

Environmental Education Plan for Kansas

2006 - 2008



Photos Courtesy of Cindy Ford

A Vision for Natural Resources in Kansas

In the future for Kansas natural resources, we envision healthy vibrant cities, suburbs, rural communities, farms, and ranches committed to environmental stewardship, where sustainable natural resource use and management ensures equal benefits for today's citizens and for future generations; where quality of life engenders a pride of place and includes access to natural resources for all Kansans, while respecting private property interests; and where stakeholders participate as partners to protect our natural resources to assure a healthy economy and quality of life.

To accomplish this, all Kansans must:

- *Be educated and informed stewards of the environment;*
- *Recognize the interdependence of a healthy economy and all natural resources;*
- *Forge strong partnerships and collaboration among and between citizens, communities, government, business and interest groups; and*
- *Encourage traditional and innovative approaches to resource management, environmental protection, sustainability, and economic development.*

--Kansas Natural Resource Legacy Alliance final report, 2003

Support for the Environmental Education Plan for Kansas was provided by the U.S. Environmental Protection Agency, Kansas Institute for Peace and Conflict Resolution, and the convening organizations.

The Plan was edited by Shari L. Wilson and Melissa Arthur.

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Convening Organizations

Organization

The Governor's Sub-Cabinet on Natural Resources,
represented by the Kansas Water Office
Kansas Association for Conservation and
Environmental Education
Kansas Farm Bureau
Kansas Natural Resource Council
Kansas State Department of Education
The Nature Conservancy
Pheasants Forever

Represented in the planning process by

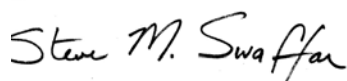
Ken Grotewiel
Hank Ernst
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Melissa Arthur
Steve Swaffar
Margaret Thomas
Janet Loebel
John K. Strickler
Barth Crouch



**J. Michael Hayden, Secretary
Kansas Dept. of Wildlife & Parks
The Governor's Sub-Cabinet
on Natural Resources**



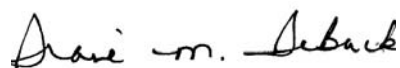
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**Steve Swaffar, Director
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**Margaret Thomas, Board Member
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**Diane DeBacker
School Improvement & Accreditation
Kansas State Department of Education**



**John K. Strickler, Board of Trustees
The Nature Conservancy**



**Barth Crouch, Region 8 Wildlife Biologist
Pheasants Forever**

Adopted 22 May 2006

Environmental Education Plan for Kansas 2006-2008

Introduction

What is Environmental Education (EE)?

Environmental Education is a process directed at creating awareness and understanding of environmental issues, leading to responsible individual and group action. The focus of EE should be on processes that enhance critical thinking, problem solving, and effective decision making. Through these processes, individuals can better understand the complexities and interrelatedness of environmental issues and weigh the various sides to make informed, balanced, responsible decisions. EE is a broad concept that is more than the core sciences taught in the classroom. EE is also teaching and learning the social, economic, and political implications of decision making with regard to human impacts on the environment and natural resources.

The Environmental Education Plan for Kansas is grounded in a widely-shared understanding of effective environmental education and professional standards. Several factors have helped to shape this understanding. See the Appendix for a timeline outlining significant events in the development of environmental education as a professional field internationally, nationally, and in Kansas. Terms that are *italicized* and highlighted in blue can be found in the Glossary.

Why was the Environmental Education Plan for Kansas Developed?

Kansas has a long tradition of organizations, agencies and individuals devoted to conservation and environmental education (EE). The Kansas Association for Conservation and Environmental Education (KACEE) was established in 1969 as a private, non-profit association of organizations committed to promoting effective EE throughout the state. This made Kansas among the earliest states to establish an EE association. The 1978 Kansas Legislature passed House Concurrent Resolution 5004 supporting environmental education and directing the Kansas State Board of Education and Kansas Board of Regents to support and promote EE programs in Kansas schools. The 2002 Kansas Legislature created the 15-member Kansas Natural Resources Legacy Alliance (KNRLA) to “develop a vision for using the state’s natural resources to assure economic development, a healthy environment, proper protection of natural resources, opportunities for natural resource and environmental education and quality of life for Kansas families and individual citizens.” For nearly 40 years, many other organizations have delivered quality conservation and environmental education programs within the state.

The KNRLA held two rounds of public hearings and received a great deal of expert testimony on a broad range of environmental issues. By far the most consistent theme throughout the public comment period and expert testimony was broad support for education about natural resources and environmental issues. Organizations and individuals holding widely divergent views about specific environmental issues seemed to agree that these

issues could best be addressed by a public that is educated and informed about our natural resources and the environment in which they live.

The state's EE providers have built a strong foundation, making Kansas a national leader in environmental education. Still, not all students are being served. A coordinated effort by a broad and diverse base of EE stakeholders is needed to increase the impact of environmental education in Kansas. While all Kansans (from pre-K through adult) stand to benefit from improved EE programs and services, students in grades K – 12 are the focus of this three-year plan.

Picture this...

Environmental education is a powerful tool for producing high school graduates who are informed about and involved in their communities: graduates who know how to work collaboratively in the classroom and community to solve challenging environmental issues; graduates who can think critically and apply knowledge and skills learned in school to real world situations; graduates who know how to work with government, businesses, universities and non-profit organizations and who understand that every issue includes more than one perspective and set of values; graduates who actively demonstrate their civic responsibilities by participating in decision-making processes; graduates who, as adults, contribute to a strong and healthy society, environment, and economy. – Washington State EE Plan

What is the Goal of the Environmental Education Plan for Kansas?

The goal of this statewide EE plan is to strengthen and mobilize Kansas' conservation and environmental education network and its commitment to provide quality EE to children ages five to 18 (grades K-12).

What is the Scope of the Plan?

In order to maximize the resources available in terms of funding and partnerships, and considering the three-year timeframe of the plan, four priority areas were chosen for inclusion. As a result, this is not a comprehensive plan for environmental education in Kansas. It is, rather, a three-year plan that addresses convener and stakeholder priorities in the area of formal (K-12) education. Other issues, such as adult education, nonformal education, and early childhood education, will be addressed as resources permit, and can be revisited in future plans.

Priorities included in this plan are as follows. There is no hierarchy intended in the listing of priorities; all are considered to be equally important.

- A. Develop an information and dissemination structure to strengthen communication and coordination between EE providers.
- B. Integrate environmental education within the Kansas education and natural resource agency structures and obtain buy-in and commitment from key decision makers.
- C. Using the model established by the *North American Association for Environmental Education's* (NAAEE) *EE Materials: Guidelines for Excellence*, implement a system for *independent evaluation* of EE materials.
- D. Expand existing professional development opportunities and resources to assist *formal educators* as they incorporate EE into the classroom.

"95% of American adults (96% of parents) think environmental education should be taught in the schools." (Roper Starch, 2004)

Who was Involved in the Planning Process?

The planning process was initiated by a group of seven convening organizations:

- ✿ The Governor's Sub-Cabinet on Natural Resources, represented by the Kansas Water Office
- ✿ Kansas Association for Conservation and Environmental Education (KACEE)
- ✿ Kansas Farm Bureau
- ✿ Kansas Natural Resource Council
- ✿ Kansas State Department of Education (KSDE)
- ✿ The Nature Conservancy
- ✿ Pheasants Forever

Dozens of additional stakeholders representing regional or statewide constituencies provided comments in public meetings throughout all stages of the planning process. See the Appendix for a list of these stakeholders.

How was the Plan Developed?

Development of an Environmental Education Plan for Kansas has been under discussion for several years. In 2004, KACEE received initial funding from the US Environmental Protection Agency to hire a professional facilitator from the Kansas Institute for Peace and Conflict Resolution. In addition, the Kansas Water Office provided in-kind support for the planning process. The seven convening organizations came together for the first time in spring 2005 to establish clear goals and objectives, and worked with stakeholders throughout 2005 to develop the statewide plan. Two meetings were held in July 2005 with EE stakeholders representing regional or statewide constituencies. Input from this diverse base of stakeholders guided the development of four priority areas for action. Chief among these was a need to emphasize coordination and communication between EE providers. Stakeholders also expressed a desire for a stronger connection between EE and state policymakers, as well as a need for objective evaluation of EE materials being used by formal and non-formal educators. Increased opportunities for high-quality professional development for formal educators were also desired. Four working groups were formed to draft strategies, which were discussed at a public meeting in November 2005. Comments from stakeholders present at this meeting as well as from those who viewed the draft plan online were incorporated into the final draft of the plan.

