



# Coalition for Conservation and Environmental Education

North Dakota



## Environmental Education Strategic State Plan

2006-2010

# 2006-2010 North Dakota Environmental Education Strategic State Plan

*“Presented to the citizens of North Dakota”*

## In RECOGNITION and APPRECIATION

Partial funding for the development of this strategic state plan was made possible through a *Natural Resource Conservation Education* grant from the **USDA Forest Service-Northern Region**, which was secured by the **North Dakota Forest Service** on behalf of the **Coalition for Conservation and Environmental Education (C<sup>2</sup>E<sup>2</sup>)**.

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**Thank you** to the Executive Committee and collaborating partners and members of the Coalition for Conservation and Environmental Education who participated in the strategic planning sessions and review process. Your input and expertise are greatly appreciated!

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*...and the hundreds of dedicated individuals who make up North Dakota's environmental education community.*

# 2006-2010 North Dakota Environmental Education Strategic State Plan

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**<http://c2e2.gscience.org>**

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## EXECUTIVE SUMMARY

In 1995, the North Dakota Forest Service, in collaboration with the Custer National Forest, North Dakota Geographic Alliance and North Dakota Department of Public Instruction, secured a *Natural Resource Conservation Education* grant from the USDA Forest Service – Northern Region. A portion of the grant was used to bring together over sixty agencies and organizations to generate a “**North Dakota Environmental Education Strategic State Plan.**” The plan was a collective product developed in response to the need of preparing stewards of all ages with skills to evaluate issues; act responsibly to take corrective steps; and maintain a sustainable and quality environment for present and future generations. It was North Dakota’s “**first step**” towards developing a comprehensive environmental education (EE) program. A copy of the plan was distributed free to every school, public library and EE stakeholder in the state.

One of the most important aspects emerging from that planning process was the formation of the Coalition for Conservation and Environmental Education (C<sup>2</sup>E<sup>2</sup>). The Coalition, made up of public and private agencies and organizations, businesses, teachers and individuals distributing and using environmental education materials, aligned with Gateway to Science in Bismarck in 1997 to create a 501(c)(3) non-profit to serve their shared interests. In 2006, the Coalition aligned with the Sheyenne Jamestown Resource Conservation and Development Council, Inc. for 501(c)(3) non-profit status.

The purpose of the Coalition is to facilitate communication, cooperation, collaboration, and coordination among the varied environmental education programs in the state. The Coalition is a neutral and objective source of information related to EE and meets twice a year. The “2006-2010 ND Environmental Education Strategic State Plan” will serve as the guide for the next five years.

### A Collaborative Planning Initiative

Strategic planning is essential because it creates leadership; provides continuity; tackles change in a realistic time frame; and leverages scarce resources on the most important projects. Strategic planning has paved the way for a diverse group of stakeholders to begin a long-term process of strengthening EE by sharing ideas, forging new partnerships and enhancing communication. A plan provides inspiration and a means of measuring progress towards common goals. It encourages efforts by stakeholders to be mutually supportive and complementary of each other, rather than duplicative and competitive.



## Purpose of the Plan

To be effective, any strategic plan must be visionary enough to provide a strong foundation, but flexible enough to change over time as circumstances alter and opportunities arise. The 2006-2010 strategic plan is another collective product that continues to be a “living document” designed to help the Coalition accomplish its vision and mission.

As part of the strategic process, Coalition members identified six priorities for action. These priorities fall under four Substantive Areas – Program Delivery, Formal Education, Higher Education and Non-formal Education. Several priorities impact more than one Substantive Area. These priorities will be addressed as volunteer efforts, staff time and resources become available. The Executive Committee ensures that the structure, policies, and processes of the Coalition support the desired outcomes outlined in the plan.

The Executive Committee will periodically evaluate the plan, and members of C2E2 and the EE community will be asked to update it every five years. May our cooperative and collective efforts continue to make a difference in environmental education.

