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ABSTRACT

This document contains a summary of environmental education efforts in the public school systems of the 50 states plus the District of Columbia and Puerto Rico. For each of the states or territories contact persons, addresses, phone numbers, and a summary of projects or environmental education initiatives at the elementary and secondary levels are listed. Where appropriate, the titles of documents and programs have been included. (CW)

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SUMMARY OF THE STATE ENVIRONMENTAL EDUCATION INITIATIVES

Listed below is a summary of environmental education efforts in the public school systems of the 50 states plus the District of Columbia and Puerto Rico. Contact persons in these states, from whom further information can be obtained, are also included.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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ALABAMA

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Environmental education in Alabama is an integral part of the State's science and social studies curricula for public school instruction at all levels. Since April, 1988, Project WILD has been implemented in the State through the joint efforts of the State Department of Conservation and Natural Resources, the State Department of Education, and the Troy State University Center for Environmental Research and Service. Workshops are organized, on a regular basis, for teachers throughout the State.

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Alaska teachers are involved in a number of environmental education programs. Among them are: Alaska Sea/River Week, sponsored by the University of Alaska; Alaska Wildlife Week, sponsored by the Alaska Department of Fish and Game; Teach About Geese, sponsored by the U.S. Fish and Wildlife Service; and the Alaska Resources Kit: Minerals, sponsored by the Alaska Department of Education. A description of these and other programs can be found in the publication, "Environmental Education Sampler." An "Environmental Education Resources Directory For Alaska," produced by the USDA Forest Service, is also available

ARIZONA

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Efforts in Arizona related to environmental education are undertaken by the Arizona Association for Learning About the Environment. The State Game & Fish Department also plays an active role in implementing Project WILD. Workshops on Project Learning Tree are also being organized by the Federal Soil Conservation Service. In addition, the Arizona Governor's Commission on the Environment plays a coordinating role in promoting environmental protection activities in the State. The State curriculum on science education is currently under revision and environmental education will be incorporated into the new curriculum.

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In Arkansas, environmental education skills are incorporated into the Science Course Content Guides for grades 1-12. Students are tested on some of these skills in the Arkansas Minimum Performance Test. Both Project Learning Tree and Project WILD programs are being implemented throughout the State and the State's Science Teachers' Association is also assisting in the development of environmental education activities. These efforts are conducted in conjunction with the Meadowcreek Environmental Education Center in Arkansas.

CALIFORNIA

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The California Education Code requires all elementary and secondary schools to provide instruction in the wise use of natural resources and protection of the environment in all appropriate grade and subject areas. Schools and local educators are encouraged to develop programs suited to the specific needs of the students they serve. The California State Department of Education provides a variety of programs and materials to assist schools in the implementation of environmental education efforts. In support of these efforts, the State has developed "Ekistics - A Guide for the Development of an Interdisciplinary Environmental Education Curriculum," providing guidelines to local educators for the development of an appropriate curriculum. Current State-Priority projects include the development of the superintendent's Point of View on Environmental Education, the revision of Ekistics as a broader philosophical statement, and the development and dissemination of the environmental education curricula and compendia of materials for several branches of environmental education, including water, energy, toxics, soils, urban issues, and air quality. In addition, the environmental education Grant Program annually awards grants to local educational agencies, governmental agencies and private, non-profit organizations for worthy environmental education programs benefiting students in kindergarten through grade twelve. The majority of the grants provide local assistance to schools and school districts.

COLORADO

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The Colorado State Board of Education initiated an effort to formulate a state plan for environmental education late in 1988, by organizing a meeting which involved a diverse group of 60 people from across the State to discuss Environmental Education in K-12. Funds for a Colorado Environmental Education Information and Referral Center are currently being sought. A one-year pilot program to recognize educators who attend a fifteen hour environmental education training program with a State Board of Education certificate will begin July 1. The Board also passed an Accreditation rule requiring school districts to have a written policy and procedure addressing hazardous materials. The Colorado Department of Education endorses both Project WILD and Project Learning Tree, which are sponsored by the Colorado Division of Wildlife and the Colorado State Forest Service respectively.

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The State-mandated standard education curriculum areas do not include specific references to environmental education. Environmental education programs are, however, conducted by the State Department of Environmental Protection. These programs aim at aggressively seeking out and taking advantage of every opportunity to improve public awareness and understanding of environmental issues. Ongoing and planned programs include technical workshops and pre-service training for teachers, development and distribution of environmental education curriculum materials, and community involvement projects. Many programs have been developed by private environmental groups, such as the Connecticut Outdoor Education Association, the University of Connecticut extension service, and numerous other nature centers in the State.

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The State of Delaware requires all secondary science teachers to take three hours of pre-service training in environmental education before they can be certified. At present, efforts in environmental education vary in school districts. A statewide Supervisor of Science and Environmental Education in the Department of Public Instruction is responsible for providing in-service programs to interested teachers. This office also organizes environmental education workshops for teachers. A plan to enhance environmental education was drafted by the 1988 Delaware Governor's Environmental Legacy Committee. Recommendations included making environmental education mandatory in grades K-12, instruction in all Delaware public schools, establishment of a State-coordinated environmental education program, and providing supervisory and instructional support from a State Environmental Education Supervisor. Implementation of this plan requires enabling legislation and State appropriations.

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While the District of Columbia has no formal requirements for environmental education, the D.C. Public School System (DCPS) does offer several environmentally oriented programs for its students:

- The Nature Computer Camp offers an opportunity for students to gain an understanding and appreciation of the natural environment and to enhance their computer skills. In addition, it provides students the opportunity to make observations, identify variables, collect and analyze data, make inferences and interpretations, and draw conclusions. This program is open to students in grade 6.
- The Thomas L. Ayers Outdoor Classroom Program (grades K-12) provides students with an understanding of the interdependence of people and their environments. In this program, students develop a personal value system that gives priority to rational and prudent use and management of their environment. Participating schools identify a problem affecting their school grounds and develop a plan for solving it.
- The Model Elementary Science Program, through its Nature Classroom, provides an accessible in-town environmental learning center which utilizes the outdoors in a "hands-on," multidisciplinary manner. Students in grade 5 are the targeted population.

FLORIDA

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The 1970 Florida Legislature passed the first of a series of laws, comprising the Environmental Education Act, which provides for coordination of a mandated environmental education program within the Department of Education. As a result of this effort, the Florida Master Plan and Action Guide For Environmental Education was written. In 1973, the legislation was amended to include implementation. This program operated until 1985, when the Legislature failed to allocate funds for the continuation of the program. In 1986, however, the Legislature created the Florida Council on Comprehensive Environmental Education (FCCEE). In 1987, FCCEE submitted the Comprehensive Plan for Environmental Education to the Governor, the Cabinet, and the Legislature. The plan is currently being implemented. An Interagency Environmental Education Coordinating Committee was formed in 1987, and has been actively involved in joint projects. The Commissioner of Education and the Governor have both pledged their support and expressed interest in expanding legislative involvement with environmental education. Program staff within the Department of Education are currently (1989) developing guidelines for school recycling programs and developing/monitoring a grant proposal for curricula in the K-12 grades of public schools. This was mandated by the 1988 Florida Legislature as part of a comprehensive solid waste management program.

GEORGIA

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The Georgia State Department of Natural Resources operates a variety of programs and activities promoting environmental education in the State. These include Project WILD workshops, educational tours on coastal ecology, and interpretative programming tours and lectures in the State Parks and other historical sites. The State is divided into five regions, each served by a Regional Naturalist who works closely with teachers to arrange educational tours and activities. In December, 1988, an Educational Task Force was named to recommend improvements in these programs. In addition, the University of Georgia provides a resident environmental program which serves 500 schools in the southeast region of the State. Students attend a three-day program at one of the five "club centers" where they are taught by their own teachers and other on-site staff members. The program is an extension of education in the school and special emphasis is placed on the environment. Since its inception in 1979, the program has served over 100,000 students.

HAWAII

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Environmental education in Hawaii is thematic and interdisciplinary. They integrate such programs as science, social studies, mathematics, language and fine arts, health, physical education, and practical and industrial arts. Emphasis had been placed on marine education; however, in recent years, efforts to develop instructional guides/curricula focusing on Hawaii's unique terrestrial and aquatic ecosystems have been underway. The goal is to increase students' awareness and knowledge regarding the dynamic interactions, interrelationships and interdependence between and among the marine, aquatic and terrestrial environments and the impact of humans on them.

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In cooperation with the Idaho State Fish & Game Department and the U.S. Forest Service, the State Department of Education implements Project WILD and Project Learning Tree programs throughout the State. These programs fill the role of an environmental education curriculum in schools. The State Department of Education also organizes environmental education workshops for teachers and other educators. To assist educators in Idaho, the State Department of Education, in cooperation with the Idaho Society for Energy and Environmental Education, prepares an Environmental Education Resource Guide which provides a source of information and materials for conducting environmental education in the schools.

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The 1985 Illinois Education Reform Act requires all school districts to develop learning assessment plans in each of the six fundamental learning areas. The concepts and principles that are commonly a part of an environmental education program are incorporated into the goals and learning objectives of both the science and social science learning areas. Promotion of environmental education is also one of the major concerns of a mandated nine-member Conservation Education Advisory Board consisting of private citizens and directors of the State Departments of Energy and Natural Resources, Conservation, Environmental Protection, Agriculture, and the State Board of Education. These agencies as members of the Board, coordinate the development of educational resource materials on an ongoing basis and design professional development programs to assist teachers. Programs currently in use include Project WILD, Project Learning Tree, Natural Heritage Kits, and Nature Discovery Kits. Groundwater Education Modules are also being developed to provide students with information and activities for improving water quality.

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Environmental Science is a state-approved course which can qualify as one of the two science courses required for graduation from Indiana public high schools. Environmental studies are also taught as electives in high schools, and environmental objectives are integrated into the State Science Proficiencies test. To assist teachers in conducting environmental education, the State Department of Education has organized a higher education certification program for teachers in environmental subjects. State planning and coordination efforts are also underway through the Indiana Conservation Education Working Group, whose main goal is to insure integration of natural resources and environmental concepts into the K-12 curriculum in all schools. It organizes conservation camps and workshops for teachers and provides professional exhibits and materials. Schools are also active in developing innovative environmental education programs. "Model" programs are identified and recognized by the Department of Education. The State has established a new program, "THE OUTDOOR CLASSROOM," to help schools develop additional environmental education programs.

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The Code of Iowa specifies that environmental awareness and conservation of natural resources shall be taught as part of science in grades 1-12. To assist teachers in conducting environmental education, the State Department of Education provides various in-service training programs such as Project WILD, Project Learning Tree, CLASS project, Iowa Developed Energy Activity Sampler, American Wilderness Leadership School, and Outlook. The Department of Education is also developing, in conjunction with the Department of Natural Resources, an in-service program on groundwater for science teachers, which is scheduled for implementation in 1989.

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There are presently no requirements for environmental education in Kansas public schools. The Kansas Department of Education, however, works closely with the Kansas Advisory Council for Environmental Education to involve school districts in promoting environmental education.

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In Kentucky, environmental education is included in the Program of Studies issued by the Kentucky Department of Education. This program establishes curriculum guidelines for all public schools. To assist and support school districts in the formulation of a comprehensive K-12 environmental education program, the Department of Education published a document entitled Guidelines for Environmental Education: The Kentucky Plan. Within the State Department of Education, environmental education efforts are coordinated by an environmental education consultant whose task is to provide training programs and technical assistance to schools and to work closely with other State agencies. A curriculum guide for teachers on the State's threatened and endangered plants and animals is currently being developed by the consultant, in cooperation with the Kentucky Department of Fish & Wildlife Resources and the Kentucky Nature Preserves Commission. A Resource Guide containing information on agencies involved in environmental education and the services they provide has been published by the Kentucky Association for Environmental Education.

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Louisiana's Department of Environmental Quality enlisted the expertise of 12 science teachers to prepare materials for students, the public, and teachers, on more than 100 environmental topics. The educational project was implemented in response to hundreds of requests for information on several environmental topics. These included infectious wastes, hazardous household wastes, and the stability and purity of Louisiana aquifers. The primary goal of this effort is to inform the citizenry about the State's environmental issues in non-technical language. It was planned for elementary, as well as high school, students and designed to provide both teachers and students a wide range of topics. This Department has also developed and distributed informational packets on air quality, nuclear energy, solid and hazardous wastes, and water quality. A three-volume teaching guide entitled, "Environmental Educational Services," has also recently been completed.

MAINE

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The Maine State Department of Marine Resources offers a variety of marine education programs to students and teachers (K-12). In addition, the State Department of Economic and Community Development's Office of Recycling is currently developing an education curriculum supplement and the State Department of Inland Fisheries and Wildlife will probably become involved with ongoing Project Wild activities. The Maine Department of Conservation is headquarters for a very active Project Learning Tree Chapter. The Maine Environmental Education Association hosts an annual conference and publishes a newsletter. The Maine Audubon Society has a National Science Foundation grant to train teachers in the use of a four-volume series entitled "Science and Natural History: A Maine Studies Sourcebook." The Maine Department of Educational and Cultural Services, with the Maine Conservation Foundation, maintains a facility, the Maine Conservation School at Bryant Pond, for teacher and student workshops. Various campuses of the University of Maine system also undertake environmental education activities. There are several private environmental education institutions within Maine, such as the Chewonki Foundation, Hurricane Island, Outward Bound, and the Stone Environmental School. The University of Maine Cooperative Extension Service has recently entered formalized environmental education.

MARYLAND

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The Maryland State Board of Education recently adopted a new multidisciplinary environmental education bylaw. It requires a comprehensive program of environmental education to be taught at the early, middle, and high school levels, and places particular emphasis on instruction that assists students in applying what they learn in the different instructional areas. The Maryland State Department of Education (MSDE) will provide nearly \$250,000 in grants to Maryland school systems to assist them in implementing the new bylaw. The bylaw is part of a larger MSDE environmental education program that includes: 1) the review and revision of program requirements for the certification of new teachers; 2) consideration of the addition of an environmental education component to the Maryland Test of Citizenship Skills; 3) increased coordination among the environmental education programs of State agencies; and 4) expanded efforts to address the environmental quality of the school facility. MSDE also funds two instructional programs of its own. One program targets gifted and talented students through intensive 1-2 week summer residential programs. The Estuarine Field Studies Program funds approximately 30,000 days of on-the-water and field-based environmental education programming.

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There are no State requirements regarding environmental education in Massachusetts public schools. Ninety-nine percent of all public schools in Massachusetts participate in the School Improvement Fund program. This program provides grants to individual schools for the purpose of establishing innovative academic programs and expanded services to students. In fiscal year 1988, 59 percent of all schools reported using at least part of their grant for the enhancement of science education. More than half of these programs involve a component of environmental education. School improvement funds have been commonly used to develop nature trails adjacent to the school in order to provide students with a season by season appreciation of the ecosystem.

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The Michigan Department of Education works cooperatively with environmental education agencies throughout the state. Cooperative efforts include: 1) co-sponsorship of the Michigan Alliance for Environmental & Outdoor Education annual conference, 2) planning partnerships with Consumers Power Company, and 3) continuous work with the Department of Natural Resources. Three major initiatives in the State include: 1) Groundwater Education in Michigan Schools; 2) Hazardous Waste Education regional conferences; and 3) Waste Information Series for Education. All of these programs have the potential to help develop in the State an appreciation for protection and improvement of the natural environment.

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Minnesota statute MS 126.111 - 1969 requires the Departments of Education and Natural Resources to cooperatively develop, coordinate, and deliver environmental education programs and curricula state-wide.

MISSISSIPPI

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Environmental education in Mississippi is incorporated into the State curriculum. Activities of Project Learning Tree (PLT) have been correlated with objectives of the Mississippi curriculum structure at the kindergarten, elementary, and secondary levels. Correlation documents have been produced to encourage and assist teachers in using PLT activities to help reinforce the skills named in the objectives.

MISSOURI

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Although the State of Missouri has no specific requirements regarding environmental education, environmental issues are incorporated into the Core Competencies and Key Skills for Missouri Schools, published by the State Department of Education. This document contains a listing of learner outcomes that provide important guidelines for developing a curriculum. Environmental education efforts are also conducted by the State Department of Natural Resources. To secure future assistance in environmental protection, this Department promotes environmental education through the provision of college-credit courses for teachers and by sponsoring student activities. In addition, a variety of published materials are provided to teachers and to the public at no charge.

MONTANA

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Montana has no mandated environmental education programs. All efforts in the State are conducted at the local level. The State does offer, however, a cadre of facilitators trained in environmental education to provide workshops in curricula such as Project Wild, Project Learning Tree, Project Aquatics, Expedition Yellowstone, Conservation for Children, and other programs. Specialized programs are also developed upon request. In addition, a number of other environmental education programs are offered by various conservation and environmental organizations across the State. They are designed to attract teachers so that they might improve their abilities to provide environmental education opportunities.

NEBRASKA

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Project WILD activities are conducted by the Nebraska Game and Parks Commission on an ongoing basis. Plans are currently underway to introduce Project Learning Tree into the public school system.

NEVADA

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The State of Nevada requires that environmental education be included in the curriculum of all elementary and secondary public schools of the State. The Superintendent of Public Instruction is responsible for coordinating the State's efforts in environmental education and developing instructional materials for use in these efforts. Project WILD and Project Learning Tree activities are carried out extensively in the State through the State Department of Wildlife and the Division of Forestry. Environmental education is also promoted through statewide organizations, such as the Northern Nevada Natural Resource Education Council and the Southern Nevada Natural Resources Education Committee. They organize teacher training sessions and other activities to promote natural resource education throughout the State.

NEW HAMPSHIRE

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The New Hampshire State Board of Education recommends that schools include environmental education in all appropriate curriculum areas. Students are also required by State standards to complete a biological science course for graduation from State approved secondary schools. A resource document, New Hampshire Environmental Educators Resource Book, From the Mountains to the Sea, prepared by the New Hampshire Fish and Game Department has also been produced. It contains descriptions of the State's resources for environmental education, and also lists the goals, programs, and contact persons for each organization.

NEW JERSEY

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New Jersey has no environmental education requirements for public school teachers or students. Curriculum in the State is mainly the responsibility of local boards. The State is currently studying the feasibility of a State-supported course of study developed cooperatively by the Departments of Education and Environmental Protection.

NEW MEXICO

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The State of New Mexico currently has no mandated environmental education requirements for public school teachers or students. However, extensive use of Project WILD is found in schools around the State. Other programs in use include Project Learning Tree, U.S. Fish & Wildlife materials, U.S. Forest Service posters and consultants, Soil Conservation Service consultants and services, the Rio Grande Nature Center, Garden Clubs and the Audubon Society. Teachers who have an environmental ethic find ways to integrate environmental education into those content areas, called competencies, that have been strictly delineated by legislation. One of the required science competencies, Recognizing Impacts, includes some societal/science/technological issues for study.

NEW YORK

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New York State Education Law declares the last Friday in April of each year as Conservation Day, and requires all public schools in the State to observe it through implementation of tree-planting or other resource conservation activities specified by the State Commissioner of Education. Environmental education goals, environmental understanding, and environmental activities are incorporated into appropriate subjects. In this way, environmental education instruction takes place as an integral part of the total school program. In addition, the State Department of Education has produced numerous environmental education supplemental materials. Currently, a new Unified Science syllabus, with special emphasis on environmental education, is being distributed. The Department also cooperates with the State Department of Environmental Conservation in sponsoring Project Learning Tree and Project WILD workshops throughout the State.

NORTH CAROLINA

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In North Carolina, environmental education forms part of the State curriculum and environmental education objectives are integrated into the standard course of study at all grades and in all subjects. Environmental issues are thus taught as part of the basics, and special programs, such as Project Learning Tree, are conducted to supplement the State curriculum. The State Department of Education works closely with other State agencies in developing various environmental education projects.

NORTH DAKOTA

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The State of North Dakota is developing new science curriculum guides and environmental education is likely to be considered in that context. Also, the development of the new social studies guidelines will reflect concern for environmental issues. A proposal is being drafted to create a position within the Department of Public Instruction for an environmental science curriculum coordinator. This position will be jointly funded by this Department and the North Dakota Game and Fish Department.

OHIO

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Many people and organizations are engaged in bringing quality environmental education to the citizens of Ohio. The State requires schools to provide learning opportunities in "Natural science, including instruction in the conservation of natural resources." The Ohio Department of Education cooperates with the Ohio Department of Natural Resources on numerous projects including Project Learning Tree, Project Wild, and a new solid waste curriculum project called Super Saver Investigators. Two other state-of-the-art curriculum projects have recently been completed in cooperation with other organizations: Bags, Beakers, and Barrels (hazardous materials) and Against Extinction (endangered species). Many schools conduct resident outdoor education programs; in fact, some have been doing so for more than thirty years. School land laboratory development also has been a major environmental education program in numerous Ohio schools.

OKLAHOMA

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Oklahoma has no specific requirements regarding environmental education in public schools. Environmental issues, such as conservation of natural resources, are taught as part of science and social sciences courses.

