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N E E T F

The National Environmental Education & Training Foundation



# Understanding Environmental Literacy in America and Making it a Reality

THREE-YEAR REPORT 2002 / 2003 / 2004

THE NATIONAL ENVIRONMENTAL EDUCATION & TRAINING FOUNDATION

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May 2005

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*\* Term Expired*

## LETTER FROM THE CHAIR

Dear Friends and Supporters,

The origins of what we now call the environmental movement in America are actually 150 years old, with the last 35 years bringing significant progress in environmental education. Despite this progress, and dedicated efforts of thousands of environmental educators, we are far from being an environmentally literate nation, even farther from being a nation in which individual acts of conservation are commonplace. We proceed slowly—there are some who would even argue we are losing ground within an educational community fixated upon testing and accountability.

Research by NEETF and Roper Public Affairs at NOP World tells us that the average 12th grader (and by extension, the average adult) still falls far short of what would be considered “environmentally literate” by anyone’s definition. Seemingly elementary questions elude most of the public: What fuels most of our electricity? Is average automobile gas mileage getting better or worse? What is the main material filling urban landfills? What is the source of water pollution?

This lack of knowledge and understanding makes it increasingly difficult for people to comprehend highly complicated environmental issues that require people to connect several dots of understanding. For example, understanding an ecosystem is an exercise in dot definition and connection.

Writing in 1944, Aldo Leopold stated, “Acts of conservation without the requisite desire and skills are futile. To create desire and skill, and the *community motive*, is the task of education.” Should we perhaps concern ourselves with just what is being left behind in our blind allegiance to the so-called “basics?” Will we be motivated to sustain our communities, ecosystems, and economies if we just learn the three “Rs?” Or is there more to becoming a critical-thinking 21st century citizen?

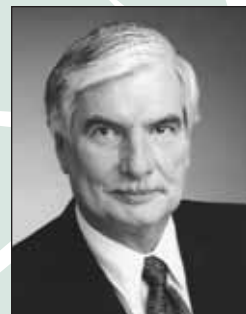
We find ourselves in a sort of ironic education bind. Economic, environmental, scientific, and technological leaders are demanding more environmental education. The problems are too great and the need so very high, not just in the U.S. but globally. However, mainstream public education policy is flowing in the opposite direction. Environmental literacy has been downsized in our schools. How must the environmental education community, environmental scientists, and proponents of sustainable development and business practices respond to this downsizing?

This report speaks to new levels of accountability and performance in environmental education and literacy. It makes the point that we need a better research base and to better employ what research we already have. It says we need a clearer construct for how environmental education builds into environmental literacy.

In short, we need our own high-stakes measures and accountability. We need to speak to our leaders factually and persuasively about the real impact and societal value of environmental literacy. NEETF effectively reaches out to “the influentials,” to other professional disciplines, and to leaders in all walks of life. We need and ask for your support in continuing this important effort.




Richard Bartlett, *Chairman*



# About The National Environmental Education & Training Foundation

*Our mission: Building a durable foundation for environmental literacy*



**T**he National Environmental Education and Training Foundation is a private non-profit organization chartered in 1990 by the U.S. Congress to advance Environmental Education (EE) in America and abroad. Research shows that levels of environmental literacy in America are still inadequate to meet the environmental challenges facing the nation. To promote environmental literacy, we support rigorous scientific content; sound educational protocols; diverse and uniquely effective partnerships; and modern solutions to complex environmental issues. Over the last three years we have developed creative new approaches to meet environmental challenges in six areas:

**'Classroom Earth' Campaign:** Striving to double the number of environmental education hours K-12 school children receive each year. Our approach is to tackle the lack of environmental education in schools and children by increasing the capacity of educators.

**The EnvironMentors Project:** Providing mentoring support to urban youth. Our approach is to give DC high school students the tools and encouragement they need to accomplish their education, college and career goals with the support of a caring, adult mentor.

**Field and Resource Education:** Helping resource professionals become educators and volunteer managers. Our approach is to assist in volunteerism, by organizing significant volunteer events such as National Public Lands Day, and by facilitating the open exchange of knowledge and expertise among public environmental and natural resource agencies.

**Green Business Network:** Helping business managers run cleaner, more profitable businesses. Our approach to environmental literacy for business managers is to assemble the most useful information and tools available into well-organized web-based forms and education programs on the full range of business and environment topics.

**Health and the Environment:** Improving public health through the baseline environmental education of doctors and nurses. Our approach is to seek institutional change in the health care field through improved environmental literacy of doctors and nurses.

**Weather and the Environment:** Increasing public knowledge through baseline environmental education of TV weathercasters. Our approach is to bring environmental literacy into American homes through TV weathercasters. We have begun by joining forces with the broadcasters' section of the American Meteorological Society to advance a comprehensive program of education and information for the nation's leading weathercasters.

## NEETF on the Web

[www.NEETF.org](http://www.NEETF.org) Our general website contains helpful articles and reports developed through our programs. It is designed to reach community leaders, teachers, health professionals, business managers, weathercasters, and others. This site contains copies of our signature *NEETF/Roper Report Cards on Environmental Knowledge, Attitudes, and Behavior* as well as links to all our programs.

[www.ClassroomEarth.org](http://www.ClassroomEarth.org) is our popular “best of the Web” gateway site that helps K-12 educators obtain the very best or most usable environmental education available today for school, home-school, after school, and informal education such as nature centers, zoos, and aquariums.

[www.theeworks.org](http://www.theeworks.org) has information you can use as an educator, community leader, business executive, or public official to explain the reliable results from environmental education to friends and skeptics alike.

[www.EarthGauge.net](http://www.EarthGauge.net) A news and data service that will regularly deliver valuable “factoids,” graphics, and story ideas to America’s weathercasters on environmental topics.

[www.EEWeek.org](http://www.EEWeek.org) has a wide range of information relating to National Environmental Education Week, April 10-16, 2005.

[www. EnvironMentors.org](http://www. EnvironMentors.org) supports our urban youth mentoring program in Washington, DC, and contains guidance for one-to-one adult mentoring for student environmental science projects.

<http://watershed.interactive-environment.com/main/> Developed and managed by our partner, StormCenter Communications, this site demonstrates how TV stations can incorporate environmental content into their weather reporting.

[www.NEETF.org/Health/providers/pesticides.htm](http://www.NEETF.org/Health/providers/pesticides.htm) An online library for health care providers to learn about environmental risk factors associated with pesticides.

[www.GreenBiz.com](http://www.GreenBiz.com) is a comprehensive business and environment gateway to the most useful and promising business environmental practices—compiled in one place and in a useful format.

[www.ClimateBiz.com](http://www.ClimateBiz.com) is a related web resource to GreenBiz.com and focuses on innovative steps companies can take to reduce emissions or to mitigate practices that might contribute to climate change.

[www.GreenerBuildings.com](http://www.GreenerBuildings.com) A developing web resource that concentrates on the most effective strategies and tools for developing and managing environmentally sound buildings.

[www.GreenBizLeaders.com](http://www.GreenBizLeaders.com) Features hundreds of examples of how companies of all sizes and sectors integrate environmental responsibility into their operations in a manner that combines ecological sustainability with profitable business practices.

[www.NPLD.com](http://www.NPLD.com) and [www.publiclandsday.org](http://www.publiclandsday.org) This site supports National Public Lands Day—an annual volunteer work and education day for public lands that results in some 400,000 hours of volunteer labor for federal, state, and local public land agencies, as well as outdoor ethics education for volunteers.

### COMING SOON

[www.EnvironmentalHealthCare.org](http://www.EnvironmentalHealthCare.org)  
a new health and environment  
competencies web portal.

[www.CommunityBiz.com](http://www.CommunityBiz.com)  
a new site for corporate social  
responsibility.



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## INTRODUCTION

The vast majority of Americans feel strongly about the need for environmental education. One can hardly go to a public forum on environmental topics without hearing a passionate call for more environmental literacy. Our research over the years has found that 95% of American adults think environmental education should be taught in the schools, and 90% believe that adults in the workplace should receive environmental education too. The persistence and strength of America's belief in environmental education seems to come directly from the hope for a cleaner, greener, and more balanced future.

If environmental education is the desired input, environmental literacy is the desired output. (See box on page 10 for a more formal understanding of the levels of environmental literacy.) For more than a decade, we at The National Environmental Education & Training Foundation have been conducting studies, in partnership with Roper Public Affairs at NOP World, to measure a number of aspects of environmental literacy:\*

- What American adults and children know about the environment
- Attitudes toward the environment and support for environmental education
- Beliefs about the environment, including commonly-held myths
- Stewardship, or personal involvement in protecting the environment

Ten years of survey results have yielded fascinating but disturbing profiles of the American public. While the simplest forms of environmental knowledge are widespread, public comprehension of more complex environmental subjects is very limited. The average American adult, regardless of age, income, or level of education, mostly fails to grasp essential aspects of environmental science, important cause/effect relationships, or even basic concepts such as runoff pollution, power generation and fuel use, or water flow patterns. For example:

- About 80% of Americans are heavily influenced by incorrect or outdated environmental myths.
- Just 12% of Americans can pass a basic quiz on awareness of energy topics.

Despite a great deal of activity in the environmental education field, we are not, as a society, providing solid environmental education of the sort that leads to true environmental literacy. What passes for environmental *education* in America is usually environmental *information*. One might compare it to the difference between a full-course meal and a quick snack. True education nourishes a deeper understanding and an all-important ability to skillfully apply that knowledge; information simply makes one aware of a topic and goes no farther.

About 80% of  
Americans are heavily  
influenced by incorrect  
or outdated  
environmental myths.



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\* A major new NEETF publication, *Achieving Environmental Literacy in America* (forthcoming Spring, 2005) will address what ten years of research by NEETF and Roper Public Affairs at NOP World, as well as related scientific studies, have to say about environmental literacy in the U.S.

The public *can* learn about the environment and complex ecological relationships if exposed to high quality environmental education.



There is also little difference in environmental knowledge levels between the average American and those who sit on governing bodies, town councils, and in corporate boardrooms, and whose decisions often have wider ramifications on the environment. Moreover, as environmental topics and problems become more complex and pervasive, our decades of reliance on trained experts within the private and public sectors to handle our needs are nearing an end. In the future, many leading environmental problems, ranging from water quality to ecosystem management, will require the efforts of more skilled non-experts acting as individuals, through small business, or as community leaders.

The good news is that high quality environmental education can succeed: the public *can* learn about the environment and complex ecological relationships if exposed to high quality environmental education. And competent, well-applied EE can help Americans achieve an improved environment, better-planned communities, a more vibrant economy, and better health.

Environmental education has been the business of NEETF since its inception. Looking back over the last three years, we are proud to report on a great number of new initiatives and programs that bring environmental education into some of the most promising sectors. In this report on our activities in 2002-2004, we note progress in four target areas:

#### **Environmental Education in the Schools**

Annually, an estimated 30 million K-12 students and more than 1.2 million teachers participate in environmental instruction. Unfortunately, most such programs are a mile wide and an inch deep. Good EE programs help students learn, increase their community-mindedness, build academic and character skills, and improve their reading, math, and science scores. The most successful programs are those where students learn "outside the box," moving beyond the classroom walls into community and natural settings. One such NEETF program, **EnvironMentors**, is profiled in Section I below.

#### **Environmental Education for Adults**

Adult Americans know less about the environment than they think they know, and one reason is that much of their knowledge comes piecemeal from the media. Rather than write off the media, however, we think the media can make a real difference through weathercasts, informational programs, documentaries and stories about the environment. One NEETF program, **Eyes on the Environment**, targets broadcast meteorologists to bring a higher level of environmental information to the public. Another NEETF program discussed in Section II gets adult Americans outside into nature once a year in September to actively do something for the environment, on **National Public Lands Day**. Both programs are based on the premise that adult Americans are capable of continuing to learn—avidly and efficiently—throughout their lives, and that such "free choice learning" can be an effective stimulus to action.

#### **Environmental Education for Health Professionals**

The environment is a growing factor in optimizing human health. Because many diseases are preventable, environmental education will become more important over time. People experience significant (and mostly unnecessary) environmental health exposures without

much awareness. NEETF/Roper Public Affairs found that 60% of adults said the main reason to protect the environment is protection of family health. At a modest estimate, health-related environmental literacy could lead to a 2% reduction in illness, saving about \$28 billion per year. Section III of this report presents NEETF's programs aimed at increasing the environmental sophistication of health professionals, particularly with regard to pesticides, pediatric asthma, and taking patient environmental histories.

### Environmental Education for Business Managers

Environmental management in business has been shifting from an emphasis on waste treatment and disposal practices to a more thoughtful integration into business planning and individual lifestyle. Studies find that two out of three Americans believe that environmental protection and economic development can go hand in hand. While most large businesses operate under the scrutiny of governmental agencies and have professional environmental specialists to oversee their performance, the five million smaller businesses around the country are mostly beyond the reach of regulators. Nevertheless, they comprise half the economy and more than 60% of the nation's jobs. Most small businesses stand to gain economically by reducing their environmental footprints and improving their environmental performances. The NEETF program, **GreenBiz**, is the recognized industry leader in bringing up-to-date business/environment information to American businesses. Section IV reports on NEETF's achievements in this area.

Environmental education is both a challenge and a promise. We at NEETF are determined to meet the future with an environmentally-aware public, environmentally-educated professionals and business leaders, and an increasingly knowledgeable younger generation.

## ENVIRONMENTAL MYTHS VS. REALITY

MYTH	% AMERICANS BELIEVING MYTH	REALITY	% AMERICANS ANSWERING CORRECTLY
America uses air pollution-free energy (hydro-nuclear-solar).	38%	Most electricity is produced by burning coal which causes air pollution.	27%
Spray cans contain CFCs and are dangerous.	32	CFCs were banned from aerosol cans in 1978.	33
Underground nuclear fuel storage is safe.	34	No fail-safe, permanent solution has yet been found.	17
Diapers fill landfills.	29	Paper products are 50 times more a factor.	23
Famine is the primary cause of childhood death worldwide.	55	Water pollution causes more childhood death, by far.	9
Most water pollution is caused by factories.	47	Factories are still a factor, but land run-off is the number one problem now.	22

SOURCE: The National Environmental Education & Training Foundation (NEETF) & Roper Starch Worldwide. (1998). *The national report card on environmental knowledge, attitudes and behaviors*. Washington, DC.

## What Is Environmental Literacy?

Based on extensive research, the Foundation employs a three-level framework for categorizing and assessing environmental learning and its outcomes. They are: awareness, simple personal steps, and environmental literacy.

**Awareness Level:** a person has “heard of” a topic or issue, knows it is a public concern but actually knows very little about its details. Because of the media’s broad reach but limited depth, environmental awareness levels run fairly high in the public. A majority of American adults have, for example, heard of air and water pollution issues, loss of species and habitat, solid waste disposal problems and more. Such awareness has little effect on behavior, but is often a powerful aid to public understanding of simple topics. It can often foster misunderstanding of the more complicated subjects, as well. The key result of awareness is tacit public support for the government and large companies regulating or investing in environmental improvement. NEETF’s goal is to strengthen and deepen awareness-building by the media and help create more adequate awareness levels in at least 90% of the public young and old.

**Simple Personal Steps:** This level of knowledge is related to environmental issues encountered in an individual’s home and workplace. Research shows Americans can learn and will take personal steps to help maintain the quality of the environment at home, work, and in their community, as long as such activities are fairly simple and fall within their ongoing activities. NEETF estimates that even a 5% greater level of participation on the part of the public could yield environmental improvements worth \$75 billion annually.

**True Environmental Literacy:** Environmental literacy involves an understanding of underlying environmental principles and how they apply in everyday life. NEETF seeks environmental literacy in two demographic groups:

- **Building youth foundations** — offering students sufficient, sequenced environmental education to let them absorb and retain the basic definitions and principles of environmental science and systems and apply those principles. Our goal is for at least 90% of high school graduates to reach this level.
- **Adult leadership literacy** — developing literacy among adults in key professions and decision-making roles. NEETF seeks a mature level of environmental literacy for a majority of the 30 million adults who comprise America’s community and professional leaders (community “influentials”).

LEVEL	KNOWLEDGE	ACTION ORIENTATION	TARGETS
Awareness	Quite general	Tacit support of policy & public involvement	90% of the public
Simple Personal Steps	Specific to actions	Simple, personal tasks	66% of the public
Environmental Literacy — Youth	Detailed grasp of basic principles	Ability to investigate issues and solve problems	90% of high school graduates
— Leadership	Detailed grasp of basic principles and implementation	Community decisions	Majority of the 30 million community leaders

# ENVIRONMENTAL EDUCATION IN OUR SCHOOLS

## NEED AND OPPORTUNITIES

There are three key considerations in grasping the state of K-12 environmental education in America.

- First, environmental education is enormously popular with parents and educators who want their children to have a well-rounded and creative educational experience with respect to the natural world and community health.
- Second, most students completing high school today have had some exposure to environmental education, but not nearly enough to go beyond rudimentary awareness. Most EE is also improperly sequenced for real learning. The average level falls far short of true “environmental literacy,” which embodies an understanding of basic environmental and ecological principles and how to apply them.
- Third, and for the first time since the mid-1970s, there is a decline in organized environmental education occurring in schools as well as nature centers, parks, and wildlife areas. That is because current public education policy strongly emphasizes “back to basics” and focuses on standardized statewide testing to measure school and teacher performance. This makes educators far more reluctant to engage in even the most inspiring and results-producing forms of elective education including extra-curricular classes, experimentation, field trips, science fairs, and other normal venues for environmental education.

Ironically, this new “downshifting” of environmental education in American schools comes at a time when environmental literacy is ever more important to society and when a solid body of research now shows that environmental education programs enhance student learning in science, reading, character education, and application skills.

## STRATEGIC RESPONSE

In 2004, NEETF launched a number of initiatives as part of a campaign to help strengthen K-12 environmental education and reverse the “downshifting” of environmental education in our schools. **Our Classroom Earth Campaign is designed to double the number of organized environmental education hours the average school child receives each year.** Our plan is to help build a more reliable level of environmental literacy in youth by the time they finish high school, by increasing the overall capacity of educators to teach environmental subject matter. Our strategies include the Web-based ClassroomEarth.org, our well-known NEETF/Roper National Report Card on environmental knowledge, leveraging increased public funding, and the EnvironMentors program that provides mentoring and college support to urban teenagers.

Conceptually, each of our K-12 initiatives is designed to provide: a clearer concept of what K-12 students should learn about the environment, including basic definitions and principles; specific ways to encourage and institutionalize more effective sequencing of



PHOTO: PHOTODISC

**GOAL:**  
Baseline environmental  
literacy by  
high school graduation



environmental instruction through the years; and creative and effective ways to increase the amount of time students spend on environmental subject matter.

## OUR SUCCESSES

### ClassroomEarth.org

This new NEETF website—subtitled “the very best in environmental education”—captures and displays key information on how educators can obtain the most usable environmental education programs and materials available today. ClassroomEarth.org already serves about 100,000 teachers annually, receiving significant levels of visits and use. The site also provides informative classroom materials and programs for after school and home schooling activities.

### Coordinating National Environmental Education Week™ 2005

Working with many colleague organizations, NEETF began coordination of a week-long educational learning event—a nationwide “teach in” of sorts—for April 2005 to focus the attention of educators and leaders on the delivery of high-content, carefully-tested EE courses, programs, and community service activities. National Environmental Education Week is best described as a week of environmental education in preparation for Earth Day. Our goal is to involve at least 250,000 educators and 10 million students in the first year with the help of our colleague organizations.

### Support for the ‘Field Guide to Environmental Literacy’

In 2004, NEETF provided support for a report on the overall state of the environmental education field by James Elder, former head of the School for Field Studies and coordinator of the National Environmental Coalition. The Foundation also published two online guides, one on The No Child Left Behind Act, highlighting aspects of the law of special interest to EE. The other guide focuses on how EE-related reform models fit criteria of the U.S. Comprehensive School Reform Demonstration Grants Program.

### Winning Public EE Funding

NEETF took the lead in maintaining and increasing federal funding for environmental education through the EPA Environmental Education Program under the aegis of the National Environmental Education Act of 1990. Congress has provided \$100 million in support of the EPA Environmental Education Program since 1990.

### Partners in Resource Education

NEETF coordinates an alliance of six federal agencies aimed at improving their environmental education programs. The alliance, Partners in Resource Education (PRE), includes the Bureau of Land Management, U.S. Fish and Wildlife Service, USDA Forest Service, National Park Service, Natural Resources Conservation Service, and as of 2004, the National Oceanic and Atmospheric Administration. A major project is Hands on the Land, a national network of field classrooms offered on public lands or other lands where one of the PRE agencies is involved. An interactive website, <http://handsontheland.org> provides an avenue for students and teachers to exchange and compare project results and teaching materials. The Partners also distribute environmental education materials and conduct teacher workshops at the annual convention of the National Science Teachers Association.



PHOTO: JEFFREY NOVAK

*A cubscout plants native shrubs to slow erosion of the banks at Willow Pond in Fort Dix, New Jersey.*



## The EnvironMentors Project

**E**nvironMentors is an environment-based mentoring program aimed at interesting and preparing high school students in the District of Columbia for college programs and careers in science and environmental professions. We match dedicated environmental professionals as mentors to high school students. Working together, students and mentors develop experimental research projects on locally relevant environmental topics over the course of the school year. Students participate in college prep courses, paid internships, and other environmental enrichment activities as part of the program.

A persistent challenge confronting the environmental management movement in America is its need for increased diversity. Studies show that environment-based education is a useful instrument for interesting women and minorities in careers in environmental management. Students who participate in the EnvironMentors Project achieve a satisfying 98% high school graduation rate, with 95% admitted to college. System-wide, only 60% of D.C. public school students graduate.

Using the Chesapeake Bay as a focal point, the 2004 program produced academic success and clear sense of environmental stewardship for the students involved. The program stresses student-centered inquiry-learning in which students select their own project topics, design their own research methods, and conduct extensive research. In May, students present their final projects to a team of judges at The EnvironMentors Fair. Winners are awarded scholarships to college and college prep programs.

The National Fish and Wildlife Foundation (NFWF) supported EnvironMentors through a \$10,000 natural resources undergraduate scholarship, part of a larger NFWF-supported \$50,000 EnvironMentors scholarship program.

Over its twelve-year history, EnvironMentors has engaged over 600 science and environmental professionals to serve as academic mentors for nearly 800 high school students. Valued at a below market rate of \$50 per hour for scientific tutoring services, the total value of our mentors' contribution to students' academic success represents nearly \$2 million. Mentors contribute their personal expertise and leverage the informational resources of their own agencies and companies into an educational context benefitting D.C. public schools and students.



*Top: School Without Walls students monitoring water pollution in the Chesapeake Bay, Maryland.*

*Bottom: Coolidge students checking speed of the water in Rock Creek Park.*

## Meet Akintunde Akinola, NFWF Scholarship Student

Akintunde Akinola graduated from Calvin Coolidge Senior High School in 2004 and is currently studying animal science at North Carolina Agricultural and Technology Institute in Greensboro, NC. The story of how Akin got from Coolidge to declaring a major in environmental science exemplifies the successes of many aspiring EnvironMentors students.

Akin joined EnvironMentors as a junior in 2002. With an interest in climate change and entomology, he worked with his mentor from NOAA's National Marine Fisheries Service, Andrew LoSchiavo, to develop a project on the impacts of global warming on crickets. Akin did such a good job that he was awarded a full stipend to participate in College Summit, an intensive college prep program that helps students navigate the college admissions process. In his senior year Akin renewed his commitment to EnvironMentors by enrolling in the advanced placement environmental science class and once again committing to work with a mentor in a highly demanding research project. Staff matched Akin with Laury Saligman from Conservation International; the team put together an impressive research project investigating the effects of toxics on the ecology of the Chesapeake Bay. Focusing low on the food chain, they exposed brine shrimp to various concentrations of commonly used pesticides and used the results to extrapolate impacts throughout the Bay's ecosystem. At one point while Laury was on a work project overseas, all of the brine shrimp in the experiment died. However, Akin persevered, repeating all of his experimental trials on his own.

Early in his junior year Akin had little idea of what he would study in college, or whether he would even go beyond high school, but his many experiences in EnvironMentors, field trips, and adjunct programs contributed to his passion for environmental science. He was awarded the first \$10,000 Natural Resource Education Scholarship funded in partnership with the National Fish and Wildlife Foundation (NFWF). He will be on hand to present two additional scholarships at the 2005 EnvironMentors Awards Ceremony.



PHOTO: TOM SLITER

*Our first Natural Resource Education Awardee, Akintunde Akinola is presented his \$10,000 scholarship at the 2004 Awards Ceremony. Left to right: Caroline Cremer, NFWF; Laury Saligman; Veronica Johnson, NBC 4 Storm Team Broadcast Meteorologist; Akintunde Akinola; and Dr. Robert Stanton, Former Director, National Park Service.*



# ENVIRONMENTAL EDUCATION FOR ADULTS

**N**EETF approaches the vast need for environmental education of American adults with a strategic focus on stewardship. Individual stewardship activities have an enormous potential for improving the environment as well as realizing cost savings to the public. Two NEETF programs aimed at adults—**Eyes on the Environment** and **National Public Lands Day**—are profiled in this section. Eyes on the Environment recognizes the influential nature of the media in presenting information and motivating people to take action, particularly when they believe that others are doing so as well. America already has an extensive workforce of environmental and natural resource professionals—broadcast meteorologists—who have regular contact with the public. Equipped with expertise and significant resources, these professionals can be shaped into a powerful force in fostering environmental literacy nationwide. National Public Lands Day builds on NEETF’s strong and effective working relationships with many of the leading natural resource and environmental agencies, to bring together thousands of American adults (and sometimes their families too!) in a hands-on, physical day of planting, trail-marking, trash-clearing, and other forms of stewardship of our common heritage—public lands.



PHOTO: ZACHARIE SMITH

## Eyes on the Environment

*Public Environmental Education Through TV and Radio Weathercasting*

### NEED AND OPPORTUNITIES

The media is a powerful force in making people more aware of environmental subjects, but it is less suited to educating the public on environmental principles, detailed chains of causation, and the complexity of certain environmental problems. Moreover, most experts in the field say that the amount of “air-time” news editors give to the environment has declined since the 1980s. While there has been considerable effort to improve the capacity of the news media to cover more environmental subjects, a similar opportunity to add environmental content to mainstream weather reporting has been mostly overlooked.

And yet, the television weather report is the most popular and most watched part of any newscast. Weather reports already deal in natural phenomena, and many environmental problems, such as run-off pollution, are directly connected to the weather. Moreover, weather reports are highly visual and skillfully designed to impart complex scientific data. As an added bonus, most weathercasters today are publicly trusted scientists who have a natural interest in the environment and considerable freedom to select supplementary topics and visuals for their weathercasts.

### STRATEGIC RESPONSE

The NEETF Eyes on the Environment Program is designed to deploy television and radio weathercasting as a significant new nationwide vehicle for public environmental education

### GOAL:

Baseline environmental learning for American adults to increase individual stewardship



and awareness. **Our program is designed to bring tens of millions of public eyes to local and national environmental topics through the medium of weather reports.** The program involves securing more environmental training for active broadcast meteorologists, developing supportive relationships with large TV stations, increasing on-air weather/environment reporting, and increasing the availability of important environmental information and education to the public through TV and radio station weather websites.

## OUR SUCCESSES

### Reaching 24 Million Viewers Weekly

Starting with just one TV station, WRC-TV, in Washington, DC in 2002, we have expanded into five additional media markets and are currently reaching 24 million viewers weekly with information about local watersheds. Working with our partners at StormCenter Communications, we have added:

- KYW, a CBS station in Philadelphia
- KUVB-TV, an ABC station in Austin, TX
- KSFA-TV, an NBC station in Montgomery, AL
- WKRG-TV, a CBS station in Mobile, AL and
- KARE, an NBC-affiliated station in Minneapolis.

KARE started a new “Water for Life” weekly feature in a broad commitment to the use of water as a major theme in weather/environment reporting. The TV stations also have websites that provide background information for on-air stories by weather teams.



### Professional Weathercasters Certification

The American Meteorological Society, a professional association of 11,000 meteorologists, including 1,300 broadcasters, has made environmental courses part of its continuing education program, which meteorologists are required to take in order to maintain their certification and prestigious AMS broadcast seal.

### Award-winning Training Institute Joined the Program

The Cooperative Program for Operational Meteorology Education and Training (COMET) joined the Eyes on the Environment program as training designer and provider. COMET is a leader in providing continuing education programs for America’s meteorologists, including TV and radio weathercasters. COMET has enthusiastically committed some of its own financial resources and expertise to support course development.

### Watershed and Smart Growth Forums

The obvious connections between weather, sprawl, and watershed conditions formed the impetus for two separate forums of 75 experts on watershed, smart growth, and media. The groups helped NEETF map out courses for weathercasters to be carried out by the AMS continuing education program.

## Radio & TV News Directors' Support

At the 2004 annual meeting of the Radio and Television News Directors Association in Las Vegas, a group of news directors met with NEETF and the AMS to examine the implications of an expanded environmental and science role for weathercasters. The news directors had many questions about shifting roles away from straight weather reporting, but were willing to explore an expanded role for broadcast meteorologists.

## EarthGauge.net Launched

A new NEETF Website, [www.EarthGauge.net](http://www.EarthGauge.net), maps out relationships among the weather, health, and the environment. It will serve as a basis for a NEETF Earth Gauge news service that will advise regional weathercasters in major markets about the environmental consequences of prevailing weather conditions.

## Stronger Partnership with EPA Water Office

The EPA Office of Wetlands Oceans and Watersheds announced a partnership with NEETF to advance our program of bringing greater environmental knowledge to the public through TV and radio weathercasting.



PHOTO: RICH ABELE

## National Public Lands Day

*Helping Hands for America's Lands*

### NEED AND OPPORTUNITIES

America's public land managers need help! With increasing pressure on our public lands, those who use these natural resources are asked to join dedicated managers in improving and preserving the forests, mountains, prairies, plains, rivers, lakes, wetlands, and urban streams that are home to a rich diversity of plants, birds, fish, and other animals. Many thousands of Americans of all ages volunteer each year on a Saturday in September to work on projects that enhance their favorite places, while also learning about the challenges facing resource managers. They gain not only a day of satisfying physical labor but also the personal satisfaction that comes from lending a hand to improve America's treasured lands.

### STRATEGIC RESPONSE

**National Public Lands Day is a day of shared stewardship, with volunteers joining dedicated managers in caring for our nation's public lands.** Our partners in National Public Lands Day are nine federal agencies, state and local governments, and many non-profit organizations. Toyota Motor Sales, USA has been corporate sponsor for the past six years; federal agencies also provide financial support for the program. Toyota hosts work sites, asking employees and their families to roll up their sleeves and give time and energy to caring for our shared lands. NEETF provides a manual for site managers, as well as promotional materials, media support, commemorative posters, and certificates for volunteers.



*Top: Volunteers remove discarded tires from the San Joaquin River in Fresno, California.*

*Bottom: Volunteers rake lands at Red Rocks National Recreation Area in Nevada.*

A re-designed website ([www.publiclandsday.org](http://www.publiclandsday.org)) and electronic newsletters foster communication between sites and volunteers looking for opportunities.

## OUR SUCCESSES

### The 11th Annual National Public Lands Day

Saturday, September 18, 2004 was the largest volunteer hands-on effort of its kind in the country. The theme was “National Public Lands Day Coast-to-Coast” with nearly 80,000 volunteers across the nation working to preserve and improve the lands they love. For the first time volunteers working at sites managed by five federal agencies were provided a “fee free” coupon, giving them an opportunity to enjoy public lands on a day when they were

not working. For the past three years federal agencies have waived fees for the public on National Public Lands Day. Also, a new partnership was formed in 2004 with Girl Scouts, USA.

From beautifying the Valley Forge National Historic Site in Pennsylvania to building a structure to commemorate Geronimo’s birthplace in New Mexico, to beginning work on an equestrian trail inside the two million spectacular acres of Grand Staircase-Escalante National Monument in Utah, to improving trails at the National Aids Memorial Walk in California’s Golden Gate Park, volunteers fanned out to more than 600 sites nationwide. Along with their community partners, they contributed \$10 million in improvements to federal, state, and local lands. Volunteers gathered to build trails and bridges, restore wetlands, and remove invasive plants that threaten fragile native vegetation, as well as numerous

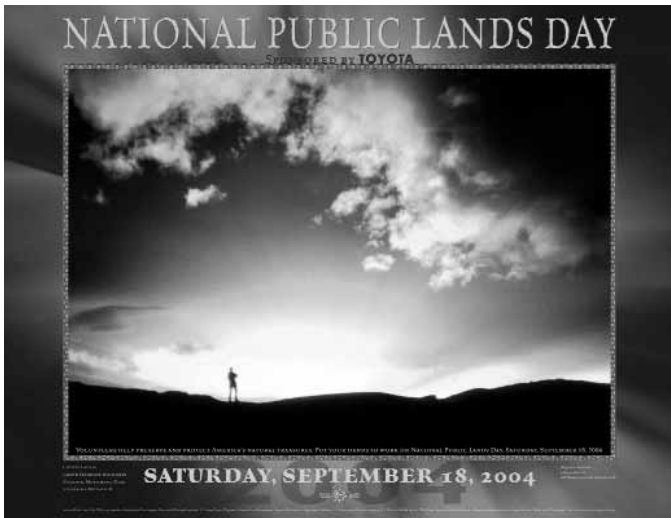
other needed projects. Governors of 41 states and Puerto Rico proclaimed September 18 as Public Lands Day.

National Public Lands Day always has a huge impact on the overall health of our public lands. The estimates of work accomplished are impressive:

- Nearly 400 miles of trails built or maintained
- Over 30 bridges built
- Nearly 6,000 lbs of invasive plants pulled and collected
- Over 35,000 trees and/or plants installed
- 285,000 pounds of trash removed

### Hurricane Isabel

In 2003, the signature event was scheduled for the National Mall in Washington, DC, with projects planned for the length of the Mall from the Lincoln Memorial to the Capitol. When Hurricane Isabel forced the National Park Service to cancel the 12 planned projects, volunteers postponed their own cleanups to repair the nation’s front yard. On a beautiful Saturday morning, approximately 200 volunteers gathered downed branches and trees along the Mall. No ceremonies and no VIPs were present, but there was a real sense of accomplishment for volunteers, including the staff of the Toyota governmental affairs office. At 500 sites across the nation, an estimated 70,000 volunteers lent their hands to public lands in 2003.

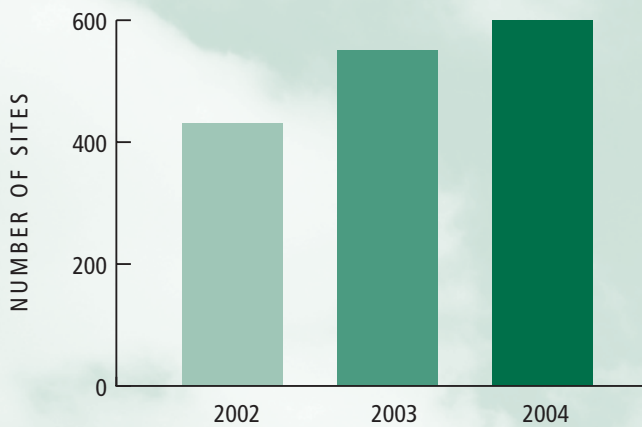




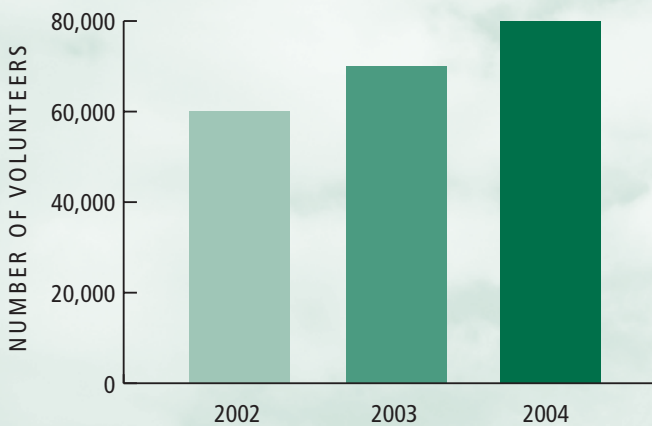
## “Explore America’s Backyard”

Capturing the spirit of National Public Lands Day at 426 sites, in 2002 nearly 70,000 volunteers and their community partners improved lands in all 50 states, Puerto Rico, Guam, and Japan. The emphasis was on urban places, with major events in Washington, D.C., Los Angeles, Chicago, New York, and Boston. A second major focus was the celebration of “American Frontiers: A Public Lands Journey.” Two teams of adventurers traveled on public lands from the Canadian border and from the Mexican border to meet on National Public Lands Day in Salt Lake City, Utah. The Public Lands Interpretive Association of Albuquerque sponsored the two-month journey.

### NPLD SITE GROWTH, 2002-2004



### NPLD VOLUNTEER GROWTH, 2002-2004



### Federal Agency Partners in National Public Lands Day

- Bureau of Land Management
- Bureau of Reclamation
- Fish and Wildlife Service
- National Park Service
- Department of Defense
- US Army Corps of Engineers
- USDA Forest Service
- Tennessee Valley Authority
- Environmental Protection Agency

# ENVIRONMENTAL EDUCATION FOR HEALTH PROFESSIONALS

## NEED AND OPPORTUNITIES

Health professionals widely agree that human health and the environment are inextricably linked. A significant percentage of illnesses in the population have a root environmental cause. These can range from triggers of acute allergic reactions to water-borne intestinal “bugs,” to a variety of effects of pesticides and other toxic substances. Research also shows environmental factors having an important bearing on such long-term diseases as cancer. But are American health care professionals actually prepared to identify and treat the environmental causes of disease? The answer is: seldom to never. The average physician receives just seven classroom hours of environmental education in the course of his or her medical education; nurses, who are often on the frontlines of health care, receive a similarly inadequate exposure to EE.

## STRATEGIC RESPONSE

NEETF’s **Health and the Environment Program** focuses on improving public health through encouraging greater environmental education of doctors and nurses. We are an established leader in building core environmental literacy for health professionals through a combination of policy efforts; working directly with medical, nursing, and public health schools; and providing practical tools, and practice and education guidelines for doctors and nurses. The Health and the Environment Program is designed to help integrate environmental education and training into formal medical and nursing education and practice. We do this by gaining the support and endorsement of major medical and nursing professional societies, public institutions, and schools. We also develop and promote professional guidelines for the field for environmental education and practice. We support environment-based professional certification and develop risk assessment tools that can be used by health care providers to improve health through environmental knowledge.

## OUR SUCCESSES

### Endorsements by Health Professional Organizations

In 2004, NEETF and our partners developed an overall position statement on nationwide environmental health education for health professionals. Some 22 highly regarded health professional associations, including the American Academy of Pediatrics, the American College of Preventative Medicine, the American Public Health Association, and the National Medical Association, have endorsed the statement. The NEETF position statement can be found on our website, at [www.neetf.org/Health/PositionStatement2.pdf](http://www.neetf.org/Health/PositionStatement2.pdf).

### Pesticide Competency Guidelines

A set of two guidelines — *National Pesticide Competency Guidelines for Medical & Nursing Education* and the *National Pesticide Practice Skills Guidelines for Medical & Nursing Practice* — was distributed in 2004. The documents outline the knowledge and skills that



PHOTO: PHOTODISC

**GOAL:**  
Improving American  
health care  
through practitioner  
training, education,  
and tools



practitioners in the health professions should have regarding pesticide risks. These documents are part of a national initiative, funded by U.S. EPA, aimed at integrating pesticide issues into the education and practice of primary care providers. Over 60% of clinicians report that they are poorly prepared to answer patients' questions, and only 40% believe they need further education on pesticides. These documents are models for other environmental health subjects beyond pesticides.

### Online Continuing Education

The University of Maryland has partnered with NEETF to develop much needed online pesticide professional training modules. The Environmental Health Education Center at University of Maryland has launched a joint effort with NEETF to develop a continuing education module on pesticide competencies and practice skills for use by both physicians and nurses.

### Environmental Management Guidelines for Pediatric Asthma

With funding from the National Institute of Environmental Health Sciences, NEETF convened a group of asthma health care experts to develop environmental management guidelines for physicians and nurses on environmental triggers for pediatric asthma. Tools include competencies, environmental history-taking forms, and environmental intervention guidelines to aid doctors and nurses in diagnosing and managing the often-subtle environment-based triggers of a patient's asthma attack. In addition, a detailed action plan has been developed to integrate the new asthma guidelines and the environmental history forms into medical and nursing schools.

### Support for Environment-based Patient History Taking

NEETF believes that one of the most practical things that can be done by health professionals is to document and understand a patient's environmental exposure history. This can be particularly important for children, the elderly, and under-resourced people in



PHOTO: DIGITAL VISION

## THE PROBLEM OF ASTHMA

- Between 1980 and 1996, 12-month prevalence among children increased from 3.5% to 6.2%.
- As of 2002, 9 million children were diagnosed with asthma; 6.1 million currently had asthma, and 4.2 million had experienced an attack within the previous year.
- Children in poor families are more likely (16%) to have been diagnosed with asthma than children in families that are not poor (11%).
- Children in fair or poor health are almost 7 times more likely to have had an asthma attack in the past 12 months than children in good or excellent health.
- In 2002, children ages 5-17 missed 14.7 million school days due to asthma.

SOURCES: Dey AN, Schiller JS, Tai DA. Summary Health Statistics for U.S. Children: National Health Interview Survey, 2002. National Center for Health Statistics. Vital Health Stat 10(221). 2004. Landrigan PJ, Schechter CB, Lipton JM, Fahs MC, Schwartz J. Environmental Pollutants and Disease in American Children: Estimates of Morbidity, Mortality, and Costs for Lead Poisoning, Asthma, Cancer, and Developmental Disabilities. *Environmental Health Perspectives*. 2002; 110(7):721-728.

America. In 2004 we received financial support to begin developing tools for pediatric patients as part of our multi-year campaign to make environmental history-taking routine in pediatric practice.

### **Environmental Health “Faculty Champions”**

Knowing how difficult it is to add new subject matter such as environmental courses to crowded nursing and medical school curricula, NEETF formulated a plan and training program in 2004 to educate several dozen strategically-placed environmental health education faculty leaders who can serve as on-site, inside advocates within their medical and nursing institutions for environmental health education.

### **Nurses and Environmental Health**

A new publication, *Nurses and Environmental Health: Success through Action; Illustrations from Across the Nation*, presents examples of how nursing professionals successfully carry out environmental health activities. An electronic version can be downloaded at [www.neetf.org/health/publications.htm](http://www.neetf.org/health/publications.htm).

## **PEDIATRIC ASTHMA INITIATIVE STEERING COMMITTEE**

### **James Roberts, MD, MPH (Chair)**

Medical University of South Carolina;  
Representative, American Academy  
of Pediatrics

### **Elizabeth Blackburn, RN**

U.S. Environmental Protection Agency,  
Office of Children’s Health Protection

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National Institute of Environmental  
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### **Peyton Eggleston, MD**

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### **Jackie Goeldner**

Kaiser Permanente

### **Robert Johnson, MD**

Agency for Toxic Substances  
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### **Philip Landrigan, MD, MSc**

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### **Leyla Erk McCurdy, MPhil**

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## NEETF HEALTH AND THE ENVIRONMENT PROGRAM ADVISORY BOARD

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Medical University of South Carolina

### **Bonnie Rogers, DrPH, COHN-S, FAAN**

School of Public Health, University of  
North Carolina at Chapel Hill

### **Gina Solomon, MD, MPH**

Natural Resources Defense Council

In 2002,  
children ages 5-17  
missed 14.7 million  
school days  
due to asthma.



# ENVIRONMENTAL EDUCATION FOR BUSINESS MANAGERS

## The Green Business Network

### NEED AND OPPORTUNITIES

There is a prevailing myth that good environmental practices are costly to businesses and add to unproductive overhead. The truth is that most businesses actually profit through sound environmental practice. Their operating overhead is lower, their employees are safer and healthier, their insurance needs are reduced, and they are well positioned in a modern marketplace, including a stock market that increasingly values responsible company practices.

When it comes to the environment, businesses tend to divide into several categories, based on their size. Many large companies have professional environmental staffs that monitor company activities and help make sure they operate within the standards of the law. Other companies employ more innovative environmental approaches that extend far beyond the requirements of legal compliance. All of these companies, no matter how sophisticated, need to stay current on the latest environmental challenges, requirements, and technologies in this rapidly evolving area of business, marketing, and corporate responsibility.

By contrast, smaller businesses, which comprise the bulk of the U.S. economy and two thirds of all new jobs, cannot afford to retain environmental experts on staff. Small and medium-sized enterprises are mostly on their own when it comes to environmental performance, and most under-perform as a consequence. The NEETF Green Business Network has two main goals: first, to help larger, sophisticated companies do better, and second, to help bring small and medium-sized enterprises up to a basic level of quality environmental performance.

### STRATEGIC RESPONSE

NEETF makes maximum use of the modern “information age” to effectively reach business leaders and managers across America with the most useful, practical, and innovative approaches to better environmental performance and a more profitable bottom line. **Our flagship effort, GreenBiz.com, has become the recognized industry leader in bringing up-to-date business/environment information to American businesses.** GreenBiz.com is developing a presence on the international stage as well. Along with GreenBiz.com, we have launched three more focused spin-off websites on subjects of high interest to forward-looking businesses. Each site also provides a news service that keeps subscribers posted on developments in the field of sustainable business.

### OUR SUCCESSES

#### GBN Serves 325,000 Business and Agency Leaders Monthly

With visits up approximately 150% in the past year, NEETF’s GreenBiz.com is now the most popular business and environment site on the Internet and is reaching record



**GOAL:**  
Showing business  
leaders proven ways to  
profit through  
top environmental  
performance



numbers. In Web time, this monthly level of visits translates to 75,000 hours of research and downloads.

### “GreenBuzz” Weekly News Service

GreenBuzz, NEETF’s weekly news service for business, now reaches over 25,000 readers. Internet leaders such as Google News, Yahoo News, and the Environmental News Network (ENN) are also carrying GreenBuzz as a sustainable business news service.

### GreenBiz Produces Outstanding Measurable Results

When we asked regular users of GreenBiz.com to provide examples of what they actually *did* with the information, they told us:

- A CEO used GreenBiz to help his hotel chain save **\$100 million** in water, energy, and waste expenses.
- An insurance company is now using **30% recycled paper** in all its copy machines.
- A power company used GreenBiz to set up a new multimillion dollar **“green pricing program.”**
- One bank uses GreenBiz to help with sustainability financing decisions; another has used it to develop an **energy and climate policy** for its 6,000 branches.
- Bechtel, a well-known international engineering firm, used GreenBiz to develop an **asset disposal policy**.
- Information on GreenBiz.com has been helpful in the construction of new **\$150 million hospital** in California and a 150,000 square foot **new youth facility** in Michigan.

### Energy Star Partnership

NEETF has entered into a strong new relationship with the U.S. EPA’s Energy Star program, designed to promote energy efficiency. The NEETF project is aimed at helping to communicate to business executives and their shareholders the value of energy efficiency.

### GreenBizLeaders.com

In 2004, we established and tested a new EPA-supported website—GreenBizLeaders.com—offering hundreds of the very best examples of green business practices. The site was



## AN IMPRESSIVE INTERNATIONAL IMPACT

“Every time I read an e-newsletter from GreenBiz I have at least one useful piece of information to help me empower green business in Hong Kong.”

— DR. ANDREW L. THOMSON, CHIEF EXECUTIVE OFFICER, BUSINESS ENVIRONMENT COUNCIL, KOWLOON, HONG KONG

“As an organization working on adding strategic sustainable perspective to boardrooms agenda, we see GreenBiz contribution as very valuable. Israel is a conflict environment where sustainability is just a distant rumor. We have no role models around and no public or academic discourse. In the Middle East we regularly supply examples from GreenBiz.”

— LIMOR ALOUF, EXECUTIVE DIRECTOR, THE NATURAL STEP, ISRAEL

developed to support EPA business programs and was announced by the EPA Administrator at a national Performance Track conference.

### “GreenBiz Essentials” Report Series

Nearly a dozen new reports were added to our celebrated list of educational “back-grounders” for business leaders on important business and environment subjects.

### Launch of GreenerBuildings.com Brings 10,000 Monthly Visitors

NEETF has moved firmly into education on the built environment through our newest website, GreenerBuildings.com, developed jointly in 2004 with the U.S. Green Building Council. The site has already attracted a considerable following and provides a monthly e-newsletter.

### ClimateBiz.com

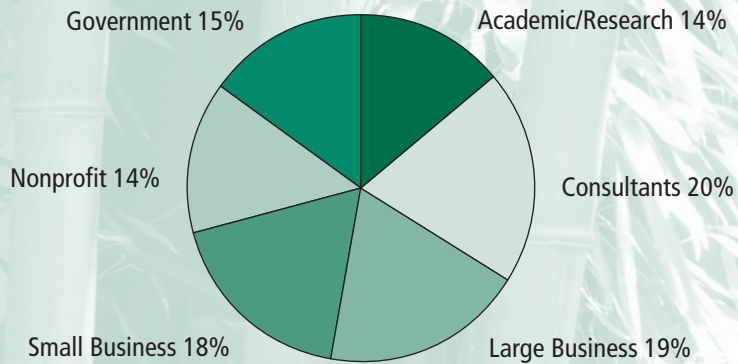
Launched in 2003 as a joint project with Business for Social Responsibility, ClimateBiz.com focuses on the activities of businesses that are taking responsibility on their own for reducing emissions of greenhouse gases and minimizing dependence on fossil fuels. The ClimateBiz Monthly, a new e-newsletter modeled after the GreenBuzz News Service, is reaching more than 9,000 business leaders focused on climate management innovations.

## GreenBiz.com Highlights

GreenBiz.com and its companion websites are rapidly becoming the leading source of business/environment information on the Internet:

- Launched June 2000
- 325,000+ monthly visitor sessions
- 10,000 average per day visitor sessions (up 128% in one year)
- 450,000+ monthly page views
- 4.9 million hits
- Average session length: approximately 20 minutes
- GreenBuzz e-newsletter — more than 25,000 weekly readers

## WHO USES GREENBIZ?





## GREEN BUSINESS NETWORK ADVISORY COMMITTEE

### **Brad Allenby**

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### **Dennis Alvord**

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Bainbridge Island, WA

### **Thomas Davis**

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Former President & CEO,  
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International Business  
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### **Byron Kennard**

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### **David Monsma**

Director of Environment,  
Business for Social  
Responsibility,  
San Francisco, CA

### **Tom Murray**

Project Manager,  
Alliance for Environmental  
Innovation,  
Environmental Defense,  
Washington, DC

### **David Rejeski**

Director,  
Foresight and Governance  
Project, Woodrow  
Wilson Center,  
Washington, DC

### **Walt Rosenberg**

Vice President for  
Corporate, Social, and  
Environmental  
Responsibility,  
Hewlett Packard,  
Ft. Collins, CO

### **Joseph Shimsky**

Former Executive Director,  
Corporate Safety and  
Environmental Affairs,  
Pitney Bowes, Inc.,  
Stamford, CT

### **Carol Singer-Neuvelt**

Executive Director,  
National Association for  
Environmental  
Management,  
Washington, DC

### **Derek Smith**

Corporate Sustainability  
Manager, Norm Thompson  
Outfitters,  
Hillsboro, OR

### **Mark Starik**

Associate Professor,  
School of Business &  
Public Management,  
George Washington  
University,  
Washington, DC

### **Kenneth Strassner**

Vice President  
Environment and Energy,  
Kimberly-Clark  
Corporation,  
Roswell, GA

### **Deborah Thomas**

Environmental Leadership  
Program, US EPA,  
Washington, DC

### **Barbara Wortmann**

President, National Science  
and Technology  
Education Partnership,  
Arlington, VA

# COMPREHENSIVE NEETF GRANT SUMMARY

## Signature Grants

2002

### American Recreation Coalition,

Washington, DC

*WOW—Wonderful Outdoor World Campers*

*Reunite on National Public Lands Day*

WOW reunions in Los Angeles, Salt Lake City, and Washington, DC simultaneously participated in National Public Lands Day on September 28, 2002. National Public Lands Day provided an opportunity for WOW “graduates” to show their respect and appreciation for their public lands while learning more about their environment. More than 300 WOW campers participated across the country.

NEETF Grant: \$10,000

Co-funders Match: \$10,000

Total: \$20,000

### Center for Small Business & the Environment (CSBE), Washington, DC

*Green Gazelle Success Stories*

CSBE promoted the practices of “green gazelles”—small businesses that are profiting and growing by using new technologies and processes that increase efficiency and resource productivity, thus benefiting the environment.

NEETF Grant: \$5,000

Co-funders Match: \$10,000

Total: \$15,000

### Channel 13/WNET, New York, NY

*What’s UP with Water?*

Channel 13/WNET created an integrated package designed to engage middle school

students in the topic of water and careers, providing locally customized water-related projects, lesson plans, and activities for middle school teachers.

NEETF Grant: \$7,500

Co-funders Match: \$0 (project in-kind partner)

Total: \$7,500

### Environmental Institute of Houston/ University of Houston-Clear Lake, Houston, TX

*National EE Certification Conference:*

*Planning for the Future*

The Environmental Institute of Houston collaborated with the North American Association for Environmental Education to design a national EE certification program by providing an opportunity for state representatