

MY RESEARCH FOR THIS ARTICLE TOOK ME ON A SOMEWHAT UNEXPECTED JOURNEY. WHEN PROJECT MANAGER GUS MEDINA ASKED ME TO WRITE AN ARTICLE REFLECTING ON EETAP'S 15 YEARS OF WORK, I SAID SURE. I KNEW THE EETAP PARTNERS, I KNEW A LOT ABOUT THE ACTIVITIES, AND I THOUGHT I KNEW MORE THAN MOST ABOUT WHAT THE PROGRAM HAS ACCOMPLISHED. BUT IT DIDN'T TAKE ME LONG TO REALIZE JUST HOW MUCH I DIDN'T KNOW ABOUT WHAT EETAP HAS ACHIEVED. Through a series of what turned out to be wonderfully enlightening phone interviews, I discovered EETAP's human side—what all those logic model results actually have meant to the people involved. I also came to see that the program had a bigger impact on the field of environmental education (EE) than I had realized.

CHANGING LIVES

EETAP sought to bring change in three broadly defined program areas: professional development, advancing EE, and reaching diverse audiences. Pat Kelly's story touches on EETAP's success in each of these.

Today, Pat laughs when she thinks back to her first introduction to EE. That was when her then third grade son arrived home from school enthusiastically ready to recycle and cut apart plastic six-pack straps. Pat wanted absolutely nothing to do with it! Way too inconvenient!

But a lot has changed since then.

Pat is the Executive Director of the Opportunities Industrialization Center of Oklahoma County, Inc. (OIC), which provides individualized services, education, and skills training to disadvantaged adults in Oklahoma City. Her second—more successful—introduction to EE came when she was invited to attend an EETAP-sponsored Project WET (WET) workshop offered through the Oklahoma City Urban League. The information presented about toxins and human health caught her attention because of the immediate



Pat Kelly (second from left) and other members of the Oklahoma team at the 2003 EETAP Leadership Clinic.



connection to the health concerns of her adult urban audiences at OIC. She began incorporating WET activities into her courses.

“EETAP afforded me the opportunity to learn about the field of EE. It’s what I would have done if I were young and looking for a profession, but I’m so appreciative it came along when it did.”

*Pat Kelly, Executive Director
Opportunities Industrialization
Center of Oklahoma County, Inc.*

Pat was further drawn in when the Oklahoma Association for EE participated in EETAP’s Leadership Clinics in the late 1990s. And in 2000, Oklahoma was selected as one of EETAP States with OIC serving as fiscal agent. Through these activities, Pat started to meet others in the EE field. She attended her first North American Association for Environmental Education (NAAEE) conference as a participant in EETAP’s Diversity Centerpiece at the annual NAAEE conference on South Padre Island, Texas in 2000. The Diversity Centerpiece was a series of meetings wherein EETAP Partners and invited guests from diverse geographic, professional, cultural, ethnic, and personal backgrounds explored ideas about education, the environment, and quality of life.

Pat was hooked! She went on serve on NAAEE’s finance committee, and then as board member and treasurer from 2006 to 2010. Of EETAP, she says: “EETAP afforded me the opportunity to learn about the field of EE. It’s what I would have done if I were young and looking for a profession, but I’m so appreciative it came along when it did. I’m very excited. I share it with everyone, especially my adult GED students. It’s opened up a whole new world.”

That’s EETAP: cultivating leadership, reaching new people, providing training and resources, and literally changing lives.

THE BIG PICTURE

From his vantage point as EETAP Project Director, Dr. Richard Wilke sees the major advances that 15 years of stable funding enabled—comprehensive efforts that take time to develop. Among them, he cites the partnership itself, with many major EE providers coming together to examine, identify, prioritize, and address the professional development needs in the field of EE. Kathleen MacKinnon, EETAP Project Officer for the U.S. EPA’s Office of Environmental Education, echoes this idea, saying that EETAP’s greatest success was the evolution from a collection of separate programs with common goals into a strategic initiative with lasting impact on the field.

To give a few examples, through EETAP, the National Project for Excellence generated five sets of nationally recognized guidelines for EE, which brought accountability and credibility to EE and launched several additional programs. Leadership Clinics and the

NAAEE Affiliate Workshops helped strengthen state and provincial organizations and vastly improved their ability to deliver effective programs and to advance EE within their regions. The networks of EE providers such as Project Learning Tree (PLT), WET, Project WILD (WILD), and the National Audubon Society (NAS) made great strides in reaching greater numbers and diversity of educators, training leaders, and increasing access to top quality resources.

Sally Wall is a testament to this success. Sally was a science teacher at Seabrook Intermediate School in Seabrook, Texas on the Galveston Bay. Her long-term interest in the environment inspired her to use a lot of classroom activities to increase her students’ awareness of environmental issues. Her interests led her to WILD and PLT workshops, which broadened her view of EE. But it wasn’t until she received a grant, via EETAP, to take a course with Dr. Brenda Weiser at the University of Houston—Clear Lake that her understanding of EE took on a new dimension. Her eye-opening introduction to the Guidelines for Excellence in EE changed everything: “good” EE needed to be unbiased and multidisciplinary. Her classroom projects shifted as she realized that she had been advocating her own viewpoints rather than preparing her students to explore problems and consider possible solutions.

Sally was honored as PLT Outstanding Teacher in Texas in 2001, and nationally in 2002. She went on to write a curriculum guide on air quality, a project that enabled her to attend the NAAEE conference in Boston in 2002. Five of her activities were published in the Council for Environmental Education’s Flying WILD guide. She’s also served on the U.S. Environmental Protection Agency’s National Environmental Education Advisory Committee, and is in her third term on the board of the Texas Association for Environmental Education. She continues her teaching career, now working as Middle School Science Specialist for Clear Creek Independent School District.

According to Sally, “I can’t say enough about [my EETAP experiences]. I would have done things with the environment; I always had the interest. I would have stumbled through, but what I learned through Brenda’s mentoring made me see that EE is a field, not just an idea. I’ve grown as a professional. . . . When you leave teaching, you want to feel like you’ve accomplished some good things. With EE and the things I’ve incorporated with my students, as I’ve run across students after they’ve left my class, I feel I’ve left a mark and made them stop and think.”

“The NAAEE Guidelines for Excellence have provided a solid foundation for the EE field, enabling the field to speak with a more unified voice and to launch other initiatives such as . . . standards for teacher education at colleges and universities and state certification for nonformal environmental educators.”

*Kathleen MacKinnon, EETAP Project Officer
U.S. EPA’s Office of Environmental Education*

A NEW CREDIBILITY

As with Sally, nearly every person I talked to for this article mentioned the importance of the Guidelines for Excellence. The reasons differ widely—a clear testament to the profound influence the Guidelines have had on the field. Spearheaded from the inception by Dr. Bora Simmons, the National Project for Excellence in Environmental Education and NAAEE used a comprehensive and inclusive process to produce and disseminate five sets of guidelines for the field:

1. Environmental Education Materials: Guidelines for Excellence
2. Excellence in Environmental Education: Guidelines for Learning (K–12)
3. Guidelines for the Preparation and Professional Development of Environmental Educators
4. Nonformal Environmental Education Programs: Guidelines for Excellence
5. Early Childhood Environmental Education Programs: Guidelines for Excellence

Calling the NAAEE Guidelines an especially important hallmark of the EETAP program, Kathleen MacKinnon says, “The NAAEE Guidelines for Excellence have provided a solid foundation for the EE field, enabling the field to speak with a more unified voice and to launch other initiatives such as the National Council for the Accreditation of Teacher Education (NCATE) standards for teacher education at colleges and universities and state certification for nonformal environmental educators.”



Photo by Edward McCrea

The National Guidelines for Excellence in Environmental Education have helped to professionalize the EE field and to strengthen its credibility among education professionals.

