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# Environmental Education in New Jersey: A Plan of Action

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Presented  
By the New Jersey  
Environmental Education Commission  
To the Citizens of New Jersey  
April 22, 1993

Reprinted May, 1994

For additional copies of the plan or for further information contact:  
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STATE OF NEW JERSEY

OFFICE OF THE GOVERNOR

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CHRISTINE TODD WHITMAN  
GOVERNOR

May 5, 1994

Dear Citizens of New Jersey:

I am pleased to present to you "Environmental Education in New Jersey: A Plan of Action," prepared by the New Jersey Environmental Education Commission. This plan represents a comprehensive strategy to insure that all citizens develop an appreciation and awareness of our environment and the role each of us can play to ensure a healthy and safe environment for future generations.

New Jersey has a long and proud tradition of sensitivity to the environment. The enclosed plan furthers that tradition by providing a strategy to empower all citizens to play a part in protecting and understanding our natural world. As one of the most densely populated states in the country, and a leader in advanced technology, New Jersey has a special role to play in dealing with its environment.

Insuring effective environmental education today will enable us to prevent untold human, ecological and financial costs in the future. By taking the Commission's recommendations to heart and working together, we can insure a bright future for ourselves and our children.

Sincerely,

A handwritten signature in cursive script, reading "Christine Whitman".

Christine Todd Whitman  
Governor



## State of New Jersey

DEPARTMENT OF ENVIRONMENTAL  
PROTECTION AND ENERGY

OFFICE OF THE COMMISSIONER

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CHRISTINE TODD WHITMAN  
Governor

ROBERT C. SHINN, JR.  
Commissioner

May 5, 1994

Dear Citizen,

On behalf of the New Jersey Department of Environmental Protection and Energy, I am pleased to present the New Jersey Environmental Education Commission's "Environmental Education in New Jersey: A Plan of Action."

As you well know, we live in a very diverse state; one that is rich with cultural, natural and educational resources and supportive of a dense population, urbanized, technological and industrialized activity, and complex environmental issues.

In recognizing the need to develop an environmentally responsible citizenry, the commission has identified the knowledge, attitudes, values, skills and behaviors that will help all New Jerseyans to understand and protect our environment. The group also developed a series of recommendations to nurture these attributes in current and future generations.

During a time when communications, education and planning are crucial to environmental protection, I applaud the commission's efforts and encourage your support in implementing a plan that will enable all of us to better protect, manage and enhance our diverse environment.

Sincerely,

A handwritten signature in cursive script, appearing to read "R. C. Shinn, Jr.", written in dark ink.

Robert C. Shinn, Jr.  
Commissioner



## **A Note on the Second Printing of *Environmental Education in New Jersey: A Plan of Action***

This is the second printing of this document. The plan was completed by members of the New Jersey Environmental Education Commission in April, 1993. The commission members listed here represent those persons who contributed to the plan's development through April, 1993.

As of July 4, 1994, the Board of Regulatory Commissioners split from the Department of Environmental Protection and Energy. As a result, the department's name reverted to the New Jersey Department of Environmental Protection. In order to maintain the historical accuracy of the plan, the department's change of name is not reflected in the text of this document.

June, 1994

# New Jersey Environmental Education Commission

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April, 1993

Dear Governor Florio,

In April, 1989, Executive Order No. 205 created the New Jersey Environmental Education Commission, comprising representatives from formal education, government, environmental groups, civic, public interest, professional and youth organizations, business and industry, the religious community, agriculture and environmental health. The commission identified goals for environmental education and made several recommendations for it to be implemented in New Jersey. The commission's report was submitted to Governor Jim Florio on June 1, 1990.

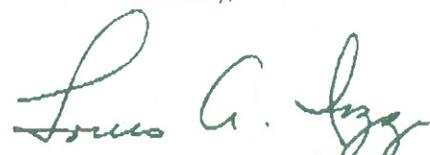
In January, 1991, former Commissioner Judith Yaskin, of the New Jersey Department of Environmental Protection, reconvened the commission through an Administrative Order. In January, 1992, New Jersey Department of Environmental Protection and Energy Commissioner Scott Weiner charged the commission with developing a Plan of Action for Environmental Education in New Jersey. The commission completed the Proposed Plan of Action in November, 1992. A public review period from December, 1992, to February 1, 1993, including three regional public hearings, was conducted.

It is with great pleasure that I present to you "Environmental Education in New Jersey: A Plan of Action." This document represents the hard work of the commission and includes the views of a broad cross-section of the citizens of New Jersey. In this Plan of Action, the commission revised the work of the first commission, included many recommendations received during the public review period, and prepared what it believes to be a comprehensive road map that will lead to an environmentally responsible citizenry in New Jersey.

The Plan of Action – a collection of strategies to help increase the general public's awareness, understanding of and involvement with the environment and issues related to it – calls for legislation that would establish a permanent Environmental Education Commission, an Inter-agency Work Group and funding opportunities. The plan also recommends the development of an inventory of environmental education resources and the establishment of a communications network. It includes recommendations for the formal education community, students and educators, and for taking environmental education beyond the classroom and into the community.

On behalf of the commission, I urge you to act upon these recommendations. The New Jersey Environmental Education Commission stands ready to assist you in any way possible to implement this plan.

Sincerely,



Louis A. Iozzi, Ed.D.  
Chairman

# Members of the New Jersey Environmental Education Commission April, 1993



## Representatives From:

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## Acknowledgments

“Environmental Education in New Jersey: A Plan of Action” is a comprehensive collection of many people’s leadership, input and support.

Governor Thomas Kean is to be commended for creating the New Jersey Environmental Education Commission through Executive Order in 1989. While former Commissioner Judith Yaskin of the New Jersey Department of Environmental Protection is to be applauded for reconvening the group in 1991, the New Jersey Department of Environmental Protection and Energy’s Commissioner Scott Weiner continues to advise the efforts of the commission, with the support of Governor Jim Florio. Their insight has provided the commission with a firm foundation and direction.

Gratitude is extended to all current and past New Jersey Environmental Education Commission members for their time, research, expertise and support. A special word of thanks goes out to the organizations, school districts, agencies, businesses and religious affiliations that have

permitted commission members to participate in commission activities during work hours, as well as assisting with the promotion of commission efforts.

Appreciation is expressed to the agencies, institutions and organizations who hosted commission meetings and lunches or donated time and staff towards the accomplishment of commission tasks. Special recognition goes out to the New Jersey Department of Environmental Protection and Energy’s Office of Communications, for their communications, writing, funding, clerical and graphics support.

Finally, and most importantly, gratitude is extended to all New Jersey citizens and groups of citizens who have contributed expertise, time, interest and support to further environmental education in New Jersey. Their commitment and enthusiasm made us proud to have been a part of the plan’s design. We eagerly look forward to the implementation of the plan to ensure a quality environment.



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# Mission Statement Of the New Jersey Environmental Education Commission

The New Jersey Environmental Education Commission will develop a comprehensive environmental education plan for the state by Earth Day 1993, April 22. The goal of this plan will be to develop in the citizens of New Jersey the knowledge, attitudes, values, skills and behaviors needed to maintain, protect and improve the environment. The plan will be accompanied by a recommendation for implementation that includes both the formal educa-

tion that takes place in schools and colleges and the informal, lifelong learning that occurs in places such as nature centers, parks, cultural organizations, religious organizations, civic groups, governmental agencies, businesses and in the home. Development of this plan will be accomplished through an open process that involves citizens of many interests from all areas of the state.

Adopted February 27, 1992





## Environmental Education In New Jersey: A Plan of Action Goal

*The goal of the proposed "Environmental Education in New Jersey: A Plan of Action" will be to develop in the citizens of the state the knowledge, attitudes, values, skills and behaviors needed to maintain, protect and improve the environment.*  
— Adopted February 27, 1992

### Building an Environmentally Responsible Citizenry

This goal, approved by members of the commission, is based largely on the environmental education goal endorsed by the Tbilisi Declaration and findings from the world's first intergovernmental conference on environmental education.

This monumental event took place in Tbilisi, Georgia (in the former USSR), from October 14 - 26, 1977. The Conference was organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in cooperation with the United Nations Environment Programme (UNEP). In all, 265 delegates and 65 representatives and observers participated in the conference and the Tbilisi Declaration was adopted at its closing.

The Tbilisi Declaration notes that "Environmental education plays an important role in the preservation and improvement of the world's

environment, as well as in the balanced development of the world's communities. Education utilizing the findings of science and technology should play a leading role in creating an awareness and a better understanding of environmental problems. It must foster positive patterns of conduct towards the environment and nations' use of their resources . . . Environmental education, properly understood, should constitute a comprehensive lifelong education, one responsive to changes in a rapidly changing world. It should prepare the individual for life through an understanding of the major problems of the contemporary world, and the provision of skills and attributes needed to play a productive role towards improving life and protecting the environment with due regard given to ethical values . . . ."

Using both the Tbilisi Declaration and conference findings as references, members of the New Jersey Environmental Education Commission discussed and adopted the following "Guiding Principles" for environmental education, which serve as a common ground for both commission members and those who practice environmental education. The commission also generated the following lists of "Knowledge That Should Be Communicated, Attitudes and Values That Should Be Nurtured and Skills and Behaviors That Should Be Developed," which serve as outcomes or objectives in creating an environmentally responsible citizenry.

# Guiding Principles

*The Conference recommends the adoption of certain criteria which will help to guide efforts to develop environmental education . . .*

*— Tbilisi Declaration, Intergovernmental Conference on Environmental Education*

## The commission believes that environmental education should:

- Consider the environment in its totality — natural and built, technological and social, economic, political, moral, cultural and historical, and health and aesthetic aspects.
  
- Recognize the complexity and interrelated nature of environmental problems and their possible solutions.
  
- Be a learning process that continues through all stages of life.

- Be interdisciplinary, with a focus on critical-thinking and problem-solving skills.

- Emphasize active participation in preventing environmental problems and working towards their solution.

- Examine global, national, regional and local issues as a context for understanding and action.

- Recognize human dependence on a healthy environment and human responsibility for assuring a sustainable future.

Adopted February 27, 1992





## Knowledge That Should Be Communicated To the State's Citizenry

... environmental education should provide the necessary knowledge for interpretation of the complex phenomena that shape the environment ...  
— Tbilisi Declaration, Intergovernmental Conference on Environmental Education

### The commission believes that all New Jerseyans should know that:

- The earth is comprised of renewable and non-renewable natural resources.
- Natural resources are living and non-living.
- Living things depend upon both living and non-living components of the environment.
- Humans have an important responsibility for maintaining the planet's biological diversity.
- The ability of the earth to support life as we know it has certain limitations.
- The severity of changes in the environment determines which species survive.
- All components of the environment function as a dynamic and interactive system.
- Humans have significant impact on the earth and its ecosystems.
- The environment has many interacting components including: cultural, ecological, economic, moral, political, social, spiritual and technological.
- The environment is the basis of our physical lives, economy and emotional well being.
- Informed resource management provides for a sustainable economy and a healthy environment.
- Human health is linked to the quality of the environment.
- Historical and cultural knowledge can help to remediate present and future environmental skills.