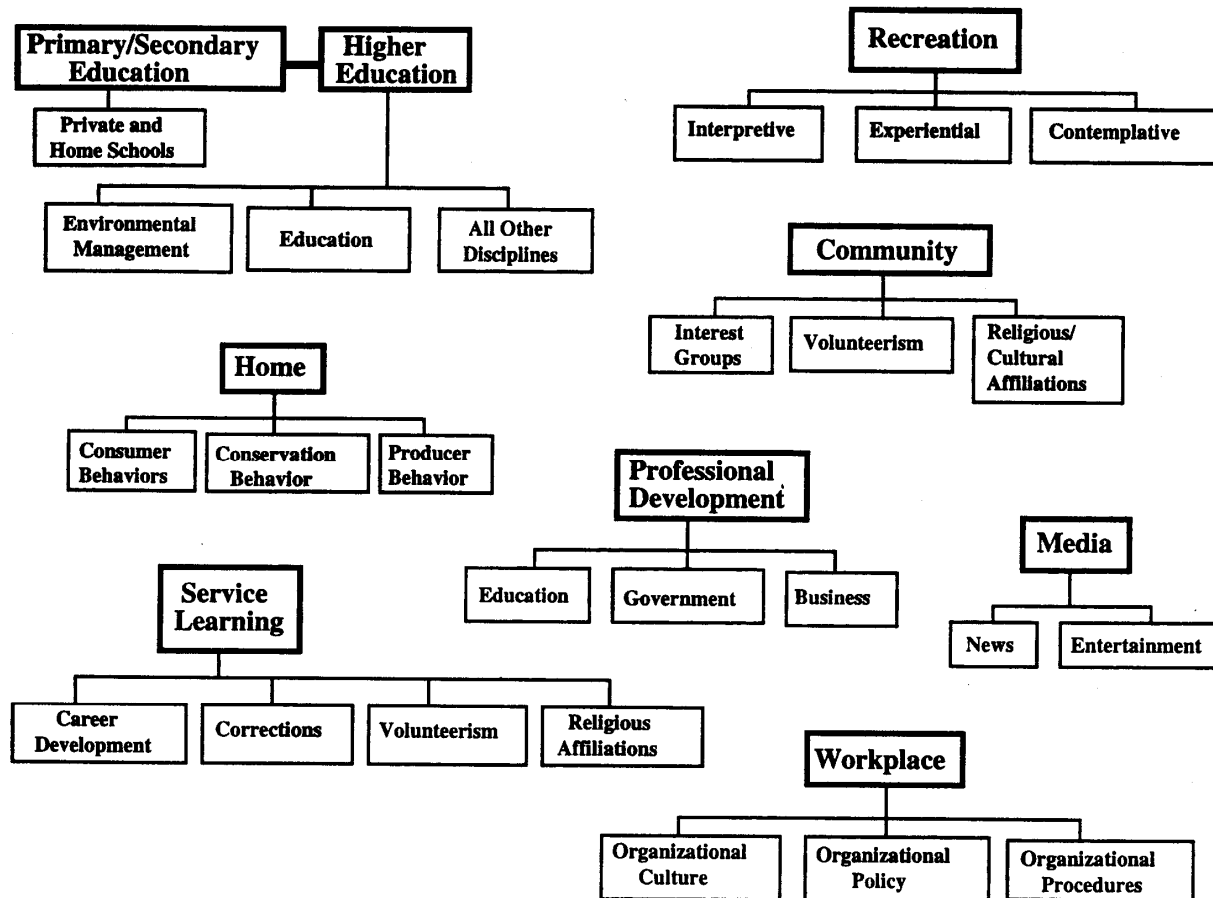


*The recipe for success is combining personal passion with planning, along with a dash of organizational leadership.*



# Life-long Environmental Education Opportunities

Below is a diagram that indicates the broad scope of existing environmental education activities. It helps visualize the varieties of opportunities for involvement with environmental education. The chart does not specify the hundreds of existing local, regional or statewide environmental efforts, but simply indicates the diversity of opportunities. This “framework” is meant to help identify potential pathways for partnerships and opportunities for collaboration.

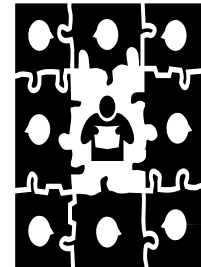


## DEFINITION OF ENVIRONMENTAL EDUCATION

Environmental education (EE) is a life-long learning process that increases awareness and knowledge about the environment; and helps develop skills to make informed decisions and take responsible actions. It does not advocate a particular viewpoint or course of action. It teaches individuals how to weigh various sides of an issue through critical thinking and it enhances problem-solving skills. Encompassing many topics and academic disciplines, environmental education provides a rich context for learning.

## DEFINITION OF CAPACITY BUILDING

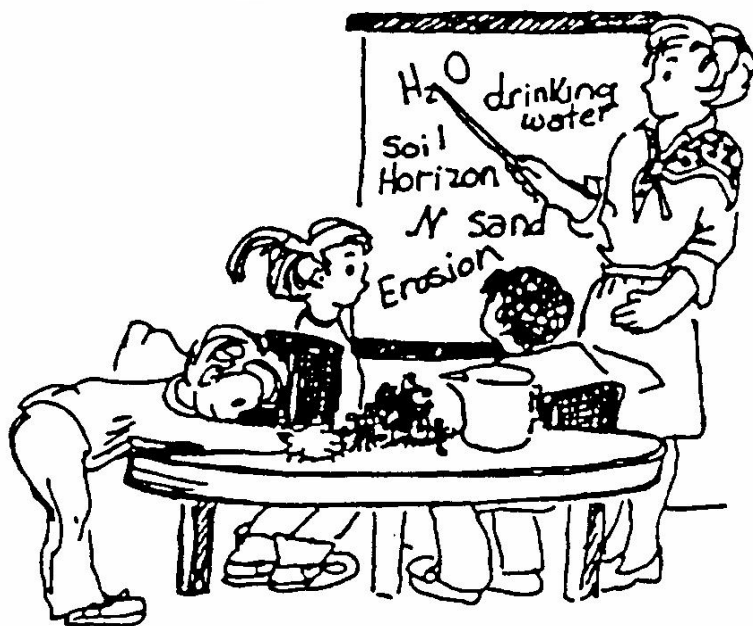
Capacity building refers to developing effective leaders and organizations that design, implement, or link environmental education programs across a state to promote long-term sustainability. Effective efforts address leadership and organizational needs, as well as coordination to decrease fragmentation of effort and duplication. The ultimate goal of capacity building is to develop widespread environmental literacy. Environmental literacy is understanding ecological interaction and interdependence between humans and their resource demands on environmental systems. There are many options and as many successful variations of a state level “comprehensive EE program.” Successful state programs must usually have at least one of the components in each of the three categories listed below.



1. **Structure:** A coordinated leadership group, an EE Advisory Board, EE Interagency Committee, state EE coordinator and staff, state and regional centers, or a grassroots EE association. *ND has the Coalition for Conservation and Environmental Education (C2E2) run by a volunteer Executive Committee with one paid part-time Envirothon Coordinator.*
2. **Programs:** Some EE curriculum, teacher training, pre-service/in-service training, EE frameworks and assessments, EE resource guides and systems, state EE master plan, or EE grants program. *ND offers several national curriculums including Project Food, Land & People, Project Learning Tree, Project WILD, Project WET, etc., correlated to State Standards and available through pre-service, in-service and teacher workshops.*
3. **Funding:** Public and private grants and donations, general revenue, membership dues, fee, fines, taxes or lottery. *C2E2 collects membership dues, accepts donations, and applies for grants.*

## ENVIRONMENTAL LEARNING: A RIGHT AND BASIC NEED

On top of learning about nature and the environment, parents say environmental education is about *community service, learning respect, and improving science understanding*. Parents, who may lack environmental knowledge themselves, clearly see the value of environmental education in giving school children crucial knowledge about nature and the environment. This is according to the ninth annual National Environmental Education and Training Foundation (NEETF) Roper Report Card on Environmental Knowledge, Attitudes and Behaviors.



“It is dramatically clear that nearly every parent supports the idea that our children should be learning about the environment as part of a basic course of study,” according to Kevin Coyle, NEETF’s president “but it surprised us to learn there are so many other reasons why adults approve of environmental education.” Coyle is referring to the 90%+ of adults who see youth as also receiving valuable community service experience, improved science learning, and greater respect for the people and places around them. Perhaps the fact that adults know so little about the environment leads them to want more environmental education for children,” Coyle said.

The Report Card is researched by Roper Starch Worldwide and published annually by NEETF to assess environmental knowledge in America.

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*The National Environmental Education and Training Foundation is a leader in developing programs to help Americans understand the importance of environmental learning in the nation’s ecological, social and economic future. Try the quiz and test your own environmental knowledge by visiting their website at [www.neetf.org](http://www.neetf.org).*

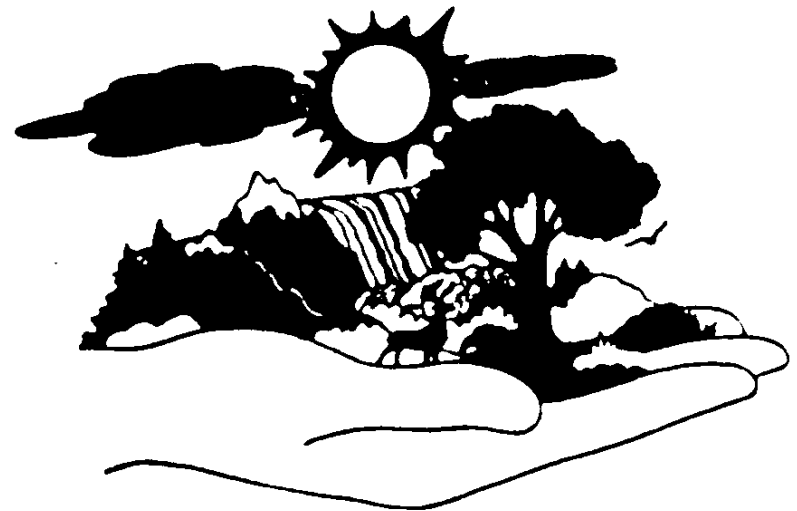
# WHAT IS THE COALITION FOR CONSERVATION AND ENVIRONMENTAL EDUCATION

The Coalition for Conservation and Environmental Education facilitates communication, cooperation, collaboration, and coordination among the varied environmental education programs in the state. The Coalition serves the shared interests of public and private agencies and organizations, businesses, teachers and individuals distributing and using environmental education materials.

Science is exciting and important to society. Science is a tool for improving lives and one of the keys to a successful future. The Coalition maintains decisions regarding the conservation and wise use of natural resources be based on scientific fact.

In order to conserve, improve or utilize the environment of the state for the benefit of all, C<sup>2</sup>E<sup>2</sup> members promote citizen awareness and concern for the conservation and wise use of natural resources by:

- ❏ providing information relative to natural resources in North Dakota.
- ❏ developing an interest in and appreciation for local and global natural resources.
- ❏ increasing a culturally sensitive understanding of the diversity and interdependence of people, animals, minerals, plants, soils, water and air.
- ❏ helping citizens understand that everyone has a responsible role in the wise use and protection of natural resources.





## Vision

Coalition members share a common and compelling vision of *“developing a public that is knowledgeable, committed and motivated to take a balanced, active approach for a quality environment.”*

## Mission

The initial strategic plan paved the way for a diverse group of stakeholders to begin a long-term process of strengthening EE by sharing ideas, forging new partnerships, enhancing communication, and leveraging scarce resources. The mission of the Coalition is to *“prepare stewards of all ages with skills to evaluate issues; make informed choices; act responsibly; and take steps to maintain a sustainable, quality environment for present and future generations.”*

## NAAEE Affiliate

The Coalition for Conservation and Environmental Education is a state affiliate of the North American Association for Environmental Education (NAAEE). The goal of NAAEE is *“promoting a healthy, sustainable environment through education.”* The organization takes a cooperative, scientifically balanced approach to promoting education about environmental issues.

The Affiliate Partnership is a network of professional environmental education associations in 55 states, territories, provinces, and regions throughout North America. As a member, the Coalition receives resources and training to increase organizational capacity and leadership ability.

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**“In the end, we will conserve only what we love. We will love only what we understand. We will understand only what we are taught.”**

-- Baba Dioum

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## Membership Categories

**\$15/yr Professional Membership:**  
**\$100/yr Agency Membership**

C<sup>2</sup>E<sup>2</sup> members receive a “ND Environmental Education Resource Directory,” a copy of the “2006-2010 ND Environmental Education Strategic State Plan,” discounts on registration fees for C<sup>2</sup>E<sup>2</sup> events, a link to the C<sup>2</sup>E<sup>2</sup> web site, voting privileges, and meeting minutes.

**\$5/yr Membership:**

C<sup>2</sup>E<sup>2</sup> members receive voting privileges at meetings and minutes of the meetings.

**We invite you to join today! Complete, cut-off and mail in the form below.**



### Application Form

Name: \_\_\_\_\_

Organization/Agency: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City/State & Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

### Mail to:

C<sup>2</sup>E<sup>2</sup> – % ND Forest Service-PLT  
307 First Street East  
Bottineau ND 58318

Make check payable to: C<sup>2</sup>E<sup>2</sup>

\_\_\_\_\_ \$5/yr Membership      \_\_\_\_\_ \$15/yr Professional Membership      \_\_\_\_\_ \$100/yr Agency      \_\_\_\_\_ Donation \$ \_\_\_\_\_

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**“Start by doing what’s necessary, then what’s possible, and suddenly you are doing the impossible.”**

-- St. Francis of Assisi (1181-1226)

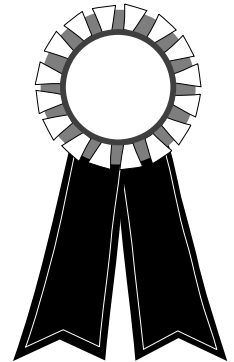
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## **Accomplishments to Date**

Since 1995, the Coalition has assumed the lead responsibility for building state capacity. Accomplishments to date include:

- ✿ creating a Memorandum of Understanding (MOU) to build support and visibility for environmental education.
- ✿ establishing a non-profit organization called the “Coalition for Conservation and Environmental Education.”
- ✿ developing a “North Dakota Environmental Education Resource Directory.”
- ✿ generating a “North Dakota Environmental Education Strategic State Plan.”
- ✿ maintaining a comprehensive database of environmental education programs and resources.
- ✿ embedding environmental education into the North Dakota Science and Social Studies Content Standards.
- ✿ securing membership as an affiliate of the North American Association for Environmental Education.
- ✿ launching an Olympic-style natural resource competition for high schools students called the Envirothon.
- ✿ infusing environmental education into the University Program Standards for Teacher Education in Science and Social Studies.
- ✿ providing a calendar of environmental education events.
- ✿ building a web site to serve as a clearinghouse for information.
- ✿ furnishing state and regional Science fairs ribbons for Outstanding Environmental Projects.
- ✿ producing sets of Trading Cards for fish, trees and macroinvertebrates; with soil cards and wildflowers next respectively.
- ✿ selecting two high school seniors for the governor to receive scholarships to the National Youth Science Camp (2000, 2001, 2002, 2003, 2004, 2005, 2006 and 2007).



## Priorities for Action

As part of the strategic planning process, six actions of high priority for the continued success of the Coalition were identified. These priorities were identified with the recognition that not all could be accomplished with volunteer efforts and the limited staff, time, and funding available. These will be addressed as opportunities, funding, and human resources are available. They are ranked in priority order below.

1. **Funding:** stable funding for the Envirothon operating budget, including a coordinator position.
2. **K-12 Formal Education:** expanding the Envirothon; developing regional Envirothon competitions; and updating the “ND EE Resource Directory.”
3. **Non-formal Education:** develop regional outdoor learning centers to hold Envirothon competitions, Eco-Ed camps, adult workshops, etc.; strengthen ties with 4-H, Scouts, FFA, Science and Teacher Learning Centers, as well as diverse and under-served audiences.
4. **Higher Education:** embed EE training in pre-service teacher training courses.
5. **Marketing:** raise the level of EE awareness in the state through signatures on the C2E2 MOU; Earth Day/special events; a governor’s proclamation, etc.
6. **Program Coordination:** eliminate duplication of similar offerings/combine and coordinate better.





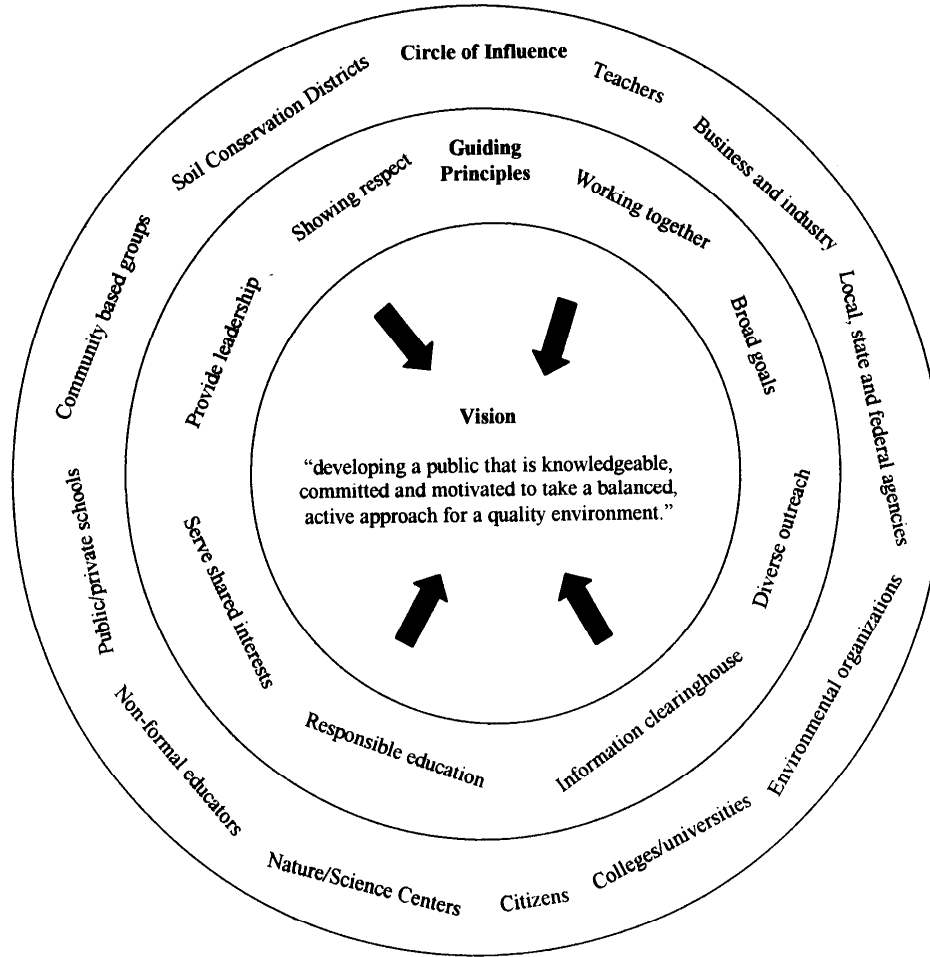
## TIME LINE OF C<sup>2</sup>E<sup>2</sup> ACTIVITIES

- January** Order Science Fair ribbons; set deadline for Envirothon registration; announce NYSC scholarships; and participate in the planning committee meetings for the State Science and EE Conference.
- February** Send out Science Fair ribbons; and update and distribute the NYSC application packet.
- March** Send annual meeting invite; select NYSC winners; C2E2 members judge Science Fair competitions; and get State Science Fair EE winners \$50 U.S. savings bond.
- April** Hold spring C<sup>2</sup>E<sup>2</sup> regular meeting, get a governor's proclamation for Earth Day; and provide EE displays and presentations at the spring Science and EE Conference.
- May** Hold the annual ND State Envirothon competition.
- June** Provide North American Canon Envirothon study materials to teams; and participate in natural resource camps, workshops and festivals.
- July** Apply for NDEA booth space and EE presentations; and participate in natural resource camps, workshops and festivals. The ND winning team participates in the North American Canon Envirothon competition; and C2E2 members participate in natural resource camps, workshops and festivals.
- September** Send Envirothon information to teams; update C2E2 web pages; and provide presentations in schools, camps, workshops and festivals.
- October** Provide EE displays and presentations at NDEA conference; and send regular fall meeting invitations out.
- November** Hold regular fall meeting and elections.
- December** Work with Soil Conservation Districts on Envirothon promotion.



# THE STRATEGIC PLAN AT A GLANCE

*C²E²*



## PROGRAM DELIVERY

Priority	Desired Outcomes	Tasks	2006	2007	2008	2009	2010
1	Secure stable and diverse funding to achieve the mission of C2E2.	<ol style="list-style-type: none"> <li>1. Align with the Sheyenne James RC&amp;D for non-profit status so we are eligible to pursue grant funds and accept donations.</li> <li>2. Pursue stable funding from inside and outside sources for operating expenses, Envirothon, Envirothon Coordinator, and eventually for a full time Executive Director.</li> <li>3. Search for pass-through grant funds to pay substitute teachers so educators can attend EE workshops and events and/or for community service projects involving students.</li> <li>4. Continue to seek new partners and individuals to join C2E2.</li> <li>5. Consider establishing a Trust Fund.</li> <li>6. Use Envirothon DVD to promote C2E2. .</li> </ol>	X	X	X	X	X
2	Make the most effective and efficient use of resources, while providing coordination for the Coalition.	<ol style="list-style-type: none"> <li>1. Oversee the monthly routine functions according to the Constitution and Bylaws agreed upon by the Coalition members.</li> <li>2. Hold two regular meetings a year, rotating around the state. One meeting should be held in Bismarck, try to give a month's notice.</li> </ol>	X	X	X	X	X

Priority	Desired Outcomes	Tasks	2006	2007	2008	2009	2010
		3. Maintain all necessary records.	X	X	X	X	X
		4. Determine annual budget for activities. A budget is available for review upon request.	X	X	X	X	X
		5. Provide Continuing Education Units and/or credit for EE workshops	X	X	X	X	X
		6. Build support and visibility for EE by seeking new signatures of stakeholders for the MOU.	X	X	X	X	X
		7. Address EE concerns, issues and training for minority communities.		X	X	X	X
		8. Survey teachers and the public as to desired EE services, information and programs.	X	X	X	X	X
		9. Hold annual EE conference/partner w/others like the ND Science Teachers' Association.		X	X	X	X
		10. Seek leadership training C2E2 leaders and members – NEEAP, EETAP.		X	X	X	X
		11. Develop incentives and/or package for membership.	X	X	X	X	X
		12. Coordinate efforts with NAAEE.	X	X	X	X	X

## PROGRAM DELIVERY

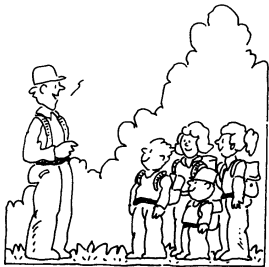
Priority	Desired Outcomes	Tasks	2006	2007	2008	2009	2010
3	Develop and pursue technology and resources to promote and provide EE information.	<ol style="list-style-type: none"> <li>1. Seek personnel to maintain and improve C2E2 web site to provide one-stop shopping for all EE in ND.</li> <li>2. Add membership applications to web site.</li> <li>3. Add “ND Environmental Education Resource Directory,” Envirothon and Calendar of Events to web site.</li> <li>4. Develop “trading cards” for a variety of natural resources that can be used as learning tools, distributed to schools and teachers, and utilized at camps, workshops and festivals. Next, make “soil” cards and wildflowers.</li> <li>5. Include interactive activities for kids – like a biodiversity count, local survey, amphibian monitoring; and resources for teachers on the web site, etc.</li> </ol>	X	X	X	X	X
			X	X	X	X	X
			X	X	X	X	X
			X	X	X	X	X
						X	X
Priority	Desired Outcomes	Tasks	2006	2007	2008	2009	2010
4	Recognize exemplary individuals, agencies, and organizations.	<ol style="list-style-type: none"> <li>1. Recognize outstanding science and environmental efforts with awards at the regional and State Science fairs.</li> <li>2. Select two outstanding high school seniors for the National Youth Science Camp scholarships when appointed by the governor.</li> </ol>	X	X	X	X	X
			X	X	X	X	X

		3. Utilize existing award programs in state to recognize EE accomplishments.				X	X
		4. Create a draft of criteria, categories and prizes for EE awards from C2E2.				X	X
		5. Secure plaques, certificates and funding for awards recognition.				X	X
		6. Implement program and seek nominations.					X
		7. Secure media coverage for winners.					X



## FORMAL EDUCATION (PreK-12)

Priority	Desired Outcomes	Tasks	2006	2007	2008	2009	2010
1	Support natural resource elementary (K-8) educational opportunities for schools.	<ol style="list-style-type: none"> <li>1. Encourage members to participate in and support the Eco-Ed Camps across the state.</li> <li>2. Participate in and support school Conservation Days, Career Days, Earth Wellness events, Zoo Days, etc.</li> <li>3. Members provide speakers and programs upon request for individual classrooms or schools.</li> <li>4. Encourage the building or expansion of Outdoor Learning Centers/Classrooms to engage student in natural science education and exploration of the natural world (water, wildlife, soils, forestry, geology, natural history, etc.). Shared group experiences build respect and appreciation of local ecosystems and provide a place to develop and practice team building and leadership skills, while having some fun!</li> <li>5. Promote and share grant opportunities for community service learning projects, speakers, to attend workshops.</li> </ol>	X	X	X	X	X



## FORMAL EDUCATION (PreK-12)

Priority	Desired Outcomes	Tasks	2006	2007	2008	2009	2010
2	Support natural resource secondary (9-12) educational opportunities for schools.	1. Participate in, provide and support school presentations, Conservation Days, Envirothon training, Career Days and other special events for K-12.	X	X	X	X	X
		2. Coordinate the year-long Olympic style natural resource competition for high school students called the Envirothon.	X	X	X	X	X
		3. Hold a joint Envirothon with Manitoba perhaps in five years?					X
		4. Consider hosting the North American Canon Envirothon competition in the future.					X
		5. Select National Youth Science Camp winners for governor, upon request.	X	X	X	X	X
		6. Seek Diversity Grants and assistance for more participation by underserved audiences.	X	X	X	X	X
		7. Host a joint week-long conservation camp.			X	X	X





## FORMAL EDUCATION (PreK-12)

Priority	Desired Outcomes	Tasks	2006	2007	2008	2009	2010
3	Support ND Department of Public Instruction efforts by strengthening conservation and environmental education activities statewide and regionally.	<ol style="list-style-type: none"> <li>1. Solicit services from the nine Teacher Learning Centers to help promote EE workshops, conferences, EE Showcases, and other projects in their newsletters, at in-service training and conferences.</li> <li>2. Participate in the annual NDEA conference and members offer workshops.</li> <li>3. Partner with the ND Science Teachers' Association to provide a spring EE conference.</li> <li>4. Partner with an adjoining state or province to hold a joint EE workshop/conference</li> </ol>	X	X	X	X	X
4	Increase visibility of EE.	<ol style="list-style-type: none"> <li>1. Encourage classroom participation in the Keep North Dakota Clean (KNDC) Inc. Poster Contest, as it focuses on awareness of natural resources.</li> <li>2. Try to get a governor's proclamation.</li> </ol>	X	X	X	X	X
5	Encourage EE Continuing Education and Semester Credits.	<ol style="list-style-type: none"> <li>1. Provide semester credits or continuing education credits for EE courses (WET, WILD, PLT, FLP, GIS and one wilderness experience).</li> </ol>	X	X	X	X	X
6	Maintain a list of retired volunteer natural resources professionals to assist with growing needs.	<ol style="list-style-type: none"> <li>1. Update and maintain the list of volunteer natural resource professionals to assist with special projects and speaking engagements across the state.</li> </ol>		X	X	X	X

## HIGHER EDUCATION

Priority	Desired Outcomes	Tasks	2006	2007	2008	2009	2010
1	All pre-service teachers participate in environmental education training.	1. Teaching must reflect what is needed, so approach key professors at each University and give sample curriculum to review and encourage them to integrate EE training.	X	X	X	X	X
		2. Give presentations on EE at various Higher Ed conferences, such as the Math and Science Conference.	X	X	X	X	X
2	Current teachers receive EE training at in-services and workshops.	1. Offer EE courses at NDEA instructional conference and other teacher conferences.	X	X	X	X	X
		2. Provide credit and noncredit EE workshops for K-12 teachers across the state.	X	X	X	X	X
		3. Seek CEUs for individual workshops.	X	X	X	X	X



## NONFORMAL EDUCATION

Priority	Desired Outcomes	Tasks	2001	2002	2003	2004	2005
1	Increase use of regional learning and science centers.	<ol style="list-style-type: none"> <li>1. Encourage formal and non-formal educators to attend EE workshops offered in outdoor settings or at science centers.</li> <li>2. Encourage students, teachers, adults, and organizations to partner for community action projects, such as planting trees, cleaning up dump sites, recycling.</li> <li>3. Offer and encourage family participation in workshops at outdoor learning sites like state parks and in science centers.</li> </ol>	X	X	X	X	X
2	Establish grant programs for a variety of training opportunities and outdoor/wilderness experiences.	<ol style="list-style-type: none"> <li>1. Provide scholarships to educators to attend workshops at sites and/or provide schools with money for field trips to centers.</li> <li>2. Strengthen ties to 4-H, Scouts, FFA and Science Centers, Environmental Clubs.</li> <li>3. Provide family outdoor and wilderness programs.</li> </ol>		X	X	X	X
3	Promote Life-long Learning	<ol style="list-style-type: none"> <li>1. Promote life-long learning at all levels.</li> </ol>	X	X	X	X	X



# MEMORANDUM OF UNDERSTANDING

North Dakota

## Coalition for Conservation and Environmental Education

This Memorandum of Understanding is entered into upon the date of the undersigned who endorse the Coalition for Conservation and Environmental Education and share the following vision:

**“A public that is knowledgeable, committed  
and motivated to take a balanced, active approach  
for a quality environment.”**

In order to conserve, improve or utilize the environment of our State for the benefit of all, we do hereby agree to encourage, coordinate, improve and support environmental education in North Dakota. We agree to promote citizen awareness and concern for the wise use of all our natural resources and integrate educational efforts to achieve these goals:

- Providing information relative to natural resources in North Dakota.
- Developing an interest in and appreciation for local and global natural resources.
- Increasing a culturally sensitive understanding of the diversity and interdependence of people, animals, minerals, plants, soils, water and air.
- Helping citizens understand that everyone has a responsible role in the wise use of resources.

### THE UNDERSIGNED AGREE TO:

- Provide information and available resources to promote environmental education.
- Participate in processes for sharing environmental education materials, ideas and leadership.
- Periodically update information regarding the organizations environmental education programs and events.
- Develop joint training opportunities to facilitate the development and coordination of environmental education.
- Support participation of a representative on the Coalition for Conservation and Environmental Education. No member shall be compensated or reimbursed for activities.

This agreement becomes effective when signed by the designated representative of the parties hereto and shall remain in effect until terminated by mutual agreement of the parties.

Any party may terminate upon 30 days notice in writing of its intention to terminate upon a date indicated.

The *Memorandum of Understanding* (MOU) took root September 20, 1995. Signatures from agencies, organizations and individuals are continuously accepted as they agree to the terms outlined below and are added in each revision of the “Strategic State Plan.”

***As of January 1, 2006*    Number of Individuals, Tribal, Agencies, and Organizations – 54    Number of Signatures – 81**

Barnes County Soil Conservation District

Diane A. Olson, Chair  
Richard Nordquist, Supervisor  
Jim Hannig, Sec/Treas, Technician  
Karen Olstad, Clerk

Bismarck High School

Thomas Hesford, Principal  
Virginia George, GeoScience Educator  
August Ritter, Director

Bismarck/Mandan Teacher Learning Center

Dean U. Koppelman, Superintendent

Bottineau Public School

Dennis E. Breitzman, Acting Area Manager

Bureau of Reclamation

Mary Champerlain, Recycling Coordinator

City of Fargo

Robert L. Benson, President

Coteau Properties Company

Paula Anderson, Education Manager

Dakota Dinosaur Museum

Vera L. Y. Uyehara, Director

Dakota Science Center

Susan Lardinois, Bismarck, ND

Environmental Education Private Consultant

Kerry E. Hartman, Director A.M.P.

Fort Berthold Community College

Kent Ableidinger, District Supervisor

Foster County Soil Conservation District

James Fandrich, District Supervisor

Kenneth Montgomery, District Supervisor

Garrison Diversion Conservancy District

Maria Effertz Hanson, Communications Director

Gateway to Science Center

David A. Sprynczynatyk, Chair

Goose River Wildlife Park

Lois Karlstad, Board President

Governor’s Office

Dennis Enger, Manager

Lt. Governor Rosemarie Myrdal

**Memorandum of Understanding *continued***

Grand Forks Central High School	Vincent S. Ames, Science Department Chair
Jamestown College	Dr. Andrew Hennessey, Education Department
Mayville State University .....	Dr. Ray C. Brown, Vice-President for Academic Affairs
	Dr. Lars J. Helgeson, Director of Math, Science and Environmental Education
MSU-Bottineau .....	Paula Berg, Instructor, Instructor
National Audubon Society .....	Genevieve Thompson, Director, ND State Office
Natural Resources Conservation Service.....	Scott Hoag, Jr., State Conservationist
ND Department of Health.....	Francis J. Schwindt, Chief, Environmental Health Section
	Dennis Fewless, Director, Division of Water Quality
	Neil M. Knatterud, Director, Division of Waste Management
	Dana Mount, Director, Division of Environmental Engineering
ND Department of Public Instruction .....	Dr. Wayne S. Sanstead, Superintendent
.....	Cheryl Kulas, Director, Indian Education
ND Forest Service.....	Larry A. Kotchman, State Forester
ND Game and Fish Department.....	H. Ted Upgren, Chief, Information and Education
ND Geographic Alliance.....	Curt Eriksmoen, Co-coordinator
ND Geological Survey .....	John P. Bluemle, State Geologist
	Randy B. Burke, Geologist
	Paul E. Diehl, Geologist
	Thomas J. Heck, Geologist
	Edward C. Murphy, Geologist
ND Geological Survey continued .....	Ann M. K. Fritz, Geologist
	John W. Hoganson, Paleontologist
	Ryan P. Waldkirch, GIS Specialist
ND Historical Society	Dr. Marilyn Snyder , Curator of Education
ND Parks and Recreation.....	Doug Prchal, Director
ND Pork Producers .....	Bob Bergquist, President
ND State Library.....	Doris Daugherty, Assistant State Librarian
NDSU Extension Service.....	Dr. Sharon Anderson, Director
ND State Water Commission.....	LeRoy Klapprott, Planning and Education Director

**Memorandum of Understanding *continued***

ND Teacher Center Network ..... Pat Beil, President  
Office of Intergovernmental Assistance ..... Shirley Dykshoorn, Director  
Pheasants Forever, Inc. .... Russell W. Sewell, Director of Education  
Howard B. Vincent, CEO  
Jeffery Finden, CEO  
Anne E. McCarthy, Conservation Education Specialist  
Project Learning Tree ..... Glenda E. Fauske, State Coordinator  
Project WET..... Bill Sharff, State Director  
Project WILD.....Dave T. Jensen, State Coordinator  
River Keepers..... Christine Holland Laney  
Soil and Water Conservation Society ..... Stephan A. Schroeder, President, ND Chapter  
Todd P. Trooien, Pres. Elect, ND Chapter  
Lynn J. Brun, Past Pres. ND Chapter  
State Board for Vocational and Technical Education..... Joel C. Janke, Supervisor, Ag Education  
State Historical Society of ND..... James E. Sperry, Superintendent  
Linda K. Ehreth, Educational Programs Coordinator  
State Soil Conservation Committee ..... Richard Groven, Chairman  
Theodore Roosevelt National Park ..... Noel R Poe, Superintendent  
Three Affiliated Tribes ..... James Heckman, Environmental Manager  
Patricia J. Thomas, Environmental Education Coordinator  
Turtle Mountain Environmental Learning Center ..... Erica Vollegraff, Coordinator  
U.S. Environmental Protection Agency-Region VIII.....Cece Forget, Education Director  
U.S. Fish and Wildlife Service ..... Roger Hollevoet, District Director  
Allyn J. Sapa, Field Supervisor  
Wendy J. Wollmuth, Administrative Officer  
U.S. Forest Service – Region One ..... Hal Salwasser, Regional Forester  
University of North Dakota ..... Dr. Douglas C. Munski, Department of Geography  
Valley City State University ..... Bonnie Alexander, Assistant Professor of Biology

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