Dr. Terry Wilson, director of the Center for Mathematics, Science, and Environmental Education at Western Kentucky University, put off his retirement to help lead NAAEE through the rigorous process of gaining membership in NCATE and adding EE standards (based on the professional development Guidelines) to their requirements for accreditation of teacher education programs. This multi-year, EETAP-supported effort culminated in NCATE’s adoption of EE standards in 2007, thus holding EE programs in NCATE-accredited colleges of education to high standards of performance. Brian Day, NAAEE’s former executive director, says that putting NCATE standards in place is “a quiet change that will make a massive difference in formal education as [the program] folds out over many years.”

“Just having NCATE standards changes the perception of the field, raising the legitimacy of EE as a teaching field, and showing the education world that we are a credible field.”

*Dr. Melinda Wilder, Director
Environmental Education Endorsement
Program Eastern Kentucky University*

Dr. Melinda Wilder directs the Environmental Education Endorsement Program at Eastern Kentucky University (EKU), the first—and currently the only—NCATE-accredited EE program in the country. Although EKU used the NAAEE Guidelines for the Preparation and Professional Development of Environmental Educators to develop their program, seeking accreditation improved the quality of the program. It helped the faculty look at their courses in a more analytical way, asking themselves, “How do we know that our students can do this or know that?”

Melinda reports that being accredited by NCATE has brought EKU national recognition and has helped her own administrators see the value of their program. “Just having NCATE standards changes the perception of the field, raising the legitimacy of EE as a teaching field, and showing the education world that we are a credible field,” she says.

THE GUIDELINES AS A FOUNDATION FOR OTHER PROGRAMS

Dr. Brenda Weiser, Associate Professor of Science Education, notes that the fact that the University of Houston–Clear Lake’s School of Education was using EE to make interdisciplinary connections served the university well when they recently went up for NCATE accreditation. Brenda regularly uses the Guidelines in her classes, but it’s another Guidelines-based program—EE Certification—that has most influenced her own professional growth.



Photo by Debra Spillman

Brenda Weiser explains environmental education certification at the 2008 NAAEE Conference.

An overheard comment—someone saying that it didn’t matter whether the kids leave their EE program with a misconception as long as they come back—motivated Brenda to get involved with certification: she wanted to make sure that we set high standards for ourselves and then hold ourselves to them. As the first chair of NAAEE’s Certification Advisory Council, Brenda guided the challenging process of defining a set of core competencies for

demonstrating proficiency in EE (based on the Guidelines for the Preparation and Professional Development of Environmental Educators) and developing national accreditation standards for programs certifying educators in nonformal settings.

Practicing what she preaches, Brenda was one of Texas' first certified environmental educators. Even with her considerable expertise in the field, she found going through the self-evaluation component enlightening and rewarding, confirming both strengths and weaknesses and giving her a plan for advancing her own professional competency.

Jose (Pepe) Marcos-Iga, International Programs Manager with the Environmental Education Exchange in Tucson, Arizona, has also grown professionally through EETAP programs. Because of his familiarity with both sides of the U.S.–Mexico border, Pepe was hired by EE Exchange (EEE) to help the Arizona Association for Environmental Education (AAEE) coordinate a regional binational conference that included an EETAP-sponsored Leadership Clinic.

As a result of this work, Pepe was elected to the AAEE board, where he started hearing more about EETAP. With an EETAP student scholarship, Pepe attended his first NAAEE conference in Biloxi in 2004. He went armed with names of people to meet who could help him further binational efforts in EE. His enthusiasm was embraced, well, enthusiastically and it wasn't long before people were suggesting he run for the NAAEE Board.

When he mentioned his interest in expanding use of the Guidelines in Mexico, Pepe was invited to join the Guidelines Trainers' Bureau. The only Spanish speaker in the Bureau, he made it his personal mission to do as many Guidelines workshops as possible, and he began to find ways to marry the Guidelines with his work at Environmental Education Exchange.

