



Expanding Capacity in Environmental Education

Five Years of Growing, Strengthening, and
Diversifying the Field of Environmental Education



Environmental education and community wellness are inextricably linked. By working together and learning together, we can help create healthier communities and a healthier environment for all.

—Marianne Krasny, Principal Investigator, EECapacity, Cornell University

266

Affiliate Workshop participants

2,900

active eePRO users

12,000+

educators engaged with a reach of 20 million+

1,100+

individuals completed in-depth online courses

\$2,416,939

matched and leveraged

2,990

views of monthly webinars

285,000

eePRO site visits in its launch year

177

Guidelines trainings in 37 states/provinces

1,500+

Certified Environmental Educators

34

faculty from minority-serving colleges and universities mentored

665

State Consortium partner organizations

45,000

printed copies of Guidelines distributed



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Welcome to EECapacity

Bringing New Ideas, Voices, and Innovation to Environmental Education

How do we strengthen the field of environmental education in a world where more and more people are living in cities? How can environmental education contribute to the environmental health and well-being of all communities? How can we build leadership in the field and use technology and capacity building to help advance professional development opportunities across the continent?

The Expanding Capacity in Environmental Education Project, called EECapacity for short, is a consortium of universities and organizations, led by Cornell University, working in partnership with the Environmental Protection Agency, to help answer these questions and strengthen our collective work in environmental education. The program has provided opportunities for thousands of educators to join in discussions, sharing success stories of where environmental education has made a difference and learning about successful practices from across the globe.

This report highlights the achievements of this five-year national training program. In the following pages, you'll see how EECapacity helped build on four decades of effective practices and excellence in environmental education, working to accomplish two strategic goals:

- Strengthen, grow, and diversify the field of environmental education
- Promote the value and impact of EE and EECapacity

EECapacity has created multiple opportunities for people to collaborate. We have built a community of learners including professionals working in nature centers; leaders in community gardening, and "friends of parks" organizations; zoo, aquarium, museum, and botanic garden educators; teachers and university faculty; and individuals working in community and faith-based organizations, larger nonprofits, government, and business. What has bound us together is our commitment to providing people of all ages and backgrounds with access to high-quality environmental education and to helping them work together to create a more sustainable future.



Through workshops, resource sharing, online networking sites and professional learning communities, web-based courses, and other strategies, EECapacity has provided tools for a diversity of committed individuals to become effective environmental educators and community leaders. We believe that by providing these opportunities for individuals working in environmental education, youth and community development, resource management, and related fields, we have been able to build on and expand the critical role environmental education plays in fostering healthy environments and communities.

You can find more details on everything presented in this summary report by visiting eePRO at naaee.org/eePRO, and by checking out the links provided throughout this report.

We hope you enjoy reading about the accomplishments of the EECapacity project, and the work that's continuing today as a result, and we look forward to future opportunities to share, network, grow, and diversify the field of environmental education.

Guiding Principles

- Build on four decades of best practices and excellence in the field
- Network an emerging cadre of new environmental education professionals with more established environmental educators
- Share assets between and among diverse groups
- Commit to diversity, equity, and inclusion at all scales and levels
- Strengthen the field to create a more sustainable future



Managing Partners for EECapacity

Quality Environmental Education



To best meet today's environmental and social challenges, people of all ages and backgrounds must understand complex problems such as water quality and waste reduction, and have the motivation, skills, and commitment to address them. High-quality environmental education is key to creating a citizenry that is prepared to make intelligent, informed decisions that sustain healthier and more civically engaged communities.

Guidelines for Excellence

Through the *Guidelines for Excellence*, NAAEE sets the standards for high-quality environmental education for:

- Instructional materials
- K-12 learning
- Professional development
- Nonformal program development
- Early childhood program development
- Community engagement

The *Guidelines* articulate best practices, proven through research, to guide practitioners as they design and implement instructional programs. Through EECapacity, more than 5,000 formal and nonformal educators—with a collective reach of more than 2.1 million individuals at universities, K-12 schools, early childhood centers, nature centers, museums, zoos and aquariums, businesses, government agencies, and other settings—were trained to use the *Guidelines* for continual program improvement.

Enhancing Effective Use of the *Guidelines for Excellence*

On the *Guidelines for Excellence* webpages, educators can download free PDF versions of the publications or purchase bound copies. Through the *Guidelines for Excellence* eePRO group, educators can network, ask questions, and share experiences. In addition, the following documents have been developed to enhance use of the *Guidelines for Excellence*:

- “Crosswalks” that compare the *Guidelines for Excellence* to national academic standards and help educators, especially classroom teachers, use environmental education to meet national academic standards for science, social science, English language arts, STEM, mathematics, and global studies
- Additional crosswalks that demonstrate the links between the *Guidelines for Excellence: K-12 Learning* and the national Climate, Ocean, and Energy Literacy Principles
- Detailed activity plans, PowerPoint presentations, and agendas for facilitating professional development workshops focusing on the *Guidelines for Excellence*

Continuing Impact on Environmental Education Practice

Educators across the country use the *Guidelines for Excellence*, making transformational changes to how programs are conceptualized and implemented. Here are some recent examples of impact:

New York City Schools (New York): With more than 1.1 million students in 1,700 public schools, the New York City Department of Education used the *Guidelines for Excellence* to help develop their Science Scope and Sequence for grades K–12, used by teachers throughout the school system to write daily science lesson plans.

El Paso Public Schools (Texas): With over 63,000 students in 93 public schools, El Paso Independent School District used the *Guidelines for Excellence* to develop curriculum materials focused on air quality for each grade level (3–12). This curriculum was designed to inform students and other residents in the region about air quality issues and to bring about community and personal actions to decrease air pollution.

Every Student Succeeds Act (ESSA): The U.S. Department of Education highlighted the *Guidelines for Excellence: K–12 Learning* as a recommended resource in their Guidance on Title IV, Part A Programs (Student Supports and Enrichment Activities).

Faith Lutheran Preschool (Florida): Teachers, parents, and administrators at Faith Lutheran Preschool used the *Guidelines for Excellence* to develop a new strategic plan integrating environmental education into their vision and curriculum. Based on the *Guidelines*, they have added professional development for their teachers, planted a garden to provide students with hands-on nature experiences, and sponsored a conference about environment-based learning for more than 60 preschool administrators.

University of Houston–Clear Lake (Texas): UHCL, a Hispanic Serving Institution, is using the *Guidelines for Excellence* to design a new online master’s degree program with an emphasis on environmental education. This program will serve educators who are working in schools and nonformal institutions in the Houston area.

Excellence by the Numbers



160
trainings
conducted

48
Guidelines
Trainers

45,000
copies
in use

5,000
educators
trained

2.1
MILLION
receiving
improved
instruction

Leadership and Online Learning

Through EECapacity's online courses, professional learning communities, and fellowship programs, educators have the opportunity to learn about cutting-edge research, share perspectives, and improve their practice. EECapacity has emphasized a combination of approaches, including face-to-face training, online learning, and linking both face-to-face interaction with online training to support more in-depth learning. By offering a selection of learning opportunities, educators have had the opportunity to connect with a broader range of peers and take part in learning experiences that wouldn't be possible without technology.

Together, these initiatives reinforce EECapacity's commitment to serving a diverse group of environmental education professionals. And by using the latest technology, we have opened up the field of environmental education to a much wider audience than we could have reached in other ways with professional development opportunities.

Online Courses

Cornell University and its partners taught 18 courses on a variety of EE topics. The largest course—Environmental Education: Transdisciplinary Approaches to Addressing Wicked Problems—had more than 2,200 students from 140 different countries. The course was designed in collaboration with more than 30 different universities and institutions worldwide. This global perspective helped course participants gain the understanding and skills to work across disciplines and sectors to address climate change, conservation, and other wicked environmental and sustainability problems.

Online Professional Learning Communities and eBooks

In addition to online courses, we launched multiple online communities of practice throughout the project that integrated our online courses with opportunities for collaboration and innovation among professional environmental educators, researchers, and students. Online participants worked together to produce eBooks that have become resources for others in the field. One of these eBooks—*Urban Environmental Education*—is being used as a textbook in preservice classes at universities in the United States and abroad. Another—*Measuring EE Outcomes*—has been used widely in the United States and translated into Chinese. A third eBook—*EE en Español*—is a bilingual resource for environmental educators working in Spanish-speaking communities. EECapacity also created opportunities for students to share resources via social media and connect through courses and beyond.

Online Courses and Communities

- Achievements of Environmental Education
- Bridging Environmental Education Communities
- Climate Change Communication Research for Environmental Educators
- Community Environmental Education
- EE in Español
- Environmental Education and Military Communities
- Environmental Education and Web-Based Technologies
- Environmental Education: Designing Effective Programs for Zoos and Aquariums
- Environmental Education in Public Gardens
- Environmental Education: Transdisciplinary Approaches to Addressing Wicked Problems
- Environmental Health and Environmental Education
- Faith-Based Initiatives and Environmental Education
- Measuring Environmental Education Outcomes
- Storytelling in Environmental Education
- Urban Environmental Education
- Urban Park Stewardship as Sites for Learning
- Using Internet Technologies in Environmental Education



T3 Fellowship Program

EECapacity recognized that many environmental educators across North America see the need to conduct online courses for their specific audiences. To help address this need, EECapacity partners trained 45 environmental education professionals to create and facilitate online learning to increase the reach of environmental education. The T3 Fellowship Program, a Train the Trainers' effort, helped build capacity for organizations wanting to become online learning providers.

More than a thousand educators took part in EECapacity online courses.



T3 in Practice

Donna Power Stowe is a teacher, teacher trainer, and curriculum and program developer for

Earth Force, an international youth engagement and environmental education nonprofit. Through her work with T3, Donna is developing an easily accessible blended learning platform for Earth Force educators that will help educators complete the full 6-step Earth Force Process with their students. Donna is pilot testing a number of online products, including videos, slideshows, activity templates, and other online documents.



T3 in Practice

Hillary Mason is an environmental educator and researcher at the University of Colorado in Denver, as well as the Environmental Literacy

Coordinator at the Colorado Alliance for Environmental Education, an NAAEE Affiliate organization. As a fellow in the T3 Accelerator program, Hillary used a peer-to-peer learning model to develop an online platform focused on building capacity and partnerships. With a goal of strengthening efforts to provide environmental education in Colorado's PreK-12 schools, this community of practice will allow members to share environmental education research and best practices through a suite of online learning tools.

Advancing EE at the State Level



From the outset, EECapacity has worked to strengthen, diversify, and professionalize the field of environmental education, with the aim of building capacity to deliver high-quality environmental education programming in both formal and nonformal settings. Key to these efforts has been the NAAEE Affiliate Network.

The 56 state, regional, and provincial environmental education organizations that comprise the Affiliate Network work closely with NAAEE to advance the field of environmental education. With support from EECapacity, the Affiliate Network has continued to increase in strength and cohesion, growing into a powerful collective force comprised of more than 25,000 members, with an estimated reach of more than one million educators and students each year.

Affiliate leaders have met annually at the NAAEE conference to build their skills, share successes, and learn from each other. Each year, conference scholarships have enabled the Affiliates to plan and attend in-depth workshops, along with a series of tailored sessions addressing such topics as cultural competence, nonprofit management, implementing environmental literacy plans, regional collaborations, and fundraising.

Participation in EECapacity programs such as certification and accreditation, state capacity building consortia, and monthly webinars on eePRO have moved the Affiliates into greatly expanded roles within their states and regions, working with other state and local partners to advance environmental education. They are taking the lead on developing and implementing State Environmental Literacy Plans, providing *Guidelines*-based professional development for teachers and other educators, serving as a conduit for disseminating national programs, and helping their members deliver effective environmental education to broader and more diverse audiences.

State Capacity Building Consortia

A driving tenet of EECapacity's efforts to expand state capacity to deliver high-quality environmental education has been increasing the reach of and diversity within state EE networks. NAAEE Affiliates in 12 states received support for projects that, collectively, involved working with 665 new and non-traditional partner organizations to build networks, cultivate leadership, and improve cultural competence.

EECapacity's five-year investment in state capacity building culminated in ten innovative projects to strengthen and diversify EE at the state and regional levels. These projects were designed as replicable models, and summaries and supporting tools are easily accessible through eePRO so other state and regional groups can benefit from the lessons learned from these consortia. Leading up to these innovative projects, representatives of state Affiliate organizations, young and emerging environmental education leaders, and community-based organizations joined in workshops, webinars, networking, and other training opportunities to develop their skills and share their diverse perspectives.

Sampling of Model Projects



Colorado: Led by the Colorado Alliance for Environmental Education, Colorado's EE community is building better and more inclusive partnerships by employing best practices in community weaving, bringing diverse groups together and matching environmental needs with community needs.

Kentucky: With guidance from the Kentucky Association for Environmental Education, student leadership teams from three university campuses in Kentucky collaborated to create on-campus projects that help students develop the skills and interests needed to embark on careers in environmental education.

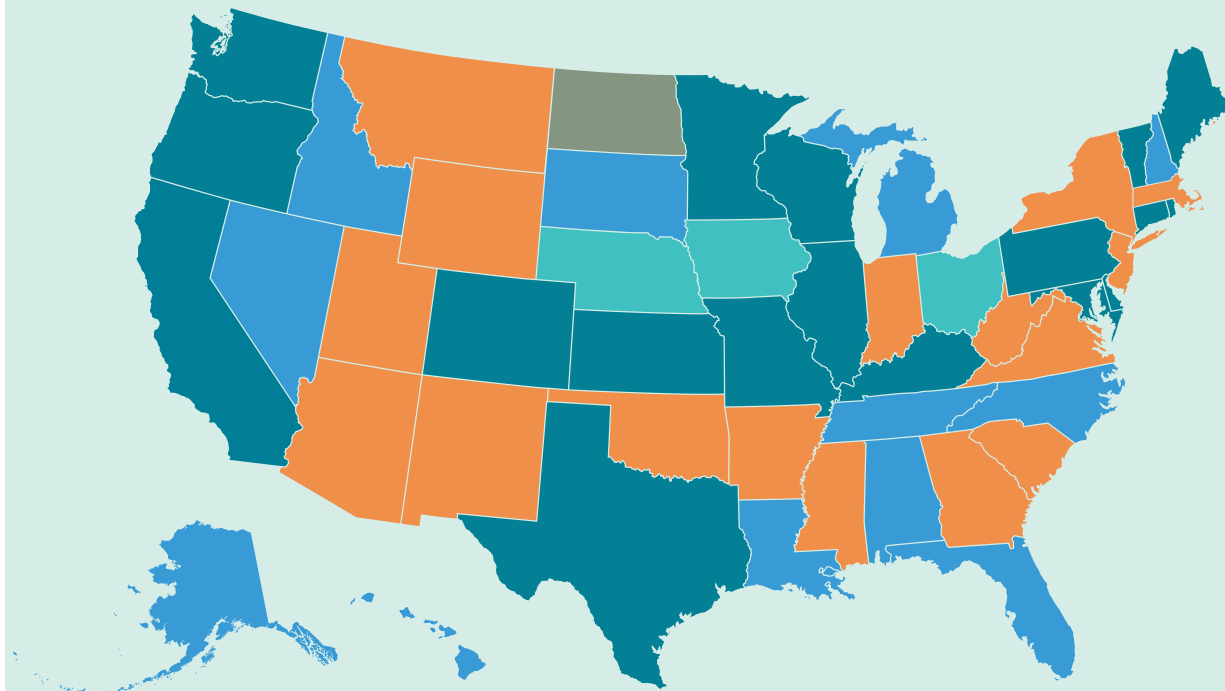
Maine: The Maine Environmental Education Association established the first cohort of the Maine Emerging Environmental Leaders Network, an intergenerational and diverse team working to break down barriers people face when seeking access to nature-based educational opportunities.

Oregon: The Environmental Education Association of Oregon is partnering with the Native American Youth and Family Center and the Center for Diversity and the Environment to develop an inclusive, lasting regional conservation education leadership model with diverse organizations working together to build a healthy, just, and thriving Portland-Metro region.

South Carolina: By approaching environmental education from a health and economic perspective, the Environmental Education Association of South Carolina was able to collaborate with the South Carolina Heritage Corridor and Palmetto Project to conduct a series of environmental education workshops for nontraditional audiences ranging from young teens to healthcare workers.

For more information, visit naaee.org/our-work/programs/model-programs.

State Environmental Literacy Plans



ELP Stages by State

- Have not yet begun ELP development
- Drafting stage
- Completed but not adopted
- Adopted but not implemented
- Adopted and implementation begun

“An environmentally literate person is someone who, both individually and together with others, makes informed decisions concerning the environment; is willing to act on these decisions to improve the wellbeing of other individuals, societies, and global environment; and participates in civic life.”

—Framework for Assessing Environmental Literacy, NAAEE



Environmental Education Capacity-Building Summit

EECapacity has supported multiple efforts to advance systemic growth of effective environmental education across the spectrum, including programs to build infrastructure, strengthen Affiliate organizations, prepare highly qualified educators, develop cultural competency, and recognize and promote excellence in the field. Implementation of these programs has generated many lessons about the most effective ways to expand our ability to deliver effective and inclusive environmental education.

Leaders from NAAEE's Affiliate organizations, the ten State Capacity Building Consortia, EE Certification for individual environmental educators, and College and University Accreditation came together for the first time in a one-day summit to capture these lessons, crystallize key outcomes, and lay a foundation for continued statewide capacity building. The Summit was held at the 2016 NAAEE conference in Madison, WI.

Drawing on their varied experiences with EECapacity, the group engaged in a rich exchange of ideas that resulted in recommendations for continued comprehensive state-level capacity building in four key areas:

- Preparing a Diverse Workforce
- Building Infrastructure
- Nurturing Leadership
- Forging Partnerships

These recommendations are intended to help inform the work of the NAAEE Affiliate Network and other state and regional leaders, including ee360, EPA's next National EE Training Program.

We have so appreciated the advice and insight of the young leaders we are working with from day one of this project...we have had very few projects in the past at our organization that have had youth leading and planning from day one. This is a novel approach for us but has offered incredible insight into what works and resonates with the emerging leader audience. This has been a very big leap for our organization, and the relationships we are building with young, diverse leaders will remain strong and influential in our organizational work beyond even the scope of this project.

—Maine EE leader

I wish there was a way I could package up the feelings of those at our Wednesday EECapacity meeting and send them to you! The six hours we spent together that day were a defining moment in our efforts, and a strong motivation for moving forward. The emotions were high, tears were shed, and even at this moment I can feel my eyes welling and am having chills. Lots of emails have been flying between us since.

—Ruth Roperti, Pennsylvania Association of Environmental Educators

EECapacity has ultimately helped the Affiliates build state capacity, create stronger, more diverse leadership, and increase cooperation in the field of environmental education at the state, regional, and national levels.

—Ashley Hoffman, Affiliate Network Chair

There are really no words to explain how much the emerging leaders are adding to this process except to say perhaps the whole project would not work without them.

—Maine EE leader

Strengthening Educator Excellence



Ensuring that environmental educators possess the knowledge and abilities to provide high-quality education to diverse audiences in a wide variety of settings is critical to our growing profession. Environmental educators teach in public and private classrooms, and in nonformal education institutions such as nature centers, zoos, museums, and parks. They organize environmental education programs in their communities, and work with all ages—from preschoolers to senior citizens. At universities, they teach courses in education, environmental studies, geography, natural resources, science, and more. They develop curriculum materials and administer national, state, and local programs. Regardless of the setting or whether they are working in rural, suburban, or urban areas, well-qualified environmental educators both professionalize the field and enhance our ability to develop an environmentally literate citizenry.

Through EECapacity, NAAEE and its partners established three evidence-based programs that recognize excellence in environmental educator preparation and achievement. All three programs are based on NAAEE's *Guidelines for Excellence: Professional Development of Environmental Educators*, and all three provide rigorous, data-driven mechanisms for ensuring quality environmental education practice.



Professional Certification—Recognizing Excellence at the Individual and State Levels

Professional certification ensures that individuals are fully prepared for work within a specific field of expertise. Through EECapacity, NAAEE and its state partners developed and field tested certification programs, ensuring that certified environmental educators meet rigorous requirements for proficiency in both the interdisciplinary content and pedagogy necessary to develop and deliver high-quality, effective EE programs. Certification readily distinguishes highly qualified professionals and enhances the resumes of those who have attained it.

Having a community of certified professionals also elevates respect for the profession. EE certification is managed at the state or provincial level and is administered by the NAAEE state Affiliate organization. Currently, 13 states certify individual environmental educators, with more than 1,500 professionals certified. Certification programs vary from state to state, and may require a combination of approaches based on experience, courses, and mentorships, with the individual professional demonstrating achievement of specific criteria. Most programs accept non-resident applicants, and several can be completed entirely online.

State Accreditation—Ensuring the Rigor of Certification Programs

NAAEE accredits state and provincial certification programs that undergo an intensive review process to ensure ongoing compliance with the *Guidelines for Excellence* and best practices in EE. All accredited programs must be criteria-based; that is, candidates must demonstrate their mastery of core competencies that NAAEE and its Affiliates have identified. Individuals certified through an accredited program have reciprocity with other state or provincial certification programs and can transfer their certification if they move. Accreditation is a relatively new program; Colorado, Kentucky, and Georgia have accredited certification programs, and several states are currently working toward accreditation.



Higher Education Accreditation—Preparing Qualified Educators for the Future

NAAEE’s higher education accreditation process provides standards-based recognition of high-quality college and university programs that engage in the preparation and professional development of environmental educators. Accreditation requires the submission of a detailed Self-Study Audit based on nationally recognized criteria set out in *Guidelines for Excellence: Professional Development of Environmental Educators*. In the Self-Study Audit, higher education programs provide evidence of how each of the six themes identified in the *Guidelines* are addressed in the program of studies completed by participants. In addition, they must show how participants are assessed (e.g., tests, lesson plans, peer teaching, writing prompts) to ensure their competencies in each of the six themes. Finally, they must provide a summary of assessment data for a minimum of two years.

For Accreditation to be awarded, a panel of NAAEE-trained environmental education professionals reviews and approves the Self-Study Audit. Accreditation encourages and recognizes excellence, and facilitates in-depth, continual assessment and improvement of EE preparation and professional development programs in higher education institutions. Five institutions of higher education—Montreat College, University of Wisconsin at Stevens Point, Eastern Kentucky University, NOVA Southeastern University, and Southern Oregon University—have earned NAAEE Accreditation.



University of Wisconsin
Stevens Point

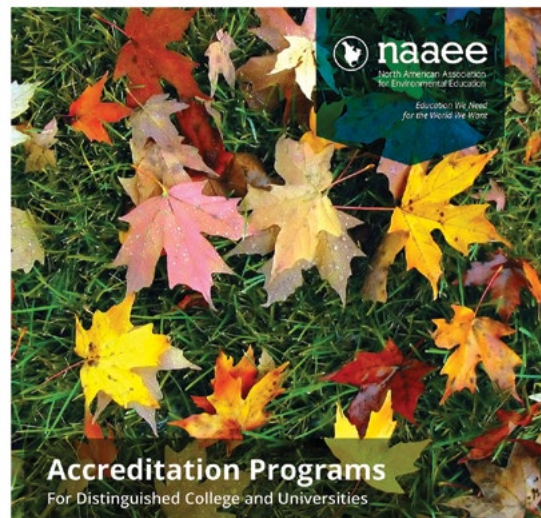


Innovation in Certification

Many states use portfolios to assess candidates for certification. This body of work is evaluated by a team of independent reviewers using an established rubric that defines acceptable performance.

The Colorado Alliance for Environmental Education offers two levels of certification: basic and master. While the portfolio requirements are similar, Colorado's program uses two rubrics with different expectations for knowledge and skills at each level. For example, while an educator with basic certification must understand the importance of program evaluation and know some rudimentary methods, a master environmental educator must demonstrate that they have conducted program evaluation and used the results to modify their program. Colorado is also considering development of a certification program for youth working as summer camp counselors and similar educational settings.

The Environmental Education Council of Ohio uses a workshop format to certify professional environmental educators. Participants attend a series of required in-person workshops over the course of a year, and course instructors use rubrics to evaluate candidates' in-class and out-of-class assignments. Assignments include peer teaching, pre- and post-tests, and designing a unit of study. Ohio also allows candidates who have taken approved equivalent college courses to submit portfolios that demonstrate mastery of the same assignments as those taking in-person workshops.



Introduction and Application Process



Inspiring Climate Change Action at the Local Level

Community action at the local level is one of the most effective ways to address the threat of climate change. EECapacity created a platform for environmental education professionals to exchange ideas and resources and build professional networks at a scalable, grassroots, community level. And when you bring a talented, passionate, and multi-disciplinary group together, the learning and sharing leads to more innovation and collaboration.

Community Climate Change Fellowship Program

The goal of the Community Climate Change Fellowship is to equip a cadre of creative and diverse educators and community leaders with the information, tools, and skills to better address climate change issues in their communities—including a focus on adaptation and resilience, collective impact, and outreach to people of all ages and backgrounds through education. The fellowship promotes leadership, networking, innovation, as well as creative strategies for reaching new and underrepresented audiences.

Each of the 26 fellows designed a Community EE Action Project that used an innovative education strategy to help tackle a community problem related to climate change.

Community Climate Change Fellowship Projects



Sam Little, Parks & People Foundation

Sam is the Environmental Education Manager of Parks and People, an organization that works with Baltimore youth to help them understand and actively care about the outdoor places they inhabit (including neighborhoods, schools, and public open spaces) in order to adapt to and mitigate the effects of climate change. Sam collaborates with these youth through a long-term process, by learning about and addressing climate change and resiliency-related issues directly impacting Baltimore City, like sewage overflows, blighted vacant land, lack of healthy food, and low tree canopy.



Jennifer Hubbard-Sanchez, Center for Environmental Education, Kentucky State University

Jennifer works with various Kentucky State University student groups to develop more awareness and action about climate change on campus. After completing Jennifer's trainings and workshops on climate change basics, KSU students have designed and conducted several climate literacy and awareness campaigns that have effectively reduced the University's footprint and heightened student, faculty, and staff awareness of climate change and other environmental issues. Initiatives include environmental movie screenings followed by student-led discussions; the installation of a campus-wide recycling program; and planting over 2,500 trees in community green spaces.

Community Climate Change Education: A Mosaic of Approaches

The Community Climate Change Fellows collaborated on an eBook for practitioners and innovators, featuring twenty-six stories from the field and approaches to community climate change education. The eBook is available at naaee.org/mosaic.



This fellowship was exactly what I needed in this time of my professional life. The application arrived in my inbox one day out of the blue, as if the universe had sent it, and I am so thankful. The fellowship came to me at a time when I needed to grow from an individual's effort to deliver environmental education content and experiences to underserved communities, to an environmental NGO with multiple programs and partners. EECapacity gave me tools, training, knowledge, and courage to grow and have a larger impact, and to envision, design, and launch a new program titled EECCOA that is having tangible impacts.

—Rocío Lozano-Knowlton, Merito Foundation Inc., Ventura, CA

My network over the past seven years had focused primarily on the animal and marine world with zoos, aquariums, and science centers, but I found myself around a table with an elementary school teacher, a musician and storyteller, and an educator at a National Park (among many others). Hearing real-world experiences of how climate change intersected these different sectors of society was amazing, and the unique approaches being used provided a wonderful resource that I could bring back to my own audiences within the marine and animal-centric fields.

—Adam Ratner, The Marine Mammal Center, Sausalito, CA

Creating a Hub for Environmental Education Professional Development

How can technology best support professional development and help EE professionals find the resources they need? Is there one place where environmental educators can take part in on going discussions about critical issues facing the field? Where can practitioners access research in the field to help improve practice and strengthen their work? To address these questions and more, NAAEE worked with colleagues across the country and around the world to design eePRO—an online hub for environmental education. The goal was to provide an easy-to-use, cohesive EE platform for the field.

eePRO



eePRO is an online community where EE professionals, students, researchers, teachers, and anyone teaching about or interested in the environment can participate in special interest groups, join webinars, add content such as resources or learning opportunities, register for events, receive email notifications and newsletters, and connect with each other. We are continuing to enhance the user experience and elevate the level of engagement for EE professionals, including expanding the research database, offering a higher education database, maintaining a monthly webinar series, improving communication tools, and increasing traffic.

eePRO Groups

From research and evaluation to the processes of behavior change, eePRO special interest groups provide a variety of group forums for discussing important subjects with experts, peers, budding environmentalists, and more.



eePRO Content

eePRO allows users to post and search for content in the following categories:

LEARNING

Professional development opportunities such as webinars, workshops and training, online courses, higher education programs, conferences, and certification

JOBS

Fellowships, internships, full- and part-time positions, and volunteer opportunities

PEOPLE

Connect with other members of the eePRO community

EVENTS AND OPPORTUNITIES

Grants, scholarships, contests, publishing opportunities, and events

RESOURCES AND RESEARCH

Lesson plans, journal articles, videos, evaluation tools, websites, and research

Webinar Series

NAAEE's monthly webinar series featured a diversity of speakers and topics to help improve practice and spark new ideas. During our inaugural year, the webinars featured an impressive list of topics and engaged more than 3,000 educators and partners:

- Building a Successful 21st Century EE Movement: Accelerating Diversity, Equity, and Inclusion Panel Discussion with Audrey Peterman, Stefan Moss, Marcelo Bonta, and Darryl Ramos-Young
- Change the Story, Change the World with Andy Goodman
- Cultivating Collective Impact with Dr. Nicole Ardoin
- EE in the Every Student Succeeds Act: New Opportunities in K-12 Education with Sarah Bodor
- Isn't that Spatial? Teaching about the Environment, Examining Field Data, and Telling Your Environmental Story with Web Mapping Technology with Dr. Joseph Kerski
- Messages and Master Narratives with Kristen Grimm
- Part II of Building a Successful 21st Century EE Movement: Accelerating Diversity, Equity, and Inclusion Panel Discussion with Audrey Peterman, Stefan Moss, Marcelo Bonta, and Darryl Ramos-Young
- Systems Thinking: A Sustainable Solution with Dr. David Orr
- Trust and Public Participation with Dr. Marc Stern

Your new website is phenomenal! It blew me away.

—Sarah Haines

I love the new website! This is a great way to see what resources are out there.

—Amy Heemsoth

The Jobs Board is such a great resource.

—Brinkley Prescott

Resources

EECapacity produced a rich set of resources to carry its legacy into the future. Cutting-edge research translated for the layperson, tools to improve EE practice, social media, and eBooks are all part of this legacy. Below is a sample of the resources produced by EECapacity. For a full list, see eecapacity.net/resources.

Books

Across the Spectrum

This e-collection of resources, perspectives, and examples designed to help nonformal educators learn more about the field environmental education, access resources, and gain skills to improve practice. Available at:

naaee.org/eeopro/resources/across-spectrum-resources-environmental-educators

Community Climate Change Education: A Mosaic of Approaches

This e-book highlights the work of the Community Climate Change Fellows, featuring twenty-six stories from the field and approaches to community climate change education.

Available at: naaee.org/mosaic

Diversity and the Conservation Movement

Audubon and NAAEE collaborated on this module to help highlight the importance of creating a more diverse and inclusive conservation movement. Available at: naaee.org/eeopro/resources/diversity-and-conservation-movement

EE en Español

This e-book is a bilingual resource for environmental educators working in Spanish-speaking communities. Available at: naaee.org/ee-en-espanol

Influencing Conservation Action: What Research Says About Environmental Literacy, Behavior, and Conservation Results

This module, produced by Audubon, NAAEE, and other partners, was designed to help link research and practice and answer key questions about how education can help achieve conservation results.

Available at: audubon.org/educate/toolkit/module3.php

Measuring Environmental Education Outcomes

In this e-book, 20 environmental educators across the U.S. offer a fresh look at environmental education outcomes and their measurement.

Available at: naaee.org/eeopro/resources/measuring-environmental-education-outcomes

Urban Environmental Education

For in-service and in-training educators, this e-book aims to advance understanding of settings, audiences, teaching approaches, and goals of urban environmental education. Available at:

naaee.org/sites/default/files/uee-2015.pdf

Urban Environmental Education Review is a fantastic and unprecedented addition to the literature on environmental education. I appreciate the thoughtfulness of the editors in including authors with many different disciplinary lenses on the field, from a wide geographic range (including within, not just between chapters), and who represent a mix of august, experienced, mid-career, and some new-to-the-field researchers. The chapter topics are logical and provide a nice flow to the book, and the prose is accessible and easy to read.

—Charlotte Clark, Nicholas School of the Environment, Duke University

Social Media

Urban EE Collective Facebook Group

2,450+ members. Visit: facebook.com/groups/urbaneecollective

Global EE Facebook Group

2,600+ members. Visit: facebook.com/groups/GlobalEE

Student Projects

EE Outcomes Measurement Tools

Created by participants of the Measuring EE Outcomes course (2012). Available at: eecapacity.net/resources/measuring-ee-outcomes

Lesson Plans for Urban Environmental Education

Created by participants of the EE in Urban Communities course (2011 and 2012). Available at: eecapacity.net/resources/lesson-plans-and-case-studies-urban-environmental-education

Tools

eeEcology Map

The eeEcology Map site helps you create a visual “map” of your environmental education program to better understand how your program achieves its goals. Available at: ecologymap.org

Perspectives on Environmental Education: Curriculum, Instructor Guide, and Materials

This card sorting (Q-sort) activity helps environmental educators identify their commonly held views as well as their differences. Available at: newknowledge.org/resources/publications-online-tools

Videos

EE Research Seminars

These short YouTube videos explain what the research suggests about a number of environmental education outcomes. Available on the YouTube Channel: *EECapacity TV*
Available at: <https://www.youtube.com/channel/UC8d5naPAqC68IUAWUzsgTUA>

Urban EE Colloquium

These video lectures accompany chapters from Urban Environmental Education Review, published by Cornell University Press. Available at: naee.org/eepro/resources/urban-ee-colloquium

Reports

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<https://civeco.files.wordpress.com/2013/09/2014-sandy-ee.pdf>.

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<https://civeco.files.wordpress.com/2013/09/tidball-2013-warriors.pdf>.



Research-Based Publications

Armstrong, A.K., M.E. Krasny, and J. Schuldt. *Climate Change Communication for Environmental Education*. New York: Cornell University Press, forthcoming.

Krasny, M.E., E. Danter, A. Russ, and Y. Li. *Environmental Education Outcomes*. New York: Cornell University Press, forthcoming.

Krasny, M.E., Y. Li, E. Danter, R. Gupta, and A.U. Ferguson. *Social Innovation in Environmental Education: Results and Lessons Learned from a Five-Year Professional Development Program*. New York: Cornell University Press, forthcoming.

Silva, P. and M.E. Krasny. *Courses for a Cause: Online Learning for Environmental and Education Professionals*. New York: Cornell University Press, forthcoming.

Russ, A. and M.E. Krasny. *Urban Environmental Education Review*. New York: Cornell University Press, 2017.

Lead Partners

Thank you to our lead partners for making this project possible!



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If you want to go quickly, go alone.
If you want to go far, go together.

—African proverb





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