OREGON

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Oregon has no State requirements for environmental education, but policy calls for inclusion of activity in the K-12 curriculum that addresses this area. The Oregon Department of Education advocates Project Learning Tree, Project Wild and Marine Education activities throughout its system. There is also a movement underway to create an advisory council for environmental education in the Department of Education. The Oregon Alliance for Environmental and Natural Resources Education has been formed to head this effort. It is hoped the council will be adopted by the new State Department of Education/Superintendent of Public Instruction in 1990.

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Pennsylvania requires that every student at the secondary level receive 30 hours of instruction in environmental studies. Regular school visits are made every year to ensure compliance with this regulation. A scope and sequence for environmental education has been developed for grades K-12. In addition, technical assistance is being offered to schools interested in developing innovative programs at the elementary or secondary level. Conservation schools and special conservation leadership schools are offered every summer. Exemplary programs are identified and recognized by the Department of Education. To increase environmental awareness among senior high students, an annual Envirothon is held that encourages students to compete at the county and state levels. In 1988, an interstate competition was held with Maryland, Massachusetts, and Ohio. Every year, in late October, a special environmental education week is conducted.

PUERTO RICO

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The Commonwealth of Puerto Rico's Department of Education offers formal and informal environmental education activities in school curricula from the fourth to twelfth grades. Environmental issues such as natural resources conservation and protection of the environment are integrated into science, social studies, and health subjects. The curriculum is designed to cultivate an ecological consciousness among students and to encourage their participation in programs and projects that involve people's relationship with the environment. Areas included are health, problems of air and water, and soil pollution.

RHODE ISLAND

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The Rhode Island Department of Education is currently developing an integrated language arts/marine biology curriculum for young people to reinforce the skills of reading, writing, listening, and speaking. Plans are being made to introduce this program into the public schools via the Governor's Literacy Program. The Audubon Society of Rhode Island and the Department of Environmental Management (DEM) have worked in conjunction with the Department of Education to produce a series of curriculum guides entitled "Rhode Island Naturally," which provide comprehensive units on birds, mammals, the seashore, and snakes. Another project, "OSCAR's Options" (Ocean State Cleanup and Recycling Program), has a series of activities developed by DEM, to provide teachers with lessons on such things as littering, hazardous wastes, conservation, recycling, and the environment. Facilitators for Project Learning Tree have been trained by DEM staff who have worked closely with the Rhode Island Environmental Education Association in promoting conservation and good stewardship. Rhode Island has no legislation requiring instruction in environmental education. However, many school districts offer coursework in ecology, marine biology, and environmental issues.

SOUTH CAROLINA

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The Defined Minimum Program for South Carolina requires that environmental education be addressed in grades 1-8 as part of science, social studies, or health. In grades 9-12, environmental studies are included as a part of the instructional program. The Department of Education provides general assistance to school districts with regard to the various aspects of environmental education. Project Learning Tree and Project WILD workshops are organized in cooperation with the Forestry Commission and the Department of Wildlife and Marine Resources.

SOUTH DAKOTA

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Pierre, SD 57501-2293
(605) 773-3381

The South Dakota Division of Wildlife is conducting Project Wild workshops throughout the State. There are currently no State requirements in environmental education for public school teachers or students.

TEXAS

Dr. Joe Huckestein
Division of General Education
Texas Education Agency
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(512) 463-9585

The Texas Education Code, Chapter 75, incorporates a course in environmental studies as part of the science curriculum at the secondary school level. Other state agencies that participate in environmental education activities are the Texas Conservation Foundation and the Solid Waste Division of the Texas Water Commission.

TENNESSEE

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Encouraging environmental education is one of the main goals of the Tennessee State Board of Education. To this end, the State Department of Education has organized a project entitled Conservation Education Now for Tennessee's Students (CENTS), in collaboration with the Tennessee Wildlife Resources Agency, Tennessee Conservation League, and the Tennessee Forestry Association. Project CENTS is a program that offers teachers an opportunity to educate students to the need for resource conservation without altering their present program. CENTS provides teaching materials designed for students from grades K-12 and organizes training workshops for teachers. To date, over 9,000 teachers have been trained in Project CENTS.

UTAH

R. LaMar Allred
Science Education
Utah State Office of Education
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Environmental education in Utah is integrated into the State science core curriculum in both elementary and secondary programs. In addition, several districts have summer or year-round outdoor environmental resident science camps where all students of a selected grade level are provided appropriate experiences in the outdoor setting. In-service training, in Project Wild, Project Learning Tree, and Water Education, is a major component of staff development in environmental education. There are no specific State or Federal funds currently available for environmental education programs. Utah was one of the charter members of the Western Regional Environmental Education Council (WREEC) and piloted several environmental education programs under mini-grants provided by the WREEC during the early 1970s. Many of these programs are still ongoing in modified forms.

VERMONT

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Montpelier, VT 05602
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Vermont does not have environmental education requirements for public school teachers or students. The State does, however, offer comprehensive science "Frameworks" for education, which contain elements of environmental education. These "Frameworks" are available for grades K-12 and in many instances cross curricula lines with the Social Studies component in the discussion of Science Technology in Society programs and initiatives. Vermont's Department of Education also offers opportunities for teacher training and environmental curricula development through collaborative efforts with other State agencies and the State university and college system. These efforts include developing statewide curricula which serve the needs of environmental agencies and the Department of Education. Programs of national significance (Project Learning Tree, Project WILD, etc.) are supported and utilize professional teachers trained in each to act as facilitators. Besides the interagency collaboration with the Department of Natural Resources and the Department of Forests, Parks, and Recreation, several residential and nonresidential private facilities offer programs for teachers and students. These provide a "hands-on" experience and enjoy popularity which extends beyond the State's boundaries.

VIRGINIA

Dr. Joseph Exline
Department of Education, Box 6-Q
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Richmond, VA 23216
(804) 225-2099

Environmental education in Virginia is a significant component in the science program of the State's public school system. Under the Virginia Standards of Accreditation, each school is required to implement the Standards of Learning Objectives. Approximately 40 per cent of the learning objectives in the science program are related to environmental education. The Science Service of the Virginia Department of Education has coordinated the Environmental Education Supplementary Curriculum and Project Learning Tree since 1982. Efforts to promote environmental awareness are also undertaken by individual school systems, private groups, and other State agencies.

WASHINGTON

David Kennedy
Department of Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504
(206) 753-6737

The Washington State Legislature and the State Board of Education specify that the environment be included as a topic of instruction in the public school curriculum. A comprehensive document, Environmental Education Guidelines for Washington Schools, has been developed by the State Superintendent of Public Instruction to form the framework for extensive environmental education in all public schools. The guidelines cover a variety of subjects with special emphasis on the environment. They provide teachers with suggestions for educating young people, grades K-12, about the environment. In addition, the State Department of Ecology has initiated a school program called, A Way with Waste, to educate students on waste management and recycling issues.

WEST VIRGINIA

Thomas J. Currie
Office of General Education
West Virginia Department of Education
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Charleston, WV 25305
(304) 348-7805

The West Virginia State Department of Natural Resources is in the process of developing educational materials on the subjects of solid waste disposal, litter cleanups, and other environmental issues. The State legislature also requires the development of goals and strategies regarding environmental education, and assisting elementary and secondary students in achieving these goals. The Department of Education assists in disseminating information and materials to schools.

WISCONSIN

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Wisconsin Department of Public Instruction
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Instruction in environmental education is required for Wisconsin certification of all new teachers in early childhood, elementary, agriculture, science, and social studies education. Included in the requirement is instruction dealing with natural resources and their conservation, ecological principles, the energy in physical systems, people-environment interactions, effective environmental education methods, curriculum integration, and methods of teaching citizen action skills. Environmental education must be integrated into curriculum plans of all subject areas with the greatest emphasis in the plans for art, health, science, and social studies education. The Department of Public Instruction is working closely with six Demonstration Environmental Education School Districts to develop a local plan for environmental education. Wisconsin also has a certifiable secondary major/minor program and a newly proposed elementary minor in environmental studies. The state also participates in Project Learning Tree, Project WILD, The CLASS Project, and numerous other programs.

WYOMING

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Wyoming Department of Education
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Cheyenne, WY 82002-0050
(307) 777-6247

Environmental education is infused into various disciplines in all grades in the public school system rather than being taught as a separate course. The State Department of Education assists local school districts in developing curricula to incorporate environmental ethics and issues. Teaching materials are developed in conjunction with the U.S. Forest Service, the Wyoming Game & Fish Department, and other State agencies. Project WILD and Project Learning Tree programs are also used extensively in the State.