Pepe brought the Guidelines to EPA-funded meetings to build capacity for EE work along the U.S.–Mexico border. He ran workshops for the binational EE Council of the Californias. He used the Guidelines-based Resource Reviews program as a tool when EEE received funding through the North American Wetland Restoration Act to assess whether education was working as a strategy in wetland conservation. With EETAP funding, he ran four Guidelines workshops for conservation educators in protected natural areas in Mexico. He used the Guidelines with a partnership of government agencies, teachers, and nonformal groups in Los Cabos, moving them beyond beach clean-up days and stepping up the quality of their education offerings.

With EETAP support, Pepe helped translate the Guidelines into Spanish and continued to introduce them to Mexican environmental educators. He also brought the Guidelines to the first NAAEE regional conference in Mexico, the Border-Wide EE Conference in Ciudad Juarez, which led to a Memorandum of Understanding

between NAAEE and the Mexican government's Center for Education and Training for Sustainable Development to adapt the Guidelines for use in Mexico and initiate a Guidelines for Excellence training program for the EE profession in Mexico.

Pepe Marcos-Iga (first from right) shares the Nonformal EE Guidelines for Excellence with conservation education specialists from natural protected areas in Bahia de Kino, Sonora.



As both a student and a Guidelines Trainers' Bureau volunteer, Pepe benefitted from EETAP support that helped defray NAAEE conference expenses. He's quickly worked his way from a first-time attendee to a Guidelines Trainer, an NAAEE Board Member, and now, NAAEE's President Elect. Seeing what Pepe has contributed to AAEE, to EE in Mexico, and to NAAEE, it seems those scholarships were a good investment!

Susan James, Operations Coordinator at Mohican School in the Out-of-Doors, Inc. in Ohio, has benefitted from another EETAP project: the online courses developed by the University of Wisconsin–Stevens Point based on the Guidelines for Excellence. Susan received EETAP scholarships to take two of the online courses, Fundamentals of Environmental Education (FEE) and Applied Environmental Education Program Evaluation. With her intense work schedule in residential EE and her rural location, these courses afforded her the opportunity for training that was otherwise unavailable.

Susan's background is in engineering, and much of her EE readiness comes from on-the-job experience, conferences, and training in programs including PLT, WILD, Flying WILD, and Wonders of Wetlands. The courses filled in gaps in her background and prepared her to develop assessments that improve the quality of her programs. On a very practical level, she's better equipped to create logic models and meet the evaluation requirements for many grant applications, including a successful proposal to Ohio EPA to apply



EETAP's online courses have helped Susan James (second from left) develop the skills needed to help gain funding for projects at Mohican School in the Out-of-Doors. Here, Susan works with students to put together garden boxes for a sod roof.

Global Positioning System and mobile technologies to EE. Of her online experience, Susan says, "It's great that EETAP was able to help me afford [the courses], but my time is also valuable and I'm not going to waste it. The courses were well worth it."

The courses are equally important from the instructor's perspective. Ohio State University Professor Emeritus Rosanne Fortner teaches the Fundamentals course through the University of North Carolina at Wilmington. Using the FEE course freed her from years of development, pilot testing, and revision to reach the high level of clarity and flow FEE achieves. According to Rosanne, the subject matter hangs together, builds effectively, offers an impressive selection of thought provoking articles from leaders in the field, and does the "right thing." She feels the course is well suited to academic audiences as well as nontraditional ones. One of her most interesting students was a city planner who wanted to learn to communicate with the public about environmental concerns, and contributed interesting perspectives on community requirements, social challenges, and the influence of politics on metropolitan issues.

AFFILIATES TAKE OFF

Many NAAEE Affiliates credit the Guidelines with providing strength and validity for important programs such as certification and resource reviews, and even enabling more credibility and respect in politically charged situations. Andree' Walker Bravo, Executive Director of the Utah Society for Environmental Education (USEE), cites one instance where USEE was able to use the Guidelines to help ensure that a proposed new state curriculum about oil, gas, and mining met criteria for high quality EE materials. She has

found that having national Guidelines strengthens USEE in the eyes of its constituents, its supporters, and even those with different perspectives.

According to Lisa Herrmann, board member and past president of the AAEE, the Guidelines provided the credibility that AAEE needed after EE in Arizona met with great challenges in the 1990s. Grounded in the Guidelines, AAEE has been able to demonstrate that there is quality control on the national level and that EE is a viable, effective, educational method. The Guidelines provided a foundation upon which to build a Certification program, a resource database, and the Arizona Framework for Environmental Concepts and Themes. In a major step forward, the state Department of Education has acknowledged this Framework and is referencing the use of EE to achieve state standards on its Web site.

BUILDING AFFILIATE CAPACITY

It's no accident that in recent years, many of the Affiliates have been able to put these types of programs in place and achieve far greater support for EE. Sue McGuire, Chair of the Affiliate Network Steering Committee, credits EETAP programs with doing much to strengthen the Affiliates, individually and as a Network. Leadership development, seed money for programs, and opportunities for Affiliates leaders to come together in Leadership Clinics and the annual Affiliates Workshop (at the NAAEE conference) have provided critical support.

Over the last 15 years, through programs like EETAP 2000 States, the Leadership Clinics, and EETAP States program, the

Affiliates have matured into strong organizations capable of tackling sophisticated projects, increasing professionalism, and moving into new areas such as developing state environmental literacy plans. Early capacity building efforts dealt with organizational issues such as marketing, fundraising, and creating multi-year strategic plans. EETAP continued to support NAAEE's annual Affiliate Workshop, which has enabled many Affiliate leaders to attend the conference and provided them with invaluable opportunities to share, make connections, mentor each other—and even gripe a little!

Tim Brown, Executive Director of USEE from 1996 to 2002, says EETAP was a game changer for USEE and all the Affiliates. The Leadership Clinics in particular enabled Affiliate leaders to understand priorities, trends, and strategies for everything from communicating with members, marketing, planning effective conferences, building a strong board, creating a strategic plan, and establishing goals and measurable objectives. Says Tim, “For the time and place, it was the perfect thing we needed as a group to pull us together as Affiliates and provide us with training. Together, we were much stronger and became much smarter than we were separately. For USEE in particular, we were hurting—we hadn't completed a strategic plan, we were running a deficit, and we were in transition between directors. The peer network, the training, it was all fantastic!”



Affiliate representatives attending the first EETAP Leadership Clinic in Tomahawk, WI in 1996.

When Andree' joined the USEE staff in 2007, she came into an organization positioned on solid ground with sustainable programs. Today, USEE has a strong certification program, a resource reviews program, growing membership, a strong board, a solid reputation, and the organization is playing an important role in the expansion of EE throughout Utah.

EETAP has contributed considerably to Andree's own professional growth as well. EETAP support enabled her to attend the annual Affiliate workshop at the NAAEE conference and to learn from her peers in leadership positions in other states. She has served on the Affiliate Steering Committee and the Certification Advisory Council, which has enabled her to work side-by-side with experts, have her voice heard, and feel she is contributing to the field. I could hear the wonder in her voice when she described having learned about the Guidelines in graduate school, then attending her first NAAEE conference a few years later and finding herself having coffee with Bora Simmons, the Guidelines guru herself!

“For the time and place, it was the perfect thing we needed as a group to pull us together as Affiliates and provide us with training.”

*Tim Brown, Former Executive Director
Utah Society for Environmental Education*

DIVERSIFYING AND EXPANDING

Since the start, EETAP has sought to reach new audiences with traditional programs, bring new people into the field, and expand the use of EE strategies. While there is much more to be done in this arena, there have been meaningful successes.

The National Audubon Society (NAS), an EETAP Partner, produced a toolkit for anyone interested in changing people's behavior regarding a conservation issue, even those practitioners who may not be familiar with using social strategies such as education, social marketing, and communication to achieve their goals. *Tools of Engagement: Conservation Planning with People in Mind* pulls together materials from many different sources and puts them into one easy-to-use resource.

Dr. Nicole Ardoin, Assistant Professor of Environmental Education and Center Fellow at the Woods Institute for the Environment at Stanford University, has many students who are interested in motivators for and barriers to environmental behavior. And many of these students come from fields such as biology, engineering, anthropology, and even law, so are unfamiliar with environmental education. Nicole is using the EETAP-supported NAS Toolkit in her classes to introduce the range of social strategies to these students. She's particularly excited about using the “Frequently Asked Questions About Behavior” section of the toolkit—designed to address some common questions and misconceptions that arise when trying to apply theory to practice—to address these interests in her classes.

Conservation practitioners are just one of the new groups targeted by EETAP activities. EETAP initiated many efforts over the years to build a more inclusive field by helping environmental educators develop the skills and knowledge required to deliver culturally relevant EE and by working to diversify the EE profession.

EETAP's Inclusiveness Initiative established a two-year learning community among three organizations committed to becoming more inclusive, working with University of Wisconsin–Stevens Point (EETAP's managing Partner) and Intercambios, which provides bilingual, binational, intercultural services for organizations working with health, the environment, education, and the community. EETAP and Intercambios facilitated, mentored, recorded, and evaluated the concerns and problem-solving processes of the three organizations as they worked toward their inclusiveness objectives.

Participating in the Initiative made a big difference for Allison Brody, as well as for her Las Vegas community. Allison is Project Manager, Conservation Education and Interpretation, for the Public Lands Institute at the University of Nevada Las Vegas. She manages programs on behalf of federal land management agencies (the Southern Nevada Agency Partnership, or “SNAP”), and she was instructed to create programs to reach the growing Hispanic



Participants in EETAP's Inclusiveness Initiative shared lessons learned at the 2009 NAAEE Conference in Portland, OR.

population in the area. After a lot of discussion and some false starts, Allison began collaborating with Irma Wynants, the Cultural Specialist for the Clark County Parks and Recreation Department, who helped foster an evolving relationship among the local Michoacán Association, the Winchester Cultural Center, and SNAP.

Allison's first step out of her traditional comfort zone was to develop an ofrenda (a display set up to honor someone who has passed) for a large Day of the Dead Festival. There had been several drownings at the Lake Mead National Recreation Area, and, with input from members of the community, she created an ofrenda in memory of the victims, mostly young Hispanic males. Through this, she was able to share a message about safety and public lands in a manner that was authentic, relevant, and well received by visitors. This first step ultimately led to a successful, culturally relevant "Families in Nature" field trip program that has served hundreds of people and is now thought of as an integral part of both the community cultural center and SNAP.

All three groups in the Inclusiveness Initiative experienced similar struggles as they moved from being service providers to being members of their communities. For Allison, the biggest challenge was learning to create *with* rather than create *for*. She learned that being inclusive was as much about her as it was about her audience. She now understands more fully what it means to be part of a community, and how important it is to work with someone that the community trusts. Reflecting on her Families in Nature experience, Allison says, "Sometimes you have programs that you just know really made a difference. This is one."

EETAP'S CONTRIBUTIONS

This article taps just the surface of EETAP activities over the last 15 years. It overlooks NAAEE's significant efforts to bring EE into the digital age, first through EE-Link and later through its evolution to the new *EElinked* Networks. It doesn't describe important research studies like the Professional Development Needs Assessment and the

surveys of State EE Capacity Building, nor does it address the significant gains made toward incorporating evaluation as an essential component of program planning and implementation. It doesn't adequately acknowledge the work of PLT, the Council for Environmental Education, WET, and NAS to bring high quality curriculum to huge numbers of educators and to cultivate leadership within their networks. And it doesn't mention the greatly increased visibility for EE that resulted from coordinating "EE Street" at National Science Teachers Association conferences. In fact, it doesn't cover a lot more than it does cover.

There are literally millions of individuals who have been touched—directly and indirectly—by EETAP efforts. Millions of stories like the ones in this article. The sustained long term funding, the continuity of leadership, the evolution of ideas, and the shared vision of the Partners have forged tremendous growth in the field of EE, advancing the profession to new levels of credibility and effectiveness. Cultivating leadership, reaching new people, providing training and resources, and literally changing lives: that's what EETAP has accomplished.

2001 EETAP Staff Members (left to right: Gus Medina, Sharon Courtney, Rick Wilke, and Bob Holsman)



EETAP PROJECTS AND PARTNERS

PROJECT	PARTNERS
<p>FIRST NATIONAL ENVIRONMENTAL EDUCATION AND TRAINING PARTNERSHIP (EETAP1) 1995 -2001</p>	<p>Academy for Education Development (AED) Center for Instruction, Staff Development and Evaluation (CISDE) Geographic Alliance (GA) Greater Washington Urban League (GWUL) Council for Environmental Education (CEE)—Project WILD (WILD) EE-Link Global Network of Environmental Education Centers (GNEEC) Institute for Ecosystem Studies (IES) National Environmental Education Advancement Project (NEEAP), University of Wisconsin–Stevens Point (UWSP) Project WET U.S.A. (WET) National Association of Conservation Districts (NACD) * North American Association for Environmental Education (NAAEE) Northern Illinois University (NIU) Ohio State University (OSU) Project del Rio (PdR) Project Learning Tree (PLT) Second Nature/Montana Consortium Partnership (SN) Southern Illinois University (SIU) WestEd World Wildlife Fund (WWF)</p>
<p>SECOND NATIONAL ENVIRONMENTAL EDUCATION AND TRAINING PARTNERSHIP (EETAP2) 2000-2006</p>	<p>Association for Supervision and Curriculum Development (ASCD) Greater Washington Urban League (GWUL) Groundwater Foundation (GF) National Environmental Education Advancement Project (NEEAP) North American Association for Environmental Education (NAAEE) Northern Illinois University (NIU) Ohio State University (OSU) Project del Rio (PdR) Project Learning Tree (PLT) Project WET U.S.A. (WET) * University of Wisconsin–Stevens Point (UWSP) WestEd World Wildlife Fund (WWF)</p>
<p>THIRD NATIONAL ENVIRONMENTAL EDUCATION AND TRAINING PARTNERSHIP (EETAP3) 2005-2011</p>	<p>American Forest Foundation (AFF)—Project Learning Tree (PLT) Association for Supervision and Curriculum Development (ASCD) Council for Environmental Education (CEE)—Project WILD (WILD), Flying WILD National Audubon Society (NAS) North American Association for Environmental Education (NAAEE) Northern Illinois University (NIU) Project WET U.S.A. (WET) University of Oregon (UO) * University of Wisconsin–Stevens Point (UWSP) United States Fish & Wildlife Service, National Conservation Training Center</p>

* Indicates managing partner

EETAP ARTICLES AVAILABLE ONLINE

Going Online: EE Professional Development Meets Educators Where They Live (2011)

Reinventing the Wheel: Next Steps in Building Comprehensive State and Provincial EE Programs (2011)

Becoming an Effective Environmental Educator: A Commitment to Competence (2011)

Reflective Practitioners: Environmental Educators Share Their Professional Development Needs for the Next Five Years (2010)

Leading the Way to Environmental Literacy and Quality: National Guidelines for EE (2010)

It's Tough to Be Inclusive (2010)

Standard Practice: Aligning EE Resources to National and State Curriculum Standards (2009)

Reaching the Teachers: Integrating EE into Teacher Education Programs at Colleges and Universities (2009)

Setting High Standards: Teacher Education Accreditation Incorporates Environmental Education (2009)

Still Developing the Toolbox: Making EE Relevant for Culturally Diverse Groups (2009)

Education and the Environment: Partners for Change (2006)

EE Certification: Making Best Practice Standard Practice (2006)

Leadership Clinics Revolutionize Environmental Education Conference Design (2006)

The Roots of Environmental Education: How the Past Supports the Future (2006)

Distance Education: A User Friendly Learning Option (2006)