How does My Organization Fit into the Plan?

A statewide environmental education plan will strengthen and mobilize Kansas' conservation and environmental education network and its commitment to provide quality EE to children ages five to 18 (grades K to 12). Opportunities will undoubtedly arise that have not been envisioned here, and new ideas for implementing the priorities in this plan will emerge. All are welcomed as innovations that extend the plan and make it a living, breathing document that is constantly relevant to EE in Kansas. Organizations are encouraged to utilize this plan as they develop their own strategic plans, programs, and initiatives, and to participate in the process of developing the next Environmental Education Plan for Kansas.

How will Progress be Measured?

While the success of this plan will depend in large part on the individual stakeholders who have committed to “doing their part,” an ongoing measurement of progress is extremely important for the Plan’s long-term success.

To track these commitments, a steering committee of the convening organizations will meet at least every six months during the three-year timeline of the Plan.

Reporting successes along the way will reinforce and encourage more activity. The steering committee will remind participating stakeholder organizations of their commitments and encourage them to complete their planned activities. The findings of the steering committee will be reported periodically throughout the life of the Plan.

The steering committee will also explore avenues for a baseline assessment of K-12 environmental literacy, as described in Priority B, Strategy 1.

Environmental Education Plan for Kansas

Priority Areas

Listed below are the priority areas to be addressed from 2006 – 2008. There is no hierarchy intended in the order of the listings; all priorities and strategies are equally important.

PRIORITY A:

- **Develop an information and dissemination structure to strengthen communication and coordination between EE providers.**

One of the strengths of conservation and environmental education in Kansas is the large number of organizations providing these services. However, there is a concern that Kansas EE can be fragmented and duplicative. Priority A provides a means to build on existing communication and coordination structures to create partnerships and increase knowledge of programs and materials already available.

Strategy 1: Increase communication between *EE providers* and develop a unified marketing tool that promotes all EE providers across the state.

Tasks

1. Increase awareness of and participation in the *Kansas Online EE Community* to new and existing audiences.
2. Identify potential barriers to Online EE Community participation.
3. Centralize the listing and marketing of available facilities.

Strategy 2: Increase the effectiveness of networking opportunities for EE providers to strengthen communication, foster resource sharing and coordination, and pass along lessons learned.

Tasks

1. Increase participation in already-existing statewide networking opportunities.
2. Identify resources for regional networking activities, ie hosts, sponsors, planners, facilities.
3. Use technology, such as *blogs* and *distance learning*, to connect EE providers across Kansas.

Strategy 3: Create an online publications library for EE materials.

Tasks

1. Develop a searchable web site with links to EE publications.
2. Develop a review system or team to assure appropriateness and quality of materials.

PRIORITY B:

- **Integrate environmental education within the Kansas education and natural resource agency structures and obtain buy-in and commitment from key decision makers.**

In order to maximize the potential of EE in Kansas, teachers, administrators, and natural resource agency staff need to know what constitutes quality EE and how teaching EE can help schools reach their education goals. Kansas educators should work to integrate EE into all curricular areas. Positioning EE more solidly within the state's education and natural resource agency structures, as detailed in Priority B, will do much to address this need.

Strategy 1: Conduct a statewide study using learning outcomes criteria from the EE Standards to determine a baseline for environmental literacy of Kansas citizens. At the same time, conduct an analysis of student performance on *assessed indicators* in the Kansas Science Standards that address EE.

Tasks

1. Create a statewide survey instrument, conduct survey, profile and analyze data.
2. Analyze student performance on EE indicators.
3. Prepare and widely disseminate a comprehensive executive summary of the findings.

Strategy 2: Elevate EE within the job duties of the Kansas State Department of Education's curriculum consultants.

Task

1. Include KACEE board service as part of the science consultant's job description in accordance with HCR 5004.

Strategy 3: Include EE within the science content standards as a curricular area to be addressed at the [KSDE Integrated Summer Academies](#). *[Note: This goal and Priority D, Strategy 2, complement each other.]*

Tasks

1. Work with the KSDE Integrated Curriculum Standards Summer Academies planning committee.
2. Obtain presenters to highlight specific EE activities that align with assessed indicators.

Strategy 4: Expand, revise, and reformat the "[Environmental Education Standards for Kansas, October 1999](#)", so they align with required KSDE standards format, and strive to have benchmarks and indicators incorporated into revisions of Kansas State Board of Education (KSBE) core/assessed curriculum standards.

Task

1. Form a standards writing committee.

Strategy 5: Work with the Kansas Board of Regents to include one unit of environmental education in pre-college curriculum (required for admission to state regents institutions), in accordance with HCR 5004.

Task

1. Meet with the Board of Regents and begin exploring ways to incorporate EE into the pre-college curriculum.

Strategy 6: Develop college pre-service courses and degree programs for teachers in the area of environmental education.

Task

1. Develop pre-service degree programs.

Strategy 7: Recruit natural resource agency personnel who could complement ongoing formal and non-formal educators at various EE events by providing hands-on activities; encourage the natural resource agencies to request funding in their budgets for support of EE activities.

Tasks

1. Approach agencies each March prior to budget submissions in May to talk about funding for EE activities.
2. Develop an internet database of EE resources within state agencies.

PRIORITY C:

- **Using the model established by the North American Association for Environmental Education's (NAAEE) *EE Materials: Guidelines for Excellence*, implement a system for independent evaluation of EE materials.**

Many organizations publish materials about the environment that are sent to schools and nonformal educators. Some of these materials do not adhere to the tenets of quality environmental education and may advocate for specific viewpoints or interests. Educators may not have time or the expertise to determine what is quality EE and what is propaganda. A voluntary independent evaluation system with clear criteria, such as that provided in Priority C, will assist educators in finding the highest quality EE materials for their students.

Strategy 1: Create and regionally deliver a series of professional development workshops based on currently existing professional development models established by NAAEE, including the *Guidelines for Excellence*. The workshop series will result in a higher awareness of what "quality" EE materials and programs are, while enhancing the quality of EE programs and materials in the state.

Tasks

1. Form an advisory/discussion group of EE providers and others to provide oversight and administration of the professional development project.
2. Develop, market, deliver, and evaluate the program. Consider regional and national models.
3. Develop additional networking opportunities for the workshop participants.

Strategy 2: Utilizing those who have completed the professional development program described in Strategy 1, develop a system for ongoing EE materials/program review that allows state EE providers to have a comprehensive evaluation conducted for a minimal fee.

Tasks

1. With the reviewers trained in Strategy 1, develop an action plan to implement program/materials review using NAAEE procedures and the *Guidelines for Excellence*.
2. Provide program/materials review through the Kansas Online EE Community and promote to teachers and other educators.
3. Encourage and foster the inclusion of the Online EE Community as a resource for insuring quality EE programs/materials in professional development settings for formal and nonformal educators.

PRIORITY D:

- **Expand existing professional development opportunities and resources to assist formal educators as they incorporate EE into the classroom.**

In order to reach educators who are not familiar with EE or who may not be aware of its benefits in the classroom, expansion of existing professional development opportunities and the creation of new ones is critical. Priority D provides several strategies to increase professional development opportunities.

Strategy 1: Increase the effectiveness of professional development for formal educators by providing opportunities, such as a workshop or seminar series addressing best practices, for *nonformal EE educators* who serve them.

Tasks

1. Survey KNEA representatives and Executive Directors from the 7 Education Service Centers to better understand the professional development needs of teachers and how they can be addressed through EE.
2. Survey non-formal educators and find out where assistance is needed.
3. Form an advisory/discussion group of teachers, school administrators, and non-formal educators to outline priorities for a workshop series.
4. Develop, market, deliver, and evaluate workshop(s).
5. Develop additional networking opportunities for workshop participants to further explore workshop topics.

Strategy 2: Partner with all teacher pre-service institutions and professional development providers (KSDE, KNEA, etc.) to find new and innovative ways to incorporate EE into the existing formal professional development structure in all subject areas, such as classes, annual workshops, summer institutes, pre-service and in-service trainings, and seminars. *[Note: This strategy and Priority B, Strategy 3, complement each other.]*

Tasks

1. Develop a master list/calendar of already-existing formal professional development opportunities/events, and contacts from these organizations.
2. Contact the state's leaders in formal professional development for teachers to explore new avenues for incorporating EE both in specific subject areas, and as an integrating concept.
3. Develop an EE Speaker's Bureau or clearinghouse list of individuals/organizations qualified to provide EE professional development in each subject area.

Strategy 3: Develop an EE mentoring program to pair interested pre-service and first-year teachers with "EE Master Teachers" who regularly use EE in their classrooms.

Tasks

1. Research the state's student teacher placement system and mentoring programs, and find out if similar or complementary mentoring programs already exist.
2. Develop a list of "EE Master Teachers" willing and qualified to work with student and first-year teachers, and enlist their help in designing the program.
3. Partner with all of the state's Schools of Education to implement the mentoring program and an associated evaluation mechanism.

Strategy 4: Convene focus groups consisting of home, private, and parochial school educators from across the state to discuss EE professional development needs and opportunities, and develop a strategy for a more coordinated inclusion of these educators in EE. Include nonformal educators in the focus group meetings as likely providers of such professional development opportunities.

Tasks

1. Work with nonformal educators, private and parochial schools, home school groups, and their associations to develop a list of educators interested in participating in focus groups.
2. Enlist the services of a trained facilitator to facilitate the focus group meetings.
3. Develop a needs/priority list unique to home, private, and parochial school educators and develop a strategy around how EE providers can better meet these needs.
4. Share the focus group findings with the greater EE community through newsletter articles, online resources, and EE conference presentations.
5. Provide tools for implementing the identified strategies.

Strategy 5: Cultivate a teacher liaison to the Kansas Online EE Community in the state’s public school districts and in parochial, private, and home school networks. Teacher liaisons will serve as the contact point for EE professional development opportunities, and agree to pass information about EE opportunities along to teachers in their districts and/or regions.

Tasks

1. Work out logistics of a teacher liaison program, including benefits and requirements for educators.
2. Cultivate contacts in school districts and develop a liaison list.
3. Develop an ongoing communication strategy to grow and manage the liaison program.

Glossary

Assessed indicators---Indicators are statements of the knowledge or skills a student demonstrates in order to show s/he has made progress toward meeting curriculum standards. Assessed indicators are those tested during state assessments.

Blog---A journal or other communication available on the web. “Blog” is an abbreviation for web log.

Distance learning---Learning that takes place over a networked video connection, generally with an instructor in one classroom teaching students in at least one additional classroom.

EE providers---Any person or organization actively engaged in disseminating, creating, or using environmental education materials in a formal or nonformal setting.

Environmental education---Environmental education is a powerful tool for producing high school graduates who are informed about and involved in their communities: graduates who know how to work collaboratively in the classroom and community to solve challenging environmental issues; graduates who can think critically and apply knowledge and skills learned in school to real world situations; graduates who know how to work with government, businesses, universities and non-profit organizations and who understand that every issue includes more than one perspective and set of values; graduates who actively demonstrate their civic responsibilities by participating in decision-making processes; graduates who, as adults, contribute to a strong and healthy society, environment, and economy.

Environmental Education Standards for Kansas, October 1999---Developed by education and natural resource professionals, these standards describe what students K-12 should know and be able to do at different grade levels. These standards were revised in 2004, and may be accessed at www.kacee.org.

Formal educator---A person holding a valid certificate or license from the state’s education department, teaching in an institution that controls both the objectives and means of learning.

Kansas Online EE Community---A web-based resource center for communication by and between environmental education providers and others interested in environmental education. Features include a listing of events, resources, programs, and contacts in the EE field; job postings; and organizational searching. The Kansas Online EE Community may be accessed at www.kacee.org.

KSDE Integrated Summer Academies---Workshops hosted by the Kansas State Department of Education and attended by formal educators for the purpose of providing instructional strategies, preparing for state assessments, working on professional development plans, and planning to integrate math, reading, and writing into other content areas.

Nonformal educator---A person teaching outside the framework of the formal education system.

APPENDIX

Timeline of Significant Environmental Education Events

The Environmental Education Plan for Kansas is grounded in a widely-shared understanding of effective environmental education and professional standards. Several factors have helped to shape this understanding internationally, nationally, and in Kansas. The timeline below is not intended as a comprehensive inventory of all environmental education organizations or happenings, but is an outline of major events in the development of environmental education as a profession. The conveners thank Bora Simmons of Northern Illinois University for her contribution to this section.

Event	Date	More information
The term “environmental education” is coined.	1948	The Deputy Director of the Nature Conservancy in Wales, Thomas Pritchard, first used the term in a speech.
The <i>Journal of Environmental Education</i> begins.	1969	www.heldref.org/jenve.php
The first formal definition of environmental education is printed in the <i>Journal of Environmental Education</i> .	1969	(Stapp, W.B. et al, 1969)
Kansas Association for Conservation and Environmental Education (KACEE) is founded.	1969	KACEE was among the first EE organizations founded in the US, with the purpose of promoting a full understanding of environmental issues through the educational process. www.kacee.org
North American Association for Environmental Education (NAAEE) is founded.	1971	The North American Association for Environmental Education (NAAEE) is a professional association established to promote environmental education and support the work of individuals and groups engaged in environmental education through teaching, research, and service. It does not take formal positions on political or technical matters, except those relating directly to education. www.naaee.org
Kansas State Board of Education issues a policy statement on Environmental Education.	1971	The policy statement recognized the need to strengthen instruction on EE and encouraged the continuation and enhancement of EE, declaring it to have high priority in curriculum content and that the development and interdisciplinary teaching of environmental concepts appropriate to the age of the learner should be included throughout the educational process as expressed through a state plan. (Kansas State Board of Education meeting minutes, 7 July 1971)
Project Learning Tree (PLT) is developed by the American Forest Foundation. PLT was established in Kansas in 1989.	1976	PLT uses the forest as a “window on the world” to increase students’ understanding of our complex environments; to stimulate critical and creative thinking; to develop the ability to make informed decisions on environmental issues; and to instill the confidence and commitment to take responsible action on behalf of the environment. www.plt.org
The Belgrade Charter is adopted by a United Nations Conference, providing an internationally-accepted goal statement for environmental education.	1976	The goal of environmental education is to develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones. (UNESCO-UNEP, 1976)

The world's first intergovernmental conference on environmental education adopts the Tbilisi Declaration, which established three broad goals for environmental education.	1978	The goals include fostering clear awareness of, and concern about, economic, social, political, and ecological interdependence in urban and rural areas; providing every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment; and creating new patterns of behavior of individuals, groups, and society as a whole towards the environment. (UNESCO, 1978)
Kansas passes House Concurrent Resolution No. 5004 in support of environmental education in Kansas.	1978	The Resolution directs the Kansas State Board of Education to encourage, support and promote environmental education programs in Kansas school districts and directs the Kansas State Board of Regents to emphasize environmental awareness in teacher preparation programs. (House Concurrent Resolution No. 5004, 1978 Session Laws, Ch. 459, p. 1743)
Project WILD is developed by the Western Regional Environmental Education Council, Inc. (now the Council for Environmental Education (CEE)) and the Western Association of Fish and Wildlife Agencies). Projects WILD and WILD Aquatic were introduced in Kansas in 1989.	1983	The goal of Project WILD is to assist learners of any age in developing awareness, knowledge, skills, and commitment to result in informed decisions, responsible behavior, and constructive actions concerning wildlife and the environment upon which all life depends. www.projectwild.org
The National Environmental Education Act of 1990 is passed.	1990	This Act authorizes the United States Environmental Protection Agency's Office of Environmental Education.
Project WET (Water Education for Teachers) is released nationally, co-sponsored by the CEE and the Watercourse. Project WET was introduced in Kansas in 1995.	1990	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. www.projectwet.org
The United Nations Conference on Environment and Development is held in Rio de Janeiro, Brazil.	1992	Chapter 36 of Agenda 21 focuses on "reorienting education towards sustainable development; increasing public awareness; and promotion training."
The National Report Card on Environmental Knowledge, Attitudes, and Behaviors is launched in 1992 by Times Mirror Magazines in collaboration with Roper Starch. The National Environmental Education and Training Foundation (NEETF) took over the project in 1995.	1992-2005	NEETF/Roper research consistently shows that 95% of American adults (96% of parents) think environmental education should be taught in the schools. 90% believe that people in the workplace and in other places in adult society should also receive environmental education. The average adult American, regardless of age, income or level of education, mostly fails to grasp essential aspects of environmental science, important cause/effect relationships, or even basic but multi-step concepts such as runoff pollution, power generation and fuel use, water flow patterns or ecosystems dynamics. www.neetf.org
The National Project for Excellence in Environmental Education is initiated by NAAEE, resulting in the <u>EE Materials: Guidelines for Excellence</u> .	1993	This project takes the lead in establishing guidelines for the development of balanced, scientifically accurate, and comprehensive environmental education programs. http://naaee.org/pages/npeee/materials.html

Reauthorization of the National Environmental Education Act passes in the U.S. Senate, but was not acted upon in the House before the end of the 104 th Congress.	1996	
The Wichita State University Interdisciplinary Communications Research Institute completes a statewide survey for the KDHE Bureau of Waste Management of solid waste knowledge and attitudes in Kansas.	1998 & 2000	95% of respondents strongly agreed or agreed with the statement: "It is important that our local schools teach environmental education." (KDHE Statewide Solid Waste Management Survey Results, 1998) These results were reflected in the 2000 study.
The first annual Kansas Environmental Education Conference is hosted by KACEE in Salina.	1999	www.kacee.org/Resources/Conference.php
The first-ever Kansas Environmental Report Card of environmental knowledge and attitudes was conducted by KACEE.	2000	Patterned off the 1999 national Roper Starch report card, the Kansas report card measured attitudes toward the environment, regulation, and emerging issues, and tested the level of Kansans' environmental knowledge. The Kansas report card is available at www.kacee.org .
Kansas Natural Resource Legacy Alliance issues its report (as directed by Senate Bill 504) to develop a vision for using the state's natural resources.	2003	Broad support for environmental education emerged in all 10 priority issues identified by the KNRLA. Increased funding for EE as well as development of additional educational opportunities were recommended. A status report was issued in 2005. www.kdwp.state.ks.us/news/kdwp_info/natural_resources_legacy_alliance_reports_progress
The first-ever Environmental Education Plan for Kansas is completed.	2006	

Stakeholders

The following is a list of the stakeholders participating in the development of the Environmental Education Plan for Kansas. The list includes those stakeholders attending meetings and submitting written comments on the plan. The conveners thank each participant for their interest and commitment to the planning process.

David Barfield	Kansas Home Schoolers
Karen Beagle	Cornerstone Family School, Topeka
Tonya Bronleewe	E.A.R.T.H.
Steven Case	University of Kansas, Kansas Assoc. of Teachers of Science
Mary Clark	Dillon Nature Center
Dru Clarke	Kansas State University, College of Education
Judy Crymble	Garden City Community College/Ogallala Institute
Diane DeBacker	Kansas State Department of Education
Allie Devine	Kansas Livestock Association
Judy Dollard	Kansas Geographic Alliance
Laura Downey	Kansas Assoc. for Conservation & Environmental Education
Terry Forsyth	Kansas-National Education Association
Steve Frost	Ogallala Aquifer Institute
Jaime Gaggero	Kansas Department of Health & Environment
Meg Givens	Kaw Valley Heritage Alliance/StreamLink
George Griffith	Kansas State Department of Education
Kate Grover	City of Topeka Water Pollution Control
Ann Gurss	USD 345
David Gurss	Kansas Department of Health & Environment
Dana Hoffman	Kansas Foundation for Ag in the Classroom
Steven Kinser	Dillon Nature Center
David Kirkbride	Kansas-National Education Association
John Koepke	Kansas Association of School Boards
Sandy Koontz	Butler County Conservation District
Connie Leger	Great Plains Nature Center
Richard Lisichenko	Kansas Geographic Alliance
Bob Lominska	Kansas Rural Center
Joy Lominska	Kansas Rural Center
Jim Mason	Great Plains Nature Center
Sen. Carolyn McGinn	Kansas Senate
Darla Mill	Teaching Parents Association
Pat Murphy	Kansas State University
Barbara Oplinger	Kansas Foundation for Ag in the Classroom
Jeffrey R. Severin	University of Kansas, Environmental Stewardship Program
John Shidler	Kansas Assoc. for Conservation & Environmental Education
Jim Smith	Dillon Nature Center
Don Snethen	Kansas Department of Health & Environment
Roberta Spencer	Kansas Foundation for Ag in the Classroom
Roland Stein	Kansas Department of Wildlife & Parks
Rep. Sue Storm	Kansas House of Representatives
Beatrice Swoopes	Kansas Catholic Conference
Dee Turner	State Conservation Commission
Janet Waugh	Kansas State Board of Education
Eugene A. Young	Kansas Ornithological Society