilitator training WILD/ WET/ PLT/ Leopold	NJDEP-Watershed Mgmt/Adopt a Watershed Leadership Inst. Conference
Graduate work and NEEEA	Only the Biodiversity Institute at Disney
Groundwater Foundation Conference/ LEEF	Project WET
Guidelines-NAAEE	Project WET/ Project WILD
I have attended various conferences	Through formal education in obtaining degrees
I have participated in several seminars but no formal classes	Tools Workshop (IEEAC)/ Presentation Training (private group)/ Statewide EE Leadership training (EEAI)
I have taken leadership courses through personnel not EE	University Masters Degree Program had courses on EE and biodiversity education leadership institute
I would like to.	University course work/ Project WET Coordinators/ US Girl Scout Trainers training for outdoor programs
KNRLI/ Leadership Institute UKY/ 2001 Biodiversity Education Leadership by WWF/ NEEAP	University course work-graduate school
Leadership Workshop-NAAEE/ NEEAP and Biodiversity Education leadership Institute-WWF	University Courses in EE
MN Office of Environmental Assistance EE Leadership Workshop 2001	University courses/ NAI/ MNA/ MAEE Workshops

NAAEE Conference in 1998	University of Wisconsin
NAAEE in 1999	WWF Biodiversity Leadership Institute
NAAEE Leadership Clinic-NM	WWF Biodiversity/ NAAEE Guidelines for Excellence
NAAEE/ NAI/ University	WWF-Biodiversity/ NEEAP/ WILD Facilitator training/ WOW Workshops
NAAEE/ NEEAP	WWF-Disney Biodiversity Leadership Training

14. What are your three greatest individual EE training needs? N=91

*NOTE: Survey answers were grouped into categories and these categories, along with the percentage of respondents who listed a training need in that category, are listed immediately below. A complete listing of ungrouped, raw survey responses follows the listing of categories.

Training Needs	n	%
Stretching resources, fundraising, money	24	26%
Attracting new/diverse audiences	19	21%
Assessment (learner and programmatic)	16	18%
Correlations (national and state)	16	18%
Volunteer/staff/project/organizational development and management	15	16%
Motivating others	11	12%
More time and time management	9	10%
Keeping current on EE topics	6	7%
Latest in education research, best practices	6	7%
Specific environmental content information	6	7%
Communication skills/methods	5	5%
Leadership training	5	5%
TOT/facilitator advanced training	5	5%
Curriculum development	4	4%
Integrating EE into curriculum	4	4%
Technology and EE	3	3%
Avoid burnout	2	2%
Capacity building/sustainability	2	2%
Issue identification and prioritization	2	2%
Learning styles	2	2%
Pre-service training	2	2%
Strategic planning	2	2%
Other suggested topics—early childhood, developmental stages for children, homeschoolers, teaching agency personnel, conflict resolution, other programs, resources for teacher		

What are your three greatest individual EE training needs?	
A solid training session for the best practices for training trainers	Learning how to develop materials that teachers and students can use to gain EE knowledge
Additional training with other programs/	Learning styles/ Developmental stages of children

Additional resources for educators	
Assessing student EE learning	Learning to be an effective workshop facilitator/How to motivate people/ Staying abreast of new information in EE
Assessment of programs/ Funding for training/ Current research applications	Marketing ideas to bring groups in/ Gathering resources/Bringing in other leaders
Assessment/ Correlations to state standards	Marketing skills and techniques
Assessment/ Integrating EE into curriculum/ EE leadership and capacity building	Marketing, promotion, & media relations/ Content based knowledge/ Learning styles
Biodiversity	Marketing/ Managing volunteers
Brain research connected to EE/ Networking with diverse groups/ New science content	Money
Communicating about EE to the general public in layman's terms	Money for workshops/ Tools for materials/ Familiarizing staff with EE quality standards
Content	Money, funding, funding
Correlating programs with state learning standard/ Interpreting global issues on the local level	Money, money, money
Correlation of program with state standards/ Motivation of facilitators/ Advanced training for facilitators	Money/ Evaluation/ Agency recognition
Correlations to national standards	More info on classroom teachers on requirements/ EE grants available and grant writing
Curriculum development/ Methods to remain current with all education reform	More leadership skills/ Volunteer management
Curriculum development/ Correlations/ Assessments	More leadership training like WWF's/ Continuing education in new EE trends
Early Childhood in EE/ Texas ecoregions and biodiversity/ EE Assessment	More time for training/ More money for training
Educating state on the need for EE mandates/ Funding to take university courses toward a higher degree in EE	None at the moment
EE leadership training courses	Organizing/ Presentations/ Display/ Materials development
EE leadership/ Public speaking	Program assessment
EE national standards and guidelines/ Volunteer motivation and training/ Capacity building	Project management/ Assessment/ Strategic planning
EE techniques and state EE guidelines/ Methods of integrating EE into curriculum	Promoting EE in K-12 Schools/ EE in Preservice university and colleges/ EE in Non-formal educators
Environmental assessment methods/ Issue identification and prioritizing/ PR and conflict resolution	Providing services with limited funding/ Communications methods to reach various conferences
Facilitators for PLT high school modules/ More "teacher" facilitators/ Flexibility in workshops models to tackle the changing teacher and student needs	Reaching minorities/ Disseminating info to schools/ Funding
Facilitator training and annual training/ Program promotion	Refresher on EE guidelines/ Integration of purpose to advance EE
Financial support to train facilitators and to	Staff/ Time/ Freedom for participants to attend

conduct workshops	
Finding audiences and getting them to fully use EE materials	Staying current with changes in formal education/ Changes in technology/ State budget hard times
Fundraising for state EE association/ Organizational capacity building/ Logistics and personnel issues	Strategies for making a small program meet a large need/ Gaining support for EE from a regulatory agency/ Strategies for bring EE into formal education area
Good curriculum/ Funding to supplement teacher costs/ Developing ways that will encourage teachers to come	Sustainability
Grant writing/ Cultural perspectives/ Schoolyard Habitat	Team building/ Correlating with state standards
Grant writing/ Funds/ Networking skills	Technical background in EE topics/ Methods to motivate facilitators/ Curriculum design
Grant writing/ How to prevent burn out	Technology/ Computer applications for EE/ Education reform-brain based learning/ Assessment methods
How to bring together the resources/ Stimulate those not on board/ Finding the time to do it all	The best way to teach broad complex topics in a one-day workshop
How to convince natural resource professionals to learn more and practice sound educational methods	Time
How to develop assessment of programs/ Grant writing/ Finding resources/ Strategic planning	Time
How to keep facilitators active/ Help fund a full-time coordinator	Time
Human dimensions/ Marketing/ Diversity improvement/ Communication	Time/ Resources
I work nationally and am not tied to VA	Time during school hours to offer training sessions
Improving organization/ Management of Project WILD volunteer facilitator group/ Effective communication techniques for reaching large, diverse populations/ Gaining support for EE from decision-makers	Time in the field with biologists/ Skills to increase internal support within agency
Integrating use of instructional technology/ Embedding assessment in training/ Modeling varied teaching approaches for immediate classroom transfer	Time management/ Grant and budget management/ Personnel issues
Investigating your environmental/ Building leadership capacity in schools	Time/ Staff
Keeping current on state standards/ Developing my grant writing skills/ Project Management	To become familiar with the technology that supports EE topics
Keeping current with changing education philosophies/ Developing affect assessment tools for EE activities	Training of facilitators/ Agency staff and personnel/ Homeschoolers
Keeping Current with EE concepts and topics/ Effective administration strategies and volunteer network	Training preservice teachers/ Training existing teachers/ Training nonformal teachers
Keeping current with understanding the latest	Training staff and developing programs that can be

educational teaching methods and assessments	utilized in a museum setting
Leadership Training/ Water related science and issues/ Education theory and implementation	Updated correlations to standard course of study/ Incorporating PLT into classroom lesson plan/ Using PLT with non-science curriculum
Leadership-training courses/ Correlations to state standards/ Assessment	Volunteer management/ Cultural perspectives/ Correlations to state standards
	Volunteer training/ State standards

15. What are your state's three greatest EE training needs? Identify by audience and topic. N=100

Audience	Topic(s)
3-8 Teachers	Incorporating EE and School Forests into Curriculum
4-12 Teachers	Local Environmental and issues
6-12 Teachers	Water Resources
8-12 Teachers	EE
8-12 Teachers	EE
9-10 Environmental Science Teachers	Water Education
9-12 Teachers	EE
Administrators	How EE fit into their programs
Administrators	Inservice time for teachers to attend workshops
Afterschool program leaders	How to lead successful outdoor field trips to local habitats
All Audiences	Conservation Education vs. Environmental Education
All educators (formal and non-formal)	Integration of EE into curriculum and programs
All Environmental Educators	EE, theory and planning
All PLT teachers	Ability to contact these teachers to cover all current topics
All teachers	How to use outdoor classroom
All teachers	Accreditation for PLT in Univ. and Community College System
All teachers	Integration into school curriculums
All teachers	Aligning activities to state standards
All teachers	General Environmental science education
All teachers	How water education fits into state standards
All teachers	Matching EE w/state standards/ Assessments
All teachers	Standardized testing
All teachers	EE, general biology, natural history
Church/Non public schools	Activities that have a Christian basis
Community Groups	EE topics
Conservation Districts	Effective EE programs
Coordinators	Data base, curriculum, and communication sharing
Coordinators	Partnershiping and networking with other programs
DNR employees	Training in PLT
Early childhood educators	EE curriculum materials
EE center staff	Coordination & Promotion of 164 Centers
EE association	Grant Writing

EE association	Organization Mgmt
EE organizations	Consensus Building
EE Professionals	EE capacity building
EE providers	Reaching underserved audiences
EE providers	Current environmental and science issues and trends
EE providers	Statewide EE Plan
Elementary and high school Teachers	Using EE materials to meet standards
Elementary educators	Local Biodiversity
Elementary School	Water and Wildlife
Elementary teachers	EE
Elementary teachers	EE concepts and activities
Elementary teachers	How to take kids outdoors
Elementary teachers	Increased knowledge of EE content
Elementary teachers	More Integrating with history
Elementary teachers	Water Science
Elementary teachers	WI Env & Ecology Content
Elementary teachers	EE and resources
Elementary/Middle/High School Teachers	Application of EE concepts
English language development teachers	Introduction to EE for ELD Students
Facilitators	Development, reward, sharing promotion
Facilitators	Training and retraining in PLT
Forestry Professional	How to present to students
Formal educators	Integrating EE into a full day curriculum
Formal educators	Foundations of EE, all guidelines for baseline
General Family visitors	Current environmental issues
General public	EE
General public	Environmental Awareness
General public	Forestry Education
General public	Importance of EE
General public	Increase knowledge base of EE
General public	Local application of EE knowledge
General public	Respect and importance of natural resources to all aspects of a healthy community and economy
Grades 2-8	EE
High school	Biodiversity
High school	Earth/Environmental Science
High school	EE
High school teachers	Available materials
High school teachers	Integrating EE into the classroom
High school teachers	Authentic/Inquiry Based EE Programs
High school teachers	EE
High school teachers	EE
High school teachers	EE 101
High school teachers	EE/EIC

High school teachers	Good EE programs that fit they're schedules
High school teachers	Integrating EE into curriculum
High school teachers	PLT Secondary Modules
High school teachers	Reaching the up & coming EE leaders
High school teachers	Role of Global Economy in Environmental
High school teachers	Specific training in EE issues
High school teachers	Building an appreciation for water
High school/ middle school teachers	EE
Home school association	EE
Homeschool organizations	dressng for PLT programs
Homeschool parents	EE and science curriculum
Homeschoolers	EE
Homeschoolers	EE
Informal educators	Foundation of EE and integrating state standards into curriculum
Informal educators	Grant writing skills
Inner city/urban	Minority Outreach/urban environmental monitoring
Inservice	Politics of energy and water
Inservice	Sustainability
Inservice	Water Education
Inservice K-12 teachers	All EE
Inservice teachers	EE
Inservice teachers	Environmental Literacy
Internal agency management	EE
Internal staff	Conservation Education
K-12 Hawaii	Matching EE with HI standards
K-12 Pacific	Correct info on Pacific Forests
K-12 Pacific	Hands-on activities
K-12 teachers	Integrating EE throughout schooling
K-12 teachers	Incorporating EE into existing curriculum
K-12 teachers	Addressing Standards through EE
K-12 teachers	Awareness and use of EE resources available
K-12 teachers	EE
K-12 teachers	EE
K-12 teachers	Integrating EE into curriculum
K-12 teachers	Integrating EE into state content science standards
K-12 teachers	Using EE subjects to achieve proficiency outcomes
K-12 teachers	Water Education
K-12 teachers	State EE Curriculum
K-12 teachers	State EE Curriculum Coordinators
K-12 teachers	State EE Curriculum Standards
K-20 Educators	Action projects
K-20 Educators	Assessment
K-3	EE
K-5 teachers	EE and science education connecting the 2
K-6 Preservice	EE

K-6 teachers	How to integrating EE into current curricula
K-8 teachers	Content comfort level
K-8 teachers	EE
K-8 teachers	How to lead successful outdoor field trips to local habitats
K-8 teachers	Non-point source pollution
K-8 teachers	Local community investigations
K-Adult	Water Resource Education
Local disadvantaged youth	Urban ecology
Methods professors	Awareness our of programs
Middle school	Biodiversity resources
Middle school	Water and Wildlife
Middle school teachers	EE
Middle school teachers	EE and science education connecting the two
Middle school teachers	More Integrating with history
Middle school teachers	Specific training in EE issues
Middle school teachers	Building an appreciation for water
Middle/ high school	Need for hands-on interactive activities
Natural resource and state education managers	Statewide EE planning
Natural resource personnel	Science pedagogy, EE methods, Curricula
Non-educators in AK	Villages needing EE training
Non-formal	Water education
Non-formal adult educators	EE, general biology, natural history
Non-formal educators	Conservation biology content
Non-formal educators	Dressing for PLT programs
Non-formal educators	Education reform in WA
Non-formal educators	EE
Non-formal educators	Formal education
Non-formal educators	How the MT school system works
Non-formal educators	How to correlate PLT to state standards
Non-formal educators	Understanding of/appreciation of education standards
OH educators (formal and informal)	EE tools to meet standards
Parents	Educational research
Politicians	Environmental issues and best practices in EE
Pre service teachers	EE methods
PreK	Educational Materials
PreK	EE, more activities
PreK	Need materials developed for them
PreK teachers	EE
PreK teachers	EE
PreK teachers	EE
PreK teachers	EE
PreK teachers	EE
PreK teachers	Good EE curriculum
PreK teachers	Interdisciplinary EE

PreK teachers	Lower level implementation
PreK-12	Moving beyond EE activities to mastery of skills
PreK-12	School Improvement through EE
PreK-12 Students	EE
PreK-12 teachers	How to use EE as a cross curricular tool
PreK-12 teachers	Using the outdoors as an effective classroom tool
PreK-8 teachers	EE
PreK-8 teachers	EE
PreK-8 teachers	Interdisciplinary EE
PreK-University	Environmental Literacy
Preservice	Basic Ecology Principles
Preservice	EE
Preservice	Water Education
Preservice education colleges	EE tools to meet standards and prepare for classroom instruction
Preservice K-12 teachers	All EE
Preservice students	EE topics
Preservice students and methods professors	EE curricula incorporated into lessons
Preservice teachers	designing for PLT programs
Preservice teachers	EE
Preservice teachers	EE
Preservice teachers	EE
Preservice teachers	EE
Preservice teachers	EE concepts and activities
Preservice teachers	EE inquiry/field based education methods
Preservice teachers	EE Mandate & EE as an integrating context
Preservice teachers	EE tools like PLT/WILD/WET
Preservice teachers	EE, general biology, natural history
Preservice teachers	General EE course info
Preservice teachers	Providing Inservice EE Training
Principals/ Administration	Value of EE, Connection to Achievement
Principals/ Central office administration	EE as an integrating context
Public/homeowners	Resources management
Resource professionals	Goals of EE, education, and educational methodologies
Rural teachers	Resource stewardship
School administrators	All EE
School administrators	Awareness of our programs
School groups	Current environ issues
Secondary teachers	Discipline specific EE materials
Secondary teachers	EE
Senior high	Environmental action
Senior high	Standards relating to state curriculums
Social Studies/Civics	EE
State Dept. of Education	Seeing EE as real education and high priority
State Dept. of Education	EE tools to meet standards

personnel	
State EE Association	Leadership and organizational development for board and team leaders skills
State employees biologist	EE what it is and how students learn form it
State environmental agencies	Use and importance of EE training and knowledge
State/ Local government officials	Environmental Importance, Education
Students	Environmental Ethics
Teachers	Integrating EE into curriculum
Teachers	Advocating for EE
Teachers	Aquatic education curriculum
Teachers	Background info for natural resources in VA
Teachers	Forest stewardship
Teachers	How EE meets science standards locally
Teachers	Integrating EE activities into current curriculum
Teachers	Project WET
Teachers/ Public and business leaders	Texas ecoregions and biodiversity in each and the interrelationships
Trainers and	Training
University	Preservice training for teachers
University preservice	Recognizing importance of introducing Projects before students become certified
University preservice teachers	EE and Ecology
University teachers	EE as a prerequisite to certification
Using the outdoor classroom	value of EE as an integrating concept
Wildlife professionals	Hands-on activities, presentation methods
Workshop leaders	Post workshop follow up
Youth group educators	EE and science education connecting the two
No audience given	Communications
No audience given	Cooperation
No audience given	Coordination
No audience given	Correlations
No audience given	Curriculum Development
No audience given	Effective Marketing of program
No audience given	Facilitators for PLT Secondary Modules
No audience given	Financial support to train facilitators and to conduct workshops
No audience given	Importance of using sound science and educational practices in developing programs
No audience given	Integrating EE across curriculum
No audience given	Intro to the Projects WET/WILD/PLT/ General EE
No audience given	Money
No audience given	Resources
No audience given	Technology record keeping for workshops
No audience given	Time
No audience given	To obtain the state's guidelines in response to EE

No audience given	Stipends to cover the cost of facilitators and teachers for workshops
No audience given	Value of EE
No audience given	Value of EE topics and methods, using EE in and out of the classroom setting