# Attitudes And Values That Should Be Nurtured Among the State's Citizenry

... environmental education should ...  
encourage those ethical, economic and aesthetic  
values which, constituting the basis of self-  
discipline, will further the development of the  
environment.

— Tbilisi Declaration, Intergovernmental  
Conference on Environmental Education

## The commission believes that all New Jerseyans should feel that:

- Humans are stewards of the earth.
- Environmental issues transcend cultural, social, economic and political boundaries.
- Environmental issues have a moral and spiritual dimension.

Learning about the environment is a lifelong process.

The diversity of culture and its impact on the environment should be considered when developing environmental policy.

Respect for and informed management of all resources, including human populations, energy, air, land and water will assure that the earth will support future generations.

The natural environment can serve as a place for regeneration of the human spirit.

Humans must be committed to maintaining natural functions and cycles within ecosystems and ensuring biological diversity.





## Skills And Behaviors That Should Be Developed Among the State's Citizenry

*It (environmental education) should also provide a wide range of practical skills required in the devising and application of effective solutions to environmental problems.*

*— Tbilisi Declaration, Intergovernmental Conference on Environmental Education*

### The commission believes that all New Jerseyans should be able to:

- Identify ecosystems and their interrelationships and interdependence.
- Identify conservation practices and alternatives for energy resources.
- Recognize the current and future value derived from the preservation of biological diversity.
- Evaluate the long- and short-term economic costs and benefits of environmental quality.
- Obtain and analyze relevant information, assess risks and make decisions on environmental issues.
- Differentiate between supportive and destructive behaviors toward the environment.
- Evaluate the impact of personal activities and social policies on the environment.
- Take positive action to resolve and prevent environmental problems.
- Develop a lifestyle that promotes environmental awareness and human health.

# Environmental Education In New Jersey: A Plan of Action

## Executive Summary

### Introduction

There are a number of ways that we in New Jersey currently learn about the environment and our relationship to it. Some of us learn about water pollution in high school science class, for example, some by reading a newspaper article, and some by seeing it ruin our favorite swimming hole. There is no comprehensive way, however, for us to learn what we need to know to protect the environment for ourselves and future generations. To address this fragmented approach, the Plan of Action for Environmental Education in New Jersey guarantees all residents the opportunity to become environmentally responsible citizens.

### Background

Beginning in the early 1900s, New Jersey pioneered such environmental pursuits as outdoor science, nature study, recreation, conservation education and teacher training programs, camps, volunteer projects, stewardship programs and outdoor education experiences offered through a variety of government agencies, businesses, colleges, schools and private organizations. In addition, numerous interpretive and outdoor programs were established in public and private parks, forests and in recreation and protected areas.

Today, New Jersey has hundreds of environmental education and nature centers, businesses and organizations that offer a variety of publications, programs, curriculum materials, audio-visuals, events and activities. In many classrooms across the state, environmental issues and activities have already been woven into model curricula, lesson plans, club activities, contests and community projects.





In short, there is a wealth of environmental expertise and resources already available in New Jersey, but a lack of statewide direction on how to choose appropriate guidelines for selecting material and use them to their fullest. Consequently, many initiatives operate independently, sound ideas are often unrecognized or unfunded, and resources are exhausted before goals are attained.

The New Jersey Environmental Education Commission began evaluating environmental education in 1989. The group comprises representatives from formal education, school administration, government, environmental, civic, youth, cultural and special interest organizations, business and industry, science, academia, religious affiliations, agriculture and environmental health. Initially, the group identified the knowledge, attitudes, values, skills and behaviors that each individual should acquire in order to be environmentally responsible. Then the commission developed strategies to nurture and develop those characteristics. These strategies, which call upon all segments of society to participate, make up the state's Plan of Action for Environmental Education.

After gathering public comments on the plan from three public hearings held on January 12, 21 and 28, 1993, the commission presented the final Plan of Action to the governor and legislature on Earth Day, April 22, 1993.

## Summary of the Plan of Action

The plan directs recommendations to a variety of audiences, many of whom are already practicing or supporting environmental education — the governor and legislature, state and local government agencies, schools, teachers, families and individuals, environmental organizations, business and corporate staff, religious affiliations and numerous professional and special interest groups.

Working through government, the plan calls for both the governor and members of the legislature to support and pass an environmental education bill that would create two working groups, identify funding needs and sources, and detail and delegate the tasks to execute the plan.

The bill would establish a permanent New Jersey Environmental Education Commission, comprising professionals with diverse backgrounds and expertise that supports environmental education. The commission would advise and oversee the implementation of the Plan of Action. An Inter-agency Work Group would also be created, made up of representatives from state agencies that have one or more environmental education-related initiative with the lead agency being the New Jersey Department of Environmental Protection and Energy. Both groups would carry out many of the plan's recommendations, including: conducting bi-

annual inventories of environmental education resources; creating and maintaining a clearing-house of environmental education information; establishing a New Jersey Environmental Education Network through which environmental education information and resources would be gathered and shared; sponsoring a New Jersey Global Forum every three to five years; and coordinating an annual Environmental Education/Earth Week celebration in April.

In the formal education arena, the plan ensures the integration of environmental education into most subjects in all grade levels. The plan encourages teachers to obtain environmental education training and calls upon colleges to require environmental education courses, especially for prospective teachers. Finally, the plan encourages college and school administrators, boards, unions, students and

youth leaders to join the Environmental Education Network.

Beyond the classroom, the Plan of Action offers guidance to state agencies, county and municipal officials and staff, environmental, professional, youth, senior citizens and other organizations, families and individuals, business and industry and the religious community. The plan urges these audiences to adopt portions of the plan into their mission statements and programming, encourage enrichment opportunities, and join the Environmental Education Network.

Such a plan would enable current and future generations to value the environment, understand the complexities surrounding it, make sound decisions and take responsible actions to protect it.





# Environmental Education In New Jersey: A Plan of Action

## Introduction

*Environmental education should consider the environment in its totality — natural, built, technological, social, economic, political, moral, cultural, historical, health and aesthetic.*

The Plan of Action for Environmental Education is a statewide initiative to help increase the individual's awareness, understanding of and involvement with the environment and issues related to it. Understanding the environment is more than knowing why air, land and water are important to the survival of humans and other creatures. These valuable resources are affected by how people live — by things that are made, eaten, worn, purchased, used and discarded. Understanding the total environment is recognizing how nature interacts with people, economics, health, agriculture, technology, industry, cultures, religions and history. The Plan of Action will help adults and children to understand their role in the environment and to attain the knowledge, attitudes, values, skills and behaviors needed to maintain, protect and improve it.

In light of the state's limited resources and funding, the New Jersey Environmental Education Commission created a plan that would accomplish as much as possible while conserving resources. As a result, implementation relies on commitment and partnerships. The plan focuses

on harnessing existing resources and expertise in order to accomplish the proposed new and comprehensive goals for environmental education in New Jersey.

## Development of the Plan

*Environmental education should recognize the complexity and interrelated nature of environmental problems and their possible solutions.*

The development of the Plan of Action demonstrated commitment, foresight and concern by the diverse number of professionals selected to serve on the New Jersey Environmental Education Commission. The plan's development was truly a collaborative effort by the people of New Jersey and for the people of New Jersey. Its collection of recommendations reflects the commission's desire to nurture a more environmentally responsible citizenry.

An executive order signed by Governor Thomas Kean in 1989 created the commission and authorized the group to study environmental education in New Jersey. The commission comprised representatives from formal education, school administration, government, environmental, civic, youth, cultural and special interest organizations, business and industry, science, academia, religious affiliations, agriculture and environmental health. They were charged with

three things: to identify information on environmental protection, propose ways to effectively communicate this information to the public and recommend actions that citizens can take to become environmentally responsible.

The group identified the characteristics of the "environmentally responsible model citizen." The model was defined by the possession of certain knowledge, attitudes, values, skills and behaviors. Commission members isolated a set of appropriate actions that would collectively nurture these attributes. After researching environmental education activities conducted in other states and countries, reviewing global forums on environmental education and gathering input from a series of public hearings, the commission presented its findings in a report to the governor in April, 1990.

In 1991, Department of Environmental Protection Commissioner Judith A. Yaskin reconvened the New Jersey Environmental Education Commission and added four members in the areas of government, agriculture, enforcement and health.

Soon after the group reconvened, Commissioner Scott A. Weiner charged them with producing a Plan of Action for Environmental Education in New Jersey. They drafted a mission statement (page 1) and, after much debate, a set of guiding principles for environmental education (page 3). The principles aided in creating a common ground of understanding among the commission members, as well as providing sound guidance to those practicing or promoting

environmental education. The lists of knowledge, attitudes, values, skills and behaviors were reviewed and revised (pages 4 to 6). Environmental education activities and information, collected at the local, national and international levels, was again analyzed. Commission committees developed and began to investigate communications, public hearing processes, legislation and funding options.

After months of meetings and writing and editing sessions, the Proposed Plan of Action was ready for the general public to review. Following three public hearings held on January 12, 21 and 28, 1993, the commission incorporated public comments and presented this final Plan of Action to the governor and legislature on Earth Day, April 22, 1993.

## Plan of Action Recommendations

*Environmental education should recognize human dependence on a healthy environment and human responsibility for assuring a sustainable future.*

Recommendations in the Plan of Action range from short, concrete tasks and projects to the establishment of ongoing procedures and long-term processes. They call for residents to affirm their responsibilities towards the maintenance, protection and improvement of the environment. Commitment to the plan begins within each individual. If such a plan is implemented, all audiences, including those of future generations, as well as the earth itself, will benefit.





## Beginning At Home

*The plan's development was truly a collaborative effort by the people of New Jersey and for the people of New Jersey.*

The Plan of Action reaches into every New Jersey residence with two recommendations: that each family and individual seek information about the environment and use it during daily decision-making and activities, and that each family and individual demonstrate responsible environmental actions at home, at work and in the school and community. Resources, activities, events and publications are plentiful in New Jersey. It is up to each person to take that initial step and learn how to get involved.

## Working Through Government

*Environmental education should examine global, national, regional and local issues as a context for understanding and action.*

The plan calls for both the governor and members of the legislature to support and pass an environmental education bill in the spring of 1993. The bill, as envisioned by the commission, would create two working entities, identify funding sources and needs, and detail and delegate tasks, procedures and processes to execute the final plan.

First, the bill would establish a permanent Environmental Education Commission, comprising professionals with diverse backgrounds and whose expertise or interests support environmental education. The purpose of the commission

would be to advise and oversee the implementation of the environmental education Plan of Action, review and approve trust fund activity, and advise the governor, legislature and other state entities on matters concerning environmental education. Commission members would be responsible for representing their respective constituencies, assisting with the tasks and communications that target the audience(s) they represent, and soliciting donations or seeking grant opportunities. Commission members would also be responsible for keeping abreast of other state, regional, national and international activities in environmental education. The commission would meet on at least a quarterly basis and keep the governor's office informed of accomplishments through an appointed liaison in the governor's office. Commission membership would represent formal education, school administration, students, various levels of government, environmental, civic, youth, cultural and special interest organizations, labor, business and industry, science, academia, religious affiliations, agriculture and environmental health. The selection process would provide equal access to such membership criteria as education, expertise, affiliations, geographic location, handicapped and disabled, race and gender. Rotating terms of membership would be one to three years.

Secondly, passage of the bill would create an Inter-agency Work Group, made up of representatives from state agencies that have one or more initiatives supportive of environmental education. The purpose of the Inter-agency Work Group

would be to carry out many of the recommendations in the plan with the lead agency being the New Jersey Department of Environmental Protection and Energy. The creation of such a group could prove to be one of the most contributory components of the Plan of Action, since most state agencies maintain education, outreach, public education, interpretation and communications initiatives. Collectively, these methods can be used to educate almost every individual and group in New Jersey. This partnership would link the needs and goals of the education community with environmental education resources available at state levels; combine initiatives and expertise to strengthen efforts and prevent overlap; improve inter-agency, as well as intra-agency communications; and incorporate statewide monitoring and assessment mechanisms in order to evaluate and improve the plan on a long-term basis. Agencies could include, but not be limited to, the New Jersey Departments of Agriculture, Community Affairs, Education, Environmental Protection and Energy, Health, Higher Education, Human Services, Labor, Law and Public Safety and Transportation. Both full and part-time staff hours would be dedicated to the fulfillment of the recommendations for each particular agency. Participation on the Inter-agency Work Group would be ongoing. The selection process would include criteria based on department and program priorities, duties, skills and interests.

Commission members believe legislation should address establishing a funding source to

help implement the plan. This could be done through direct state appropriations and/or the creation of an Environmental Education Trust Fund. Appropriations would be spent on general operating expenditures approved by the commission and allocated to agencies in the Inter-agency Work Group, in order to accomplish specific plan recommendations. Trust fund monies received through donations, foundations, grants and direct appropriations would be utilized as grant money for special projects and incentives, as detailed in the Plan of Action and reviewed and approved by the commission. In addition, a person (or persons) on the Inter-agency Work Group would be identified to work with commission members in the writing or soliciting of grants and donations.

Legislation would also detail the Plan of Action's additional recommended tasks to be carried out through the governor, individual state agencies, the Inter-agency Work Group, local levels of government, the education community, environmental groups, professional, special interest, civic, service and volunteer organizations, business and industry, students and youth organizations, retired persons, senior citizens and their organizations, and the religious community.

For example, the plan recommends that the governor, legislature and other key heads of state assist with co-sponsoring and developing a three-day Global Forum in New Jersey. Conducted successfully in other states as well as countries, the forum brings together international, na-





tional, regional, state and local leadership and experts in areas of government, environment, science, religion, business and industry, education and technology. The purpose of the forum is to focus on current global, national, state and local environmental issues, trends, solutions and actions. The plan recommends that the first forum be held in the autumn of 1993 and then considered every three to five years.

The plan also recommends that the governor continue to proclaim New Jersey's annual celebration of "Environmental Education/Earth Week" in April, a week of heightened public awareness of environmental education.

Other primary tasks in the plan include developing regular statewide inventories of existing environmental education resources. The inventories will list model curricula and classroom materials; school, business and community projects; state programs and functions; organizations, nature and environmental education centers; parks, forests and other available natural public areas, publications, audio-visuals, consultants and church activities.

In addition, the plan calls for the creation of a New Jersey Environmental Education Network. Initially, network members would consist of those people and organizations who submit inventory information, and the constituencies represented by the commission members. The network would utilize both printed material, such as listings, directories and newsletters, and computer links in order to share, receive and update information on critical issues, research,

resources, training funding model projects and other related topics. The network would also promote the resource centers, nature and environmental centers, colleges and libraries that house and maintain environmental education resources for lending and/or purchase. The development and maintenance of the inventories and the Environmental Education Network would become ongoing functions performed through the Inter-agency Work Group. To join the network is simply to submit information, be placed on a mailing list, or communicate through a computer.

Finally, the Plan of Action lends both guidance and support to county and municipal government officials, employees and planners, as well as to the state's autonomous levels of government, which include soil conservation districts, watershed associations, environmental commissions and other related councils and commissions. First, it recommends that decision-makers, managers and staff take strong advantage of environment-related training opportunities currently available through government agencies and public and private institutions. Secondly, it also requests that managers and groups review the plan's guiding principles in environmental education, as well as the knowledge, attitudes, values, skills and behaviors, and incorporate them into their mission statements, goals and functions. Additionally, the plan recommends that these audiences create, support, promote, attend, maintain and/or perform environmental education opportunities in their county and

municipal parks, open spaces, libraries, public areas and school sites, and encourage the use and study of these areas. Finally, these audiences are asked to demonstrate environmental leadership by working cooperatively with local resources, communicating environmental information to the media, and by maintaining communications with the Environmental Education Network established through the Inter-agency Work Group.

## Moving Into the Classroom

*Environmental education is interdisciplinary, with a focus on critical thinking and problem solving skills.*

In the classroom, the plan offers students increased opportunity to experience environmental education in grades kindergarten through twelve. The Plan of Action recommends that the State Board of Education, through the administrative code and in accordance with legislation, support the recommendations to be carried out through the Department of Education. This department is asked to establish program recommendations that foster the teaching of environmental concepts and skills at all grade levels. This may be done by individual school districts through two recommended approaches: integrating environmental concepts and skills into existing curricula, and developing specific environmental education courses for students.

The process of integration can best be accomplished by working directly with curricu-

lum strategies and requirements that the Department of Education has in place or is currently developing. The department has already established “proficiencies” — skills that teachers must teach — for the major subject areas in grades 9 through 12. The Plan of Action recommends that department staff select proficiencies in each subject area that foster environmental knowledge, attitudes, values, skills and behaviors. The plan also recommends that a similar group of experts assist in the development of new curriculum frameworks currently being designed for grades kindergarten through twelve, so that environmental concepts are incorporated. The concepts and skills that will comprise the frameworks also embody the proficiencies in grades 9 through 12. In terms of assessment, the plan recommends that environmental education questions, content and values be integrated into the statewide assessment program for the frameworks. After assessment measures for the proficiencies and frameworks are designed and implemented in the 4th, 8th and 11th grades through the Department of Education and individual school districts, the New Jersey Environmental Education Commission can begin to collect data and assess student understanding of and exposure to important environmental education concepts and skills. The development processes may take three years to complete, while assessment mechanisms may take longer to put in place.

Offering additional and separate environmental education courses to students is another





way to assure that students are exposed to the knowledge, attitudes, values, skills and behaviors that are detailed in the plan. Such courses currently exist in some districts around the state in such areas as ecology and environmental science, and can serve as models for other districts.

Next, the plan recommends that the Department of Education encourage students to demonstrate knowledge of environmental concepts through the completion of related projects under the auspices of a school or non-school (public/private) agency. Department staff would develop criteria and resources that would assist teachers and students in implementing environment-related school and community projects.

In order to help meet the needs of teachers and school administrators in such areas as staff development, information sharing, models, resources, funding and networking, the Plan of Action recommends that the Department of Education and the Inter-agency Work Group communicate regularly with all schools and administrators through the New Jersey Environmental Education Network. The Department of Education and selected work group representatives will also provide technical assistance to individual school districts interested in developing curriculum, designing projects, receiving training on environmental topics or teaching strategies, or constructing outdoor study sites.

Finally, the Plan of Action recommends that the Department of Education develop an awards program to publicize exemplary model projects,

materials and curricula.

What about teachers? Commission members believe that teaching environmental education should begin while future teachers are still in college. Therefore, the Plan of Action recommends that public and private institutions offering teacher certification programs include undergraduate environmental education experience in the program. Technical assistance, resources and guidance could be made available through the Departments of Education, Higher Education, members of the Inter-agency Work Group and the New Jersey Environmental Education Network. The plan also recommends that individual teachers utilize the plan's guiding principles for environmental education, as well as integrate the knowledge, attitudes, values, skills and behaviors into their lesson plans. Teachers are encouraged to seek new information and training opportunities and then expose their students to this information.

The Plan of Action recommends that the New Jersey Education Association, along with other teacher unions in the state, support the teaching of environmental education and advocate that its members integrate environmental education into their classes. This can be done through specialized conferences, workshops, materials, publications and research.

The support of school administrators, school boards and parent-teacher organizations is crucial if the plan is to succeed. The plan recommends that support be provided to teachers and staff in the areas of environmental education inservice

programs and workshops, and the acquisition of necessary materials and equipment. The plan also requests that each district or school maintain communications with the Environmental Education Network, assure that environmental education initiatives are achieving designed outcomes and, most importantly, “practice what is preached” in terms of school and/or district policies and procedures. Considerations include recycling waste reduction, purchasing recycled materials, energy and water conservation and the reduction of hazardous waste. The plan recommends involving student groups in all of these initiatives.

What of college education — one major avenue that prepares students for future careers? The Plan of Action recommends that degree requirements in all public and private institutions of higher learning include a formal study of environmental topics at the undergraduate and graduate levels. Through the Inter-agency Work Group, the Environmental Education Network and the Department of Higher Education, model college and graduate level programs, as well as current environmental education information and resources, will be shared with participating institutions and staff.

## Expanding the Classroom

*Environmental education should be a learning process that continues through all stages of life.*

Other important recommendations in the Plan of Action are directed towards state and local government agencies, organizations,

business and industry and the religious community; all of whom possess the capability to environmentally educate all facets of the state’s citizenry. It is through commitment and cooperation that these audiences will improve the quality and increase the quantity of environmental education activity in New Jersey.

The plan recommends that the New Jersey Department of Environmental Protection and Energy pursue its mission of environmental protection by providing teacher enrichment opportunities and technical assistance, assisting with the development of classroom materials and resources, and providing projects, contests, speakers, events, internships, apprenticeships, and awards and grants, when feasible. The department should also provide natural and historical interpretation and natural resource education efforts, volunteer and training programs, and recreational opportunities. It should maintain communications with all autonomous units of government, facilities, institutions, religious affiliations, organizations and individuals that conduct environmental education through conferences, exhibits, meetings, co-sponsored projects and publications. The needs of business and industry should be addressed through training, technical assistance and specialized publications, while the media should be kept informed of current issues and initiatives. The plan recommends that the department incorporate the guiding principles, knowledge, attitudes, values, skills and behaviors into all planning and program initiatives, as well as





maintaining regular communications through the Inter-agency Work Group and the Environmental Education Network.

The plan also recommends that the New Jersey Department of Health pursue educating the state's citizenry about the impact of environmental quality on human health by working with community, industry, health and professional advisory groups to develop effective campaigns, develop educational publications and classroom materials on environmental health issues, and sponsor student interns. The plan recommends that the department incorporate the guiding principles, knowledge, attitudes, values, skills and behaviors into all appropriate initiatives, as well as maintain regular communications through the Inter-agency Work Group and the Environmental Education Network.

Through the New Jersey Department of Agriculture, the Plan of Action recommends that the department promote educational and technical conservation and agricultural assistance to numerous audiences through related associations, districts and societies. The department will implement a number of incentives for students, teachers and conservation district programs.

The plan also recommends that the department incorporate the guiding principles, knowledge, attitudes, values, skills and behaviors into all appropriate initiatives, as well as maintain regular communications through the Inter-agency Work Group and the Environmental Education Network.

The plan recommends that the New Jersey Department of Labor foster employee/employer awareness of, and involvement in, environmental issues, by disseminating environmental information through department publications and by awarding training grants to individuals for occupational health and safety training. In addition, the plan recommends that the department incorporate the guiding principles, knowledge, attitudes, values, skills and behaviors into all appropriate initiatives, as well as maintain regular communications through the Inter-agency Work Group and the Environmental Education Network.

A key audience whose activities are crucial to the plan's success includes the state's hundreds of private, non-profit environmental organizations whose missions support environmental awareness, education or protection, in some fashion. Such entities include conservation organizations, environmental education alliances, research groups, issue-based organizations, environmental lobbying groups, nature, interpretive and environmental centers, and organizations that focus on outdoor and recreational pursuits. Most of these organizations conduct some type of public education or outreach initiative. The Plan of Action has a number of recommendations directed towards these organizations.

The plan suggests that each organization designate a staff person to act as liaison to either the New Jersey Environmental Education Commission or the Inter-agency Work Group,

as well as communicate regularly through the Environmental Education Network. This person would also be responsible for sharing incoming information and responding to surveys and inventories. In addition, it is recommended that the Board of Directors and/or staff endorse and adopt the guiding principles into their mission statement, as well as incorporate the knowledge, attitudes, values, skills and behaviors into all appropriate initiatives. Staff training should be pursued in these areas. These organizations should continue to provide members and citizens with a better understanding of the environment through such tools as journals, newsletters, conferences, workshops, events, programs, projects, interpretive walks and displays. Finally, organizations should network with local groups on environmental initiatives.

Civic, service and volunteer groups, professional organizations, student and youth groups, retired persons, senior citizens and their organizations, and historical and cultural groups also play contributory roles, as recommended by the Plan of Action. These groups are asked to adopt the guiding principles into their mission statements, as well as incorporate appropriate knowledge, attitudes, values, skills and behaviors into their initiatives or nurture these characteristics in their membership. The groups should identify a staff person or member to maintain communications with the Environmental Education Network and to receive environmental training. Also, members should explore how group goals or

activities relate to the environment, participate in environmental action projects and consider co-sponsoring such initiatives with other local groups.

Both small businesses and large corporations have been included in the plan's recommendations. Many companies have taken great strides to achieve compliance with state and federal regulations, decrease the use of virgin resources and the production of hazardous and solid waste, develop alternative and new products that reflect environmental responsibility, and lessen overall impact on environmental quality. To strengthen and support this movement, the plan encourages companies to create and adopt a set of environmental principles that would guide their daily activities. The plan's guiding principles for environmental education, as well as the knowledge, attitudes, values, skills and behaviors, would be helpful in accomplishing this. The plan recommends that businesses designate an employee to join the environmental education network and share information with other employees and managers. It also suggests that companies provide education and support to the community and employees on behalf of the environment. This can be accomplished externally and internally through publications, seminars, programs, exhibits and the sponsorship of initiatives that involve or invite the local community. In addition, companies should encourage employees to seek environmental training or involvement with environmental





organizations; their efforts can be recognized through awards or incentives. Finally, when appropriate, companies should work with union leadership to pursue environmental practices and the education of union members.

The plan also concerns itself with environmental values and stewardship by recommending that all religious affiliations adopt policy statements that recognize the spiritual and ethical relevance of environmental education. In addition to using the guiding principles of environmental education as references, the New Jersey Environmental Education Commission will make available, through the network, the Earth Charter and United Nations Sabbath materials. The plan also recommends that these materials be used when education training and spiritual programs are being developed. Interested members of the religious community should designate a member to join the Environmental Education Network. The information received would be useful in religious publications, programs, events and forum topics. Finally, the plan recommends that religious organizations adopt environmental practices for their facilities and activities.

## Moving Ahead

*Environmental education should emphasize active participation in preventing environmental problems and working towards their solution.*

A statewide plan for environmental education would empower current and future citizens to better understand and value the environment, make sound decisions and take responsible actions to preserve and protect it. This would occur as individuals progress through their daily lives, from childhood through retirement.

Now is the time to review and affirm the responsibilities of all New Jerseyans in understanding and protecting the environment. Now is the time to spread the word and write letters to members of the legislature. Now is the time to implement this plan designed to carry New Jerseyans into the next century.

Now is the time for environmental education in New Jersey.

# Environmental Education in New Jersey: A Plan of Action

## Recommendations for Specific Audiences

### Target Audience Individuals and Families

**What:** Incorporate the Plan of Action's guiding principles, knowledge, values, attitudes, skills and behaviors into individual and family decision-making and activities.

**How:** Review the Plan of Action. In order to learn more about the environment, seek information through the media, library, publications, organizations and programs.

Enjoy the outdoors by participating in outdoor activities.

**When:** Ongoing after June, 93.

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**What:** Demonstrate responsible environmental actions at home, work and in the school and community.

**How:** Conduct and encourage such daily activities as recycling, water conservation and ridesharing.

Participate in action projects, such as cleanups, public meetings and volunteer initiatives.

Support environmental education in schools by encouraging classroom and/or field trip activities.

Celebrate N.J. Environmental Education/Earth Week annually in April.

**When:** Ongoing.

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### Target Audience Office of the Governor

**What:** Establish permanent New Jersey Environmental Education Commission and assign representative from the governor's office to act as liaison. Conduct the selection process of commission membership (as detailed on p. 23).

**How:** Support legislation carrying out the Plan of Action recommendations.

**When:** Introduce in April, 93.

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**What:** Establish permanent Inter-agency Work Group.

**How:** Support legislation.

**When:** Introduce in April, 93.

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**What:** Direct the Inter-agency Work Group to conduct biannual inventory of environmental education resources in state agencies.

**How:** Support legislation.

**When:** Introduce in April, 93.

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**What:** Proclaim annual N.J. Environmental Education/Earth Week in April.

**How:** Sign proclamation annually.

**When:** Yearly, every April.

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**What:** Support the state's sponsorship of a N.J. Global Forum, to be held every three to five years. The purpose of the forum is to bring together leaders/experts in government, education, environment, religion and business to focus on global and local environmental issues and actions.

**How:** Direct sponsorship, participation and/or staff support.

**When:** Every three to five years; first in fall, 93.

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**What:** Remain informed of N.J. Environmental Education Commission and Inter-agency Work Group activities.

**How:** Receive annual report and information through the Environmental Education Network (p. 26) and through the liaison.

**When:** Ongoing, beginning in April, 93.

### Target Audience Legislature

**What:** Propose and enact the environmental education legislation that would, through the N.J. State Board of Education and administrative code, integrate environmental education in a multidisciplinary way into the state's curriculum frameworks, proficiencies and assessment programs.

**How:** Through legislation.

**When:** Introduce in April, 93.

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**What:** Establish an Environmental Education Trust Fund that will utilize a variety of sources in addition to direct state appropriations included in legislation. The fund will be administered by the commission.

**How:** Through legislation.

**When:** Introduce in April, 93.

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**What:** Establish a permanent funding mechanism to support the recommendations of the plan.

**How:** Through legislation.

**When:** Introduce in April, 93.

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**What:** Use members of the commission as technical consultants when developing environmental education-related bills or bills with an environmental education component.

**How:** Procedural; through staff on legislative committees.

Provide copies of the plan to the legislative leadership in both houses.

**When:** Finalize before bill is introduced in April, 93.

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**What:** Support the state's sponsorship of a N.J. Global Forum, to be held every three to five years. The purpose of the forum is to bring together leaders/ experts in government, education, environment, religion and business to focus on global and local environmental issues and actions. Support the annual celebration of N.J. Environmental Education/Earth Week in April.

**How:** Direct sponsorship, participation and/or staff support.

**When:** First forum in fall, 93; annual N.J. Environmental Education Week in April.

**What:** Remain informed of N.J. Environmental Education Commission and Inter-agency Work Group activities.

**How:** Receive annual report and information through the Environmental Education Network (p. 26).

**When:** Annually, beginning July, 93.

### Target Audience New Jersey State Board of Education

**What:** Implement portions of the Plan of Action dealing with the Department of Education.

**How:** Through the administrative code in accordance with legislation.

**When:** Fall, 93.

### Target Audience New Jersey Environmental Education Commission

**What:** Advise and oversee the implementation of the recommendations in the Plan of Action.

**How:** Hold meetings of the commission on at least a quarterly basis with Inter-agency Work Group representatives in order to receive work plans and summaries of activities.

**When:** Begin in April, 93.

**What:** Maintain a membership that is knowledgeable and supportive of environmental education, that represents New Jersey's diverse population and that represents all segments of the state's public and private sectors in which environmental education can be incorporated or supported.

**How:** The governor's office will finalize a membership of professionals who are involved with, or supportive of, environmental education. Representation should include, but not be limited to, state and local government, formal education and administration, students, environmental, civic, special interest, professional, youth and cultural organizations, labor, business and industry and the religious community.

Commission members are responsible for representing their constituencies and for assisting with communications and recommendations that target their constituencies.





The governor will select members who represent New Jersey's diverse population with equal access to gender, race, age, experience, disabled and handicapped, education, geographic location and interests.

Rotate terms of membership. Terms would be one to three years, retaining two-thirds of group at all times.

**When:** Ongoing after June, 93.

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**What:** Review and approve trust fund activity. Seek donations, grant and funding opportunities for the Environmental Education Trust Fund.

**How:** Review work plans, summaries and budgets of the Inter-agency Work Group and provide input.

Work with Inter-agency Work Group members to apply for grants or to solicit funding.

**When:** Ongoing after June, 93.

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**What:** Act as technical consultants to the legislature when environmental education-related bills or bills with an environmental education component are being developed.

**How:** Communicate with liaison to the legislative environmental and/or education committees.

**When:** Ongoing after June, 93.

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**What:** Provide commission and Inter-agency Work Group with information on current environmental and/or education activity at all levels.

**How:** Communicate this information at commission meetings or through the Environmental Education network (p. 26).

**When:** Ongoing after June, 93.

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**What:** Support the state's sponsorship of a N.J. Global Forum, to be held every three to five years. The purpose of the forum is to bring together leaders/experts in government, education, environment, religion and business to focus on global and local environmental issues and actions.

**How:** Sponsor and assist with development.

**When:** Every three to five years; first in fall, 93.

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**What:** Support annual N.J. Environmental Education/Earth Week celebration in April.

**How:** Promote and participate in activities.

**When:** Yearly, every April.

## Target Audience Inter-agency Work Group

**What:** Work with the N.J. Environmental Education Commission to carry out and/or oversee the implementation of the Plan of Action.

**How:** Selected work group members would attend commission meetings to develop and provide work plans and summaries of activities.

**When:** Begin in June, 93.

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**What:** Provide diverse input into, and support of, the implementation of the Plan of Action.

**How:** Inter-agency Work Group would be made up of professionals involved with education, environmental education, public education or outreach. Representation could include, but not be limited to, the N.J. Departments of Agriculture, Community Affairs, Education, Environmental Protection and Energy, Health, Higher Education, Human Services, Labor, Law and Public Safety and Transportation.

**When:** June, 93.

**How:** Representatives are responsible for representing their program or agency.

**When:** Ongoing after June, 93.

**How:** Selection criteria should include department and/or program objectives and individual duties, skills and interests.

**When:** Formalize before bill is introduced in April, 93.

**How:** The participation of designated representatives is ongoing and could involve both full and part-time staff.

**When:** Ongoing after June, 93.

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**What:** Assist in the solicitation of grant funding opportunities and utilize monies available through the Environmental Education Trust Fund and/or direct state appropriations.

**How:** Inter-agency Work Group members would provide budgets at commission meetings and present needs.

Inter-agency Work Group members would work with commission members to write grants and/or solicit funding.

Work Group members would implement awards and grants programs to targeted audiences, as overseen by the commission and promoted through the Environmental Education Network (p. 26).

**When:** Begin in fall, 93.

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**What:** As directed by the governor, would inventory environmental education resources in New Jersey every two years.

**How:** Conduct an inventory of environmental education resources every two years, including state agencies.

**When:** Begin in July, 93; ongoing.

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**What:** Develop and maintain a statewide Environmental Education Network.

**How:** The Environmental Education Network would include a series of computerized mailing lists maintained through the Inter-agency Work Group. Products of the inventories would be formatted into lists, directories or fact sheets and distributed to key audiences. A newsletter would also be generated.

**When:** Begin in July, 93; ongoing.

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**What:** Assist in implementing the N.J. Global Forum, to be held every three to five years. The purpose of the forum is to bring together leaders/experts in government, education, environment, religion and business to focus on global and local environmental issues and actions.

**How:** Promote through the Environmental Education Network.

**When:** Every three to five years; first in fall, 93.

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**What:** Implement annual N.J. Environmental Education/Earth Week in April.

**How:** Promote through the Environmental Education Network (p. 26).

**When:** Yearly, every April.

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**What:** Promote overall activities of the commission and the Inter-agency Work Group.

**How:** Promote through the Environmental Education Network, distribute information and maintain contact with the media.

**When:** Ongoing after July, 93.

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**What:** Develop annual report.

**How:** Develop report with input from commission members.

**When:** Ongoing after July, 93.

### Target Audience Department of Education (DOE)

**What:** Establish program recommendations that foster environmental awareness at all grade levels. This may be done through two approaches:

**How:** Through the administrative code in accordance with legislation.

**When:** Introduce in April, 93.

A) Integrate environmental education concepts into existing curricula; and

**How:** Identify proficiencies in existing core course proficiencies that foster environmental awareness.

Develop new curriculum frameworks (K - 12) and integrate environmental education across the curricula.

**When:** Begin in fall, 93.

B) Encourage school districts to develop specific environmental education courses for students.

**How:** This would be done at the district level.

**When:** Begin in fall, 93; ongoing.

**What:** Support district development of environmental education:

A) Identify personnel to cooperate with the Inter-agency Work Group in providing technical assistance to local school districts to implement or improve environmental education programs.

**How:** Identify and organize environmental education and resource staff from the Inter-agency Work Group who can provide seminars or conduct site visits with the support of the N.J. Environmental Education Commission.

The inventories and surveys done by the Inter-agency Work Group will produce resources and model programs to be communicated through the Environmental Education Network (p. 26).

**When:** Begin in July, 93; conduct inventories every other year.

B) Provide leadership and coordination in conducting teacher in-service programs.

C) Solicit public and private partnerships to provide teacher in-service programs.

D) Publicize accomplishments in environmental education through awards.

**How:** Establish awards for exemplary efforts. All work would be done through the Inter-agency Work Group Committee and promoted through the Environmental Education Network (p. 26).

**When:** Begin in July, 93; ongoing.

E) Develop and include test questions on environmental concepts in 4th, 8th, and 11th grade testing programs so that the school districts will be able to determine environmental education needs. These scores will not impact graduation requirements.

**How:** Integrate environmental education questions, content and values into the statewide testing program.

**When:** Begin in July, 94; ongoing.

F) Encourage students to demonstrate knowledge of environmental concepts through the completion of related projects under the aegis of a school and/or non-school (public/private) agency.

**How:** Resources for community projects would be available through the Environmental Education Network (p. 26).

**When:** Begin in July, 93; ongoing.





G) Provide resources to measure environmental education during a student's school experience, on an ongoing basis.

**How:** All findings will be communicated through the Environmental Education Network (p. 26) and assessed yearly by the N.J. Environmental Education Commission.

**When:** Begin in July, 93; ongoing.

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**What:** Encourage continuing education programs on environmental issues.

**How:** Work with N.J. Environmental Education Commission, the Inter-agency Work Group and the Environmental Education Network (p. 26) to recruit faculty and develop curricula to meet continuing education needs.

**When:** Begin in fall, 93; ongoing.

**Target Audience  
Department of Higher Education  
(DHE)**

**What:** Promote the Plan of Action recommendations to all two- and four-year public and private institutions in New Jersey.

**How:** DHE staff will distribute the plan to key DHE staff, provosts and vice presidents at all two- and four-year institutions.

**When:** October, 93.

**What:** Maintain communications with the efforts of the commission and the Inter-agency Work Group.

**How:** Designate DHE staff to represent the department on the Inter-agency Work Group. This person would also join the Environmental Education Network (p. 26).

**When:** July, 93; ongoing.

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**What:** Promote the integration of environmental education into course curricula, degree requirements and teacher certification programs.

**How:** DHE staff will assist with one-day forum to introduce these concepts to representatives from N.J. two- and four-year private and public institutions. The forum will feature activities in other colleges that support environmental education. It will be coordinated through the commission and the Inter-agency Work Group.

**When:** Fall, 94 (tentative)

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**What:** Promote environmental education through the academic alliances established by the department.

**How:** Academic alliances are local voluntary groups of educators and community members meeting on a collegial basis. The coordinator of the alliances would be on the Environmental Education Network (p. 26) and would bring environmental education information to alliance meetings.

**When:** Begin in fall, 93; ongoing.

Target Audience  
Department of Environmental  
Protection and Energy (DEPE)

**What:** Designate department staff to participate in the Inter-agency Work Group and communicate commission and Inter-agency Work Group activities to all interested employees and programs.

**How:** Design and maintain an internal environmental education network whose objectives are supportive of department priorities and the Plan of Action.

**When:** July, 93; ongoing.

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**What:** Work with the Department of Education and other state agencies to provide technical assistance to school districts implementing or improving environmental education programs.

**How:** Coordinate Inter-agency Work Group activities.

**How:** Coordinate and distribute materials and promote seminars, programs, projects and staff assistance to interested districts, through the Inter-agency Work Group.

**When:** July, 93; ongoing.

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**What:** Foster student and citizen involvement with environmental protection and resource management.

**How:** Promote/enhance DEPE action projects, volunteer programs, apprenticeship and internship opportunities, and encourage the use of public lands for research, adoption projects, cleanups, etc.

Promote/enhance DEPE natural and historic interpretive programs and events.

Provide information on the environment through newsletters, reports, seminars, hearings, meetings, speakers, exhibits, materials, demonstrations, the media, events and audio-visuals.

Communicate information through the Environmental Education Network (p. 26).

**When:** Ongoing.

Target Audience  
Department of Health (DOH)

**What:** Educate N.J. residents regarding the impact of environmental quality on human health.

**How:** Conduct outreach activities that promote environmental hazards exposure prevention through public education.

**When:** Ongoing.

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**What:** Maintain communications with the efforts of the commission and the Inter-agency Work Group.

**How:** Designate DOH staff to represent the department on the Inter-agency Work Group. This person would communicate through the Environmental Education Network (p. 26).

**When:** July, 93; ongoing.

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**What:** Promote environmental health through education for students and the general public.

**How:** Enhance/expand working with community, industry and health professional advisory groups to develop effective educational and outreach campaigns on environmental health issues.

Develop and distribute educational materials and newsletters on environmental health issues.

Encourage school districts to incorporate environmental health curricula.

Sponsor student interns in the Department of Health.

**When:** Ongoing.

## Target Audience Department of Agriculture (DOA)

**What:** Promote the utilization of educational and technical conservation assistance available through the soil conservation program and other department programs at the state and district levels.

**How:** Identify and catalog the services and materials available through the department, the State Soil Conservation Committee, local districts and the U.S. Soil Conservation Service.

Designate staff to represent the department on the Inter-agency Work Group. This person would communicate through the Environmental Education Network (p. 26).

**When:** July, 93; ongoing.

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**What:** Work with Soil Conservation Districts and the Inter-agency Work Group to provide technical assistance to school districts, land owners, local government, organizations and citizens in the development and implementation of environmental education programs, activities and materials.

**How:** Provide staff support and materials through the State Soil Conservation Committee, the U.S. Soil Conservation Service, the N.J. Association of Conservation Districts, local conservation districts and the N.J. Agricultural Society.

**When:** Ongoing.

**What:** Coordinate the development and implementation of incentive programs for students, teachers and conservation district programs.

**How:** Implement and promote essay and other contests that focus on agriculture, conservation and natural resource management.

**When:** Ongoing.

### Target Audience Department of Labor (DOL)

**What:** Foster employee/employer awareness of, and involvement in, environmental issues.

**How:** Disseminate information through DOL employee/employer newsletters.

**When:** Monthly and quarterly; ongoing.

**How:** Award 3% of training grants from the Workforce Development Partnership Program to individuals for occupational health and safety training.

**When:** Monthly and quarterly.

**How:** Designate staff to represent the department on the Inter-agency Work Group. This person would communicate through the Environmental Education Network (p. 26).

**When:** July, 93; ongoing.

### Target Audience County and Municipal Governments

**What:** Support the education of county and municipal officials and planners regarding environmental principles and related issues.

**How:** Assign county or municipal staff to communicate on the network and share resources with staff. Encourage and support staff training in environmental education.

**When:** Begin in July, 93; ongoing.

**How:** Assist with the implementation of regional workshops focusing on community environmental issues. These would be coordinated with help from the commission and the Inter-agency Work Group.

**When:** Fall, 94.

**What:** Encourage the establishment and use of municipal environmental commissions to inform local officials and citizens.

**How:** Pass ordinance to establish an environmental commission; provide the environmental commission with the means to inform residents on environmental issues; seek the commission's input regularly.

**When:** Ongoing.





**What:** Create and/or maintain and support environmental education opportunities in municipal and county parks, open spaces and public areas.

**How:** Encourage the use or adoption of local public lands and waterways by classes, camps and groups.

**When:** Begin in July, 93; ongoing.

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**What:** Communicate environmental education initiatives and related issues through the local media, libraries and local media services.

**How:** Encourage county and municipal staff to share environmental information with the local media, libraries and local media services.

**When:** Begin in July, 93; ongoing.

**How:** Utilize the services of county and municipal health officials.

**When:** Ongoing.

**Target Audience**  
**Public and Private Two- and**  
**Four-year Institutions of**  
**Higher Learning**

**What:** Consider degree requirements including a formal study of environmental topics that will ensure a basic knowledge of the environment, at the undergraduate and graduate levels.

**How:** Provosts and/or vice presidents, as well as deans of environment and education-related programs, would attend a one-day forum hosted by the

commission, the Inter-agency Work Group and DHE staff. The day will focus on what other colleges are requiring of environmental courses. Commission members will follow up with communications to individual institutions.

Offer at least one degree required course that will expose students to environmental topics.

**When:** Spring, 94.

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**What:** Encourage faculty to include environmental topics and information in existing courses.

**How:** Select a faculty member to join the Environmental Education Network (p. 26) and inform interested faculty and staff of the Plan of Action and current environmental information.

**When:** Begin in fall, 93; ongoing.

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**What:** Include undergraduate environmental experience specifically designed for students enrolled in teacher certification programs.

**How:** Work with commission and Inter-agency Work Group members to develop undergraduate environmental education for students in teacher certification programs.

**When:** Ongoing after April, 93.

## Target Audience School Governance and Administrations

**What:** Integrate environmental education experiences throughout the curriculum.

**When:** Fall, 94; ongoing.

**How:** Provide and support interdisciplinary experiences by:

A) Providing environmental education topics and issues as part of teacher workshops and inservices;

**When:** Varies with district.

B) Encouraging the acquisition of multi-media materials and equipment in support of environmental education; and

**When:** Varies with district.

C) Assuring that environmental education programs achieve defined goals by monitoring classes and using a checklist to measure results.

**When:** Begin in fall, 93; ongoing.

**What:** Implement environmental policies and procedures in order to "practice what is being preached."

**How:** Appoint staff person to join the Environmental Education Network (p. 26) and keep school and district staff informed of environmental policies, guidelines and regulations impacting school activities.

**When:** Fall, 93; ongoing.

## Target Audience Educators

**What:** Involve students in acquiring environmental education knowledge, values and skills; integrate environmental education in curricula and other school activities; expose students to environmental issues.

**How:** Participate in positive environmental education learning activities, such as seminars, demonstrations and field activities.

**When:** Fall, 93; ongoing.

**What:** Refine knowledge of environmental concepts, values and behaviors.

**How:** Join the Environmental Education Network (p. 26) and utilize available resources.

**When:** July, 93; ongoing.

**How:** Incorporate the Plan of Action's knowledge, attitudes, values, skills, behaviors and guiding principles when teaching.

**When:** Fall, 93; ongoing.





Target Audience  
**New Jersey Education Association  
(NJEA)**

**What:** Advocate that their constituency integrate environmental education in N.J. schools.

**How:** Support environmental education as promoted by the National Education Association.

**When:** Ongoing.

**What:** Take a position in support of teaching environmental education in N.J. schools.

**How:** Distribute letter to teachers; run articles in *NJEA Review* and *NJEA Reporter*.

**When:** Ongoing.

**What:** Support environmental education conferences, workshops, science initiatives and the delivery of environmental education materials to teachers.

**How:** Do so through position papers, convention activities and NJEA environmental education conference.

**When:** Ongoing.

**How:** Appoint NJEA representative to join the Environmental Education Network (p. 26).

**When:** July, 93; ongoing.

Target Audience  
**Business and Industry**

**What:** Adopt a set of environmental principles that would serve to guide daily activities. These would encourage/inspire:

**When:** Fall, 93; ongoing.

A) The provision of educational information and support to the community and employees on behalf of the environment.

**How:** Provide special programs, information and exhibits that demonstrate a concern for the environment.

Incorporate environmental information in the organization's newsletter and/or professional publications.

Encourage and recognize employee involvements in environmental groups.

Foster communications with union leadership and assist with environmental education programs.

Enlist the participation of trade and industry groups in the promotion of environmental programs in its member companies.

Appoint an employee to join the Environmental Education Network (p. 26) and communicate environmental information to other employees and community members.

**When:** Spring – fall, 93; ongoing.

B) Reduction of the impact of operations on the environment.

**How:** Encourage the adoption of voluntary targets to achieve environmental improvement.

Through the use of science, research and technology, seek to use and/or develop products and processes that minimize impact on the environment.

**When:** Fall, 93; ongoing.

C) Ensurance of compliance with environmental regulations.

**How:** Encourage the adoption of voluntary compliance programs that will include training, policies and procedures, audits, communications and employee awards and incentives.

**When:** Fall, 93; ongoing.

### Target Audience Environmental Organizations and Advocacy Groups

**What:** Promote and provide environmental education information and programs to the public.

**How:** Contribute to bi-annual inventories in order to maintain current information in the Environmental Education Network (p. 26).

**When:** Begin in July, 93; ongoing.

**How:** Designate a staff person to join the Environmental Education Network (p. 26).

**When:** July, 93; ongoing.

**What:** Endorse and adopt the guiding principles for environmental education, given in the Plan of Action.

**How:** Include the Plan of Action's guiding principles, knowledge, values, attitudes, skills and behaviors in mission statements and planning processes.

Develop ongoing communications between commission representatives and organization personnel.

**When:** April, 93; ongoing.

**What:** Develop mechanisms to keep teacher and interpretive staff informed of environmental news.

**How:** Encourage staff and members to participate in workshops and seminars coordinated by other organizations; encourage staff development to improve own programs and initiatives.

Support and publish professional journals and/or newsletters that focus on environmental education trends, activities and information.

Sponsor conferences and workshops for educators that focus on environmental education trends and issues.

**When:** April, 93; ongoing.





**What:** Assist the general public, citizen groups and elected officials in gaining a better understanding of the impact of human behavior on the environment.

**How:** Develop programs that relate to people, their actions and how they effect the environment.

Design exhibits and display materials that demonstrate people's connection to the natural environment and provide information that encourages behavior compatible with a healthy environment.

**When:** April, 93; ongoing.

### Target Audience Professional and Non-academic Organizations

**What:** Adopt the guiding principles of the Plan of Action.

**How:** Include the Plan of Action's guiding principles in mission statements.

Provide professional training to members in order to teach about the guiding principles.

**When:** Fall, 93; ongoing.

**How:** Appoint an organization member to join the Environmental Education Network (p.26).

**When:** July, 93; ongoing.

**What:** Explore program options that demonstrate how their profession relates to environmental concerns.

**How:** Provide program or training session to members to elucidate the connections between their profession and the environment.

**When:** Fall, 93; ongoing.

### Target Audience Cultural and Historical Organizations

**What:** Provide programs, exhibits and publications that explain or demonstrate how humans perceive their relationship to the natural world.

**How:** Include the Plan of Action's guiding principles in mission statements and planning processes, recognizing that there are cultural, historical and aesthetic perceptions that help people gain an understanding of different environmental attitudes and values.

**When:** April, 93; ongoing.

**What:** Provide staff training to increase the understanding of human relationships with the natural world.

**How:** Develop contacts and work cooperatively with environmental organizations; attend environmental programs and events.

**When:** Fall, 93; ongoing.

**How:** Appoint a member to join the Environmental Education Network (p. 26) and share environmental information with members.

**When:** July, 93; ongoing.

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**What:** Keep current the environmental information contained in programs, exhibits and publications.

**How:** Share information through the Environmental Education Network (p. 26).

**When:** July, 93; ongoing.

### Target Audience Civic, Service and Volunteer Organizations

**What:** Adopt the guiding principles of the Plan of Action so that organizational services include and reflect environmental awareness.

**How:** Include the Plan of Action's guiding principles in mission statements.

**When:** Fall, 93; ongoing.

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**What:** Support and encourage environmentally responsible projects and activities.

**How:** Develop criteria that include the guiding principles of the Plan of Action.

**When:** April, 93; ongoing.

**How:** Appoint a member to join the Environmental Education Network (p. 26).

**When:** July, 93; ongoing.

### Target Audience Religious Organizations

**What:** Recognize the spiritual and ethical relevance of environmental education.

**How:** Obtain copies of the Plan of Action, the Earth Charter and the United Nations Sabbath materials. These documents would be available through the commission.

Interfaith and intra-faith organizations and clergy should adopt key components of these documents as part of their policy statements.

Interfaith and intra-faith organizations and clergy should appoint a member to join the Environmental Education Network (p. 26) and share information with other members.

**When:** July, 93; ongoing.

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**What:** Encourage religious organizations to adopt environmental practices for their facilities and activities.

**How:** Consider reference materials distributed by appropriate sources.

**When:** July, 93; ongoing.





**What:** The independent religious media should publish articles about spiritual values of the environment and related environmental education information.

**How:** New Jersey interfaith organizations will provide the Environmental Education Network (p. 26) with independent religious media contacts.

**When:** July, 93; ongoing.

### Target Audience Students and Youth Organizations

**What:** Adopt the guiding principles of the Plan of Action so the organizational services include and reflect environmental awareness.

**How:** Include the Plan of Action's guiding principles in the mission statements.

**When:** Fall, 93; ongoing.

**What:** Support and encourage environmentally responsible projects and activities.

**How:** Develop criteria that include the guiding principles of the Plan of Action.

Participate in environmental projects that benefit the environment, the school, the organization, the students and/or the community.

**When:** April, 93; ongoing.

**How:** Appoint a member to join the Environmental Education Network (p. 26). Share information with members.

**When:** July, 93; ongoing.

### Target Audience Retired Persons, Senior Citizens and Their Organizations

**What:** Adopt the guiding principles of the plan so that organizational and volunteer services include and reflect environmental awareness.

**How:** Include the Plan of Action's guiding principles in mission statements.

**When:** Fall, 93; ongoing.

**What:** Support and encourage environmentally responsible projects and activities.

**How:** Develop criteria that include the guiding principles of the Plan of Action.

Participate in environmental projects and educational efforts that benefit the environment, the organization, young people and/or the community.

**When:** Fall, 93; ongoing.

**How:** Appoint a member to join the Environmental Education Network (p. 26). Share information with others.

**When:** July, 93; ongoing.

## Appendices

# Environmental Education in New Jersey: A Plan of Action Five-year Prospectus



1993	<ul style="list-style-type: none"> <li>• Passage of N.J. Environmental Education legislation</li> <li>• Establish permanent N.J. Environmental Education Commission</li> <li>• Establish permanent Inter-agency Work Group, work plans and budgets</li> <li>• Establish environmental education trust fund</li> <li>• Distribute Plan of Action to all key constituencies</li> <li>• Conduct statewide survey and inventory of resources from all constituencies</li> <li>• Develop communications network</li> <li>• Conduct annual Environmental Education Week</li> <li>• Assist in developing/implementing the N.J. Global Forum</li> <li>• Select K-12 curriculum proficiencies requirements</li> <li>• Assist with content standards assessment</li> <li>• Plan one-day forum for college academia regarding env. ed. options</li> </ul>	<ul style="list-style-type: none"> <li>(one year)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(one year)</li> <li>(one year)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(one year)</li> <li>(one year)</li> <li>(one year)</li> <li>(one year)</li> </ul>
1994	<ul style="list-style-type: none"> <li>• Distribute Directory/listings of N.J. Environmental Resources</li> <li>• Establish a Resource Unit through Dept. of Ed. to provide school assistance</li> <li>• Conduct annual Environmental Education Week</li> <li>• Conduct one-day forum for college academia regarding environmental education</li> <li>• Evaluate and revise communications network</li> <li>• Develop resource curriculum guide and guidelines for schools</li> <li>• Develop env. test questions to be integrated into statewide testing program</li> <li>• Develop an awards program</li> <li>• Develop outreach/education initiatives for env. organizations</li> </ul>	<ul style="list-style-type: none"> <li>(ongoing)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(one year)</li> <li>(ongoing)</li> <li>(one year)</li> <li>(one year)</li> <li>(one year)</li> <li>(one year)</li> </ul>
1995	<ul style="list-style-type: none"> <li>• Revise Directory of Environmental Resources through surveys and inventories</li> <li>• Conduct annual awards program</li> <li>• Conduct annual Environmental Education Week</li> <li>• Conduct outreach/education plan with env. and interpretive organizations</li> <li>• Distribute resource curriculum guide and guidelines for schools</li> <li>• Integrate env. test questions into statewide testing program</li> <li>• Follow up on college environmental education activities</li> <li>• Evaluate content standards assessment findings</li> <li>• Develop guidelines for businesses: environmental principles</li> <li>• Survey education opportunities with county/municipal staff</li> <li>• Survey activities among religious affiliations</li> </ul>	<ul style="list-style-type: none"> <li>(one year)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(two years)</li> <li>(ongoing)</li> <li>(one year)</li> <li>(one year)</li> <li>(one year)</li> </ul>
1996	<ul style="list-style-type: none"> <li>• Conduct annual awards program</li> <li>• Conduct annual Environmental Education Week</li> <li>• Develop and implement N.J. Global Forum 96</li> <li>• Conduct education opportunities with county/municipal staff</li> <li>• Distribute environmental education models to religious affiliations</li> <li>• Distribute revised Directory of Environmental Resources</li> <li>• Distribute environmental principles/guidelines to corporations</li> <li>• Coordinate education opportunities for county/municipal staff</li> <li>• Follow up on college environmental education activities</li> <li>• Evaluate content standards assessment findings</li> </ul>	<ul style="list-style-type: none"> <li>(ongoing)</li> <li>(ongoing)</li> <li>(one year)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(one year)</li> <li>(ongoing)</li> <li>(two years)</li> <li>(one year)</li> </ul>
1997	<ul style="list-style-type: none"> <li>• Conduct annual awards program</li> <li>• Conduct annual Environmental Education Week</li> <li>• Evaluate content standards assessment findings</li> <li>• Monitor activities in schools, groups and among businesses</li> <li>• Maintain, monitor, improve ...</li> </ul>	<ul style="list-style-type: none"> <li>(ongoing)</li> <li>(ongoing)</li> <li>(ongoing)</li> <li>(ongoing)</li> </ul>

# Legislation in New Jersey Relevant to Environmental Education

## □ Environmental Education Act of 1971

This act provided for the promotion, establishment and operation of school district environmental education programs and a network of regional environmental education centers to conduct curriculum research and development under the direction of the Department of Education. Funds were appropriated to pay for two salaried positions to staff an Environmental Education Council from 1971 - 1972. Thereafter, the Council unsuccessfully sought grant monies and disbanded.

## □ Environmental Education Commission 1989

In April, 1989, former Governor Thomas Kean's Executive Order No. 205 created the commission. In its 1990 report, which was submitted to Governor Jim Florio, the commission identified goals for environmental literacy and presented a number of actions to be taken to achieve these goals.

## □ Commission Reconvened 1991

In January, 1991, former Commissioner Judith Yaskin of the Department of Environmental Protection reconvened the Commission through an Administrative Order. In January, 1992, New Jersey Department of Environmental Protection and Energy Commissioner Scott A. Weiner charged the commission with developing a work plan and a Plan of Action for Environmental Education in New Jersey. The commission completed the Proposed Plan of Action for Environmental Education in December, 1992, and established a public review period from December, 1992, to February, 1993, with three regional public hearings scheduled for January, 1993.



# Executive Order No. 205

## State of New Jersey Executive Department



Whereas, the State of New Jersey's rural and urban communities are rich in a variety of natural resources; and

Whereas, there is an increasing demand being placed upon these natural resources to support the State's citizenry; and

Whereas, a clear awareness among the public of the frailty of these natural resources is necessary to protect the health and preserve the quality of life of the State's citizenry; and

Whereas, it is essential to provide the State's citizenry with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and enhance these aspects of our environment; NOW, THEREFORE, I, THOMAS H. KEAN, Governor of the State of New Jersey, by virtue of the authority vested in me by the Constitution and by the Statutes of this State, do hereby

**ORDER AND DIRECT:**

1. There is hereby created the Commission on Environmental Education which shall:
  - a. identify specific information on the protection and enhancement of the environment which should be communicated to the State's citizenry;
  - b. propose a plan of actions and programs, including educational initiatives, which should be undertaken to ensure that this information is communicated to the State's citizenry; and
  - c. provide recommendations regarding measures that should be undertaken by individual and corporate citizens of New Jersey to conform behavior toward protection and enhancement of the environment.
2. The Commission shall consist of 22 members including:
  - a. two representatives from academia in the fields of environmental education and/or environmental science;
  - b. one representative of the clergy;
  - c. two representatives from labor/industry;
  - d. two representatives from cultural institutions including, but not limited to, organizations such as museums and nature centers;
  - e. three public or private school teachers, one from each of the following groupings — grades kindergarten to third, grades fourth to sixth, and grades seventh to twelfth;
  - f. one representative from school administration;
  - g. one representative from a local school board;
  - h. two representatives from non-partisan, public interest groups;
  - i. two representatives from the medical and/or health profession;
  - j. two non-academic science professionals;
  - k. two representatives from environmental education groups;
  - l. the Commissioner of Education, or his designee; and
  - m. the Commissioner of Environmental Protection, or his designee.
3. The Commission shall provide all individuals or organizations so inclined with the opportunity to provide written and/or oral testimony.
4. The Commission shall establish a work schedule and report its findings to the Governor no later than April 23, 1990.
5. This Order shall take effect immediately.

Issued April 24, 1989, by Governor Thomas H. Kean

# Administrative Order

## State of New Jersey Department of Environmental Protection and Energy

WHEREAS, all people in the State of New Jersey have the inherent right to a healthy environment; and

WHEREAS, New Jerseyans, being part of a much greater whole, have a significant impact on the earth and its systems, and consequently, have an important responsibility for the planet's ability to support life now and for generations to come; and

WHEREAS, stewardship is not an innate behavior, but one which is learned, fostered and practiced over a lifetime,

WHEREAS, the Commission on Environmental Education was created in 1989 to identify for the Governor the knowledge, attitudes, values, behaviors and skills that should be recommendations for the development of an environmental education master plan; and

WHEREAS, these findings were reported to Governor Jim Florio in June 1990; and

WHEREAS, work needs to be done to implement the recommendations of the Commission's report and to integrate environmental education into the fabric of everyday life in New Jersey;

NOW, THEREFORE, I, JUDITH A. YASKIN, Commissioner of the New Jersey Department of Environmental Protection, by virtue of the authority vested in me by the Statutes of the State, do hereby ORDER AND DIRECT:

1. The reconvening of the Commission on Environmental Education which shall:
  - a. conduct three public hearings, in the northern, central and southern sections of the state to receive comment of the Commission's June 1990 Report;
  - b. review environmental educational initiatives on the state, federal and international levels;
  - c. develop a master plan for environmental education for the State of New Jersey that reflects interaction among technological, social, political, economic, ecological, moral and cultural factors;
  - d. present the first draft of the master plan to the public and accept comment through public hearings in the northern, central and southern sections of the State;
2. The Commission shall consist of 26 members:
  - a. two representatives from academia in the fields of environmental education and/or environmental science;
  - b. one representative of the clergy;
  - c. two representatives from labor/industry;
  - d. two representatives from cultural institutions including, but not limited to, organizations such as museums and nature centers;
  - e. three public or private school teachers, one from each of the following groupings — grades kindergarten to third, grades fourth to sixth, and grades seventh to twelfth;
  - f. one representative from school administration;
  - g. one representative from a local school board;
  - h. two representatives from non-partisan, public interest groups;
  - i. two representatives from the field of environmental health;



# Administrative Order

(continued)



- j. two non-academic science professionals;
  - k. two representatives from the agricultural community;
  - l. the Commissioner of Education, or his designee;
  - m. the Commissioner of Higher Education, or his designee;
  - n. the Commissioner of Health, or his designee;
  - o. the Environmental Prosecutor, or his designee;
  - p. one representative from the Office of the Governor; and
  - q. the Commissioner of Environmental Protection, or his designee.
3. Support for the work of the Commission on Environmental Education will be provided by the Department of Environmental Protection.
  4. The Commission shall establish a work schedule and present the final master plan on environmental education to JIM FLORIO, Governor of the State of New Jersey, on October 6, 1992.
  5. This Order shall take effect immediately.

Issued January 30, 1991, by  
Commissioner Judith A. Yaskin of the  
New Jersey Department of Environmental Protection

# New Jersey's Efforts From A National Perspective

## Environmental Education: Federal Mandate

The United States Congress passed the National Environmental Education Act in 1990. This law created an Office of Environmental Education within the United States Environmental Protection Agency and authorized appropriations to support its work. The office was scheduled to receive \$12 million in fiscal years 1992 and 1993, \$13 million in 1994, and \$14 million in 1995 and 1996. To supplement these appropriations, the law also created the National Environmental Education and Training Foundation as a nonprofit charitable organization. The contributions made to this fund are being used to finance a grants program.

New Jersey's Environmental Education Plan of Action is similar in many ways to the federal program. They both call for harnessing resources and establishing clearinghouses in order to promote the many fine programs that currently exist. They both include incentives to design, demonstrate or disseminate model curricula, educational material and training programs for elementary and secondary students. They both include a recognition program for outstanding contributions to environmental education.

The federal government's attention stems from the same concern that we have in New Jersey — despite substantial progress in recent years, environmental education is not a priority in many schools. The common goal is to make it a priority.

## National Trends in Environmental Education

Currently, 35 states in the country have incorporated environmental education into existing curricula in some manner. Nine states have mandated environmental education programs: Wisconsin, North Carolina (solid waste issues only), Ohio, Pennsylvania, Washington, Arizona, Florida, Maryland and Minnesota. There are six states that encourage incorporating environmental education into existing curricula. Six states require that teachers be certified in environmental education.

Forty-nine states have Environmental Education Offices. Sixteen of them are in Departments of Education, and 33 are shared between Departments of Education and Departments of Environmental Protection/Natural Resources. Pennsylvania is one of the few states that has an independent Office of Environmental Education.





Nine states have advisory boards, commissions or councils attached to state agencies: Florida, Arizona, Alabama, Hawaii, Kentucky, Minnesota, Texas, California, Pennsylvania and Wisconsin.

Ten states have special funding sources that are not part of the general state budget:

<b>Funding Source</b>	<b>States</b>
auto license tags	Arizona, Alabama, California, Florida
private funds	Arizona, Wisconsin, Kansas
pollution fines	Ohio
tax form check off	North Carolina
trust fund	Kentucky
solid waste fees	Texas

Following is a sampling of legislation, funding and organization in 12 states that have the most active environmental education programs.

# National Trends in Environmental Education: A Sampling

## Alabama

Alabama's Environmental Education initiative, entitled LEGACY, Partners in Environmental Education, is a state supported non-profit organization with a Board of Directors and five permanent committees: Agency Advisory, Public Organizations, Education Advisory, Corporate Advisory and Small Business Advisory. The chairpersons and vice chairs of each committee make up the Board of Directors. They are each elected by their committee. Permanent seats on the Board are assigned to the heads or representatives of the major agencies (Education, Natural Resources, Environmental Management, Forestry, Community Affairs, Tennessee Valley Authority and the Environmental Protection Agency).

Membership in LEGACY is open to all organizations and persons on the subcommittee level. The advantage of this system is that it allows public input, and, at the same time, it allows the state to keep control of the program while preventing a growth of bureaucracy. LEGACY is funded by a new "Protect our Environment" license tag which generates about \$100,000 per year to fund environmental education programs.

## Arizona

The Arizona State Law on Environmental Education (1990), restructured the former Governor's Commission on the Environment to the Environmental Education Task Force, comprised of 31 members appointed by the Governor to prepare a comprehensive report on environmental education. It also established an Interagency Committee on Environmental Education, consisting of 16 state agencies that have statutory authority and expertise to educate the public.

The law mandated the integration of environmental education into the curriculum of all school districts and required that it be incorporated into teacher training programs at state universities by fiscal year 1991-92. To accommodate these requirements, there are four funding mechanisms in place: the Arizona Heritage Fund, which provides \$1 million each year to state parks and game and fish for environmental education, the Environmental Number Plate Fund, which brings in an additional \$17 donation per license plate, the Department of Education Environmental Education Fund, which is provided by legislative appropriations and donations, and the Environmental Education Task Force Fund, which comprises monies received





from private individuals and organizations. These fund-raising mechanisms are assigned to a committee that is formed by the governor.

## California

The California Department of Education is the lead organization for environmental education initiatives. Currently environmental education is not mandated, but is included in the California Education Code in the required courses of study for science and history/social science. In 1989, the legislature passed a bill establishing the Endangered Species Education Project requiring students to study endangered species.

Part of the department's environmental education budget comes from the sale of personalized license plates which provides approximately \$365,000 per year. This money is used for local grants which allows for development on several levels.

## Florida

The 1992 Florida State Law on Environmental Education established an Office of Environmental Education in the Department of Education; an Advisory Council in the Legislature; and the Florida Interagency Coordinating Committee for Environmental Education. The Office of Environmental Education is one of the 16 state agencies which make up the Inter-agency Coordinating Committee that sets environmen-

tal education goals and policies for Florida and works to improve communications between entities, including the governor's office and the legislature.

The Advisory Council has 11 voting members: two are appointees from the Senate and House, one representative from the governor's office, one from the Department of Education and five appointees from the governor. This council is responsible for reviewing grants and recommending environmental education projects and programs to receive funding from the environmental education trust fund.

Florida has a dedicated, continuing source of funding which the 1989 legislature created: the Save our State Environmental Education Trust Fund in the Department of Natural Resources. Each year the Legislature appropriates from the fund to support environmental education and the grants program.

The trust fund receives revenue from four dedicated sources: 50 percent of the proceeds from "Save the Manatee" license tags, a portion of interest earned on a Coastal Protection Trust Fund, 25 percent of the proceeds from the Panther license tags and at least 2.5 percent of the revenue from the sale of saltwater fishing licenses.

## Kansas

The Kansas Council of Environmental Education functions in a formal advisory capacity

to the Department of Education and is the lead group for environmental education in Kansas. Its primary responsibility is to advise the Department of Education on environmental education initiatives. It is supported by membership fees which generate \$2,500 - \$3,000 per year. The council has a part-time director who raises funds for the perpetuation of the council and to administer grants to local programs. Membership on the council includes both state and federal agencies, educational institutions and organizations, professional, civic and social organizations and other groups interested in supporting environmental education. The private sector is not interested in contributing money for operating expenses, although it will support environmental education workshops.

## Kentucky

The 1990 General Assembly passed legislation that created an Environmental Council to provide leadership and planning for environmental education in Kentucky. The council's nine members were appointed by the governor. The council is funded as a line item in the Department of Education's budget. Currently, council activity is at a standstill due to budget restrictions.

## Maryland

In 1989, an Environmental Education Bylaw was issued by the Department of Education which mandates that "each local school system

shall provide a comprehensive, multi-disciplinary program of environmental education within current curricular offerings." Maryland's environmental education program receives monies from two primary sources: income tax check off box for \$1 of which half is donated to environmental education and half of a \$10 specialty license plate fee. In 1991, environmental education received approximately \$400,000.

## Minnesota

The Minnesota State Law on Environmental Education (1990) established an Office of Environmental Education and a Director in the State Planning Agency and an Advisory Board, and mandated integrated, multi-disciplinary outcome based, K-12 environmental education program. The Office of Environmental Education within the State Planning Agency has replaced the Minnesota Environmental Education Board. This office is the lead agency along with the 13 regional councils.

The operation of environmental education and the regional councils are funded by four environmental agencies — Natural Resources, Pollution Control, Agriculture and the Board of Water and Soil Resources.

## North Carolina

The Office of Environmental Education in the Department of Environment, Health and Natural Resources, is responsible for overseeing





environmental education in North Carolina. The office receives \$95,000 per year from the general fund, as per legislative directive. The staff is currently seeking additional funding sources.

## Ohio

The Ohio Environmental Education Fund Board of Trustees has 10 voting and three ex officio members. The Board includes one representative from the House, the Senate, the Board of Regents, small business, the industrial community, municipal corporations, one elementary and one secondary school teacher and two environmental advocacy organizations. The three ex officio members are representatives from the Department of Natural Resources, the Department of Environmental Protection and the Superintendent of Public Instruction.

The Department of Environmental Protection receives five percent of civil penalties that is deposited in a trust fund to finance environmental education grants. In 1991, the fund received more than \$1 million for grants and programs. Half of the funds were lost to budget cuts. The fund is not protected from general funding raids.

## Pennsylvania

The Office of Environmental Education was established by 1986 and is mutually supported by the Departments of Environmental Resources and Education. The Environmental Resources Department gives \$75,000 each year to the Department of Education to operate the Office of

Environmental Education. This process involves a Memorandum of Understanding between agencies each year, and is not mandated by law — it relies on the good will of the environmental agency.

The Pennsylvania Advisory Council on Environmental Education has a membership of 13 persons: six appointed by the Secretary of Education, six by the Secretary of Environmental Resources and one by the Chancellor of Higher Education. The council is responsible for awarding grants, advising the secretaries with assessment of trends and needs for environmental education and planning Earth Day initiatives.

Currently, a grants program is proposed in pending legislation for teacher grants as well as environmental education funds for teacher training, curriculum and activity development by state government. Funding would come from pollution fines collected by the environmental agency. SB 1444 proposes a special nonlapsing Environmental Education Fund in the State Treasury. An amount equal to 5% of the monies collected annually from fines and penalties deposited in special funds or restricted revenue accounts administered by the Department of Environmental Resources shall be deposited in this fund.

## Texas

Senate Bill 1340 established an Environmental Education Advisory Committee to assess the need for environmental education. This state-

wide committee consists of 40 members, including representatives from each of the state agencies, teachers, environmental organizations and business and industry. The Commissioner of Education is the Chair.

Currently, environmental education is partially funded by a \$25,000 grant from Keep America Beautiful. In addition, environmental education receives a percentage of the proceeds from the solid waste disposal fees for motor oil, composting, household hazardous waste, illegal dumping and non-point source pollution. Funds are limited and there is divided attention and responsibility between the Department of Education and the Director of the Water Commission.

## Wisconsin

The Department of Public Instruction and the state legislature approved a bill in 1985 which mandated that "environmental education objectives and activities be integrated into the K-12 curriculum plans, with the greatest emphasis in art, health, science and social studies education" by September, 1990. In 1989 the Wisconsin Act 299 established the Environmental Education Board attached to the Department of Public Instruction, authorizing the board to

make grants for environmental education programs, establish a center for environmental education at the University of Wisconsin, Steven's Point, granting rule making authority and making appropriations.

The act made appropriations for fiscal year 1990-91 to the Environmental Education Board and the grants program administered by the board. On an annual basis, the 75/25 matching grants program receives \$200,000; the Environmental Education Center at Wisconsin University receives \$136,000; and the Environmental Education Board receives \$40,000. The act authorized the Environmental Education Board to seek private funds to supplement the grants program and work with the Environmental Education Center at Wisconsin University. Currently, the Environmental Education Board is pursuing reintroducing legislation to increase grant funding through a surcharge on environmental pollution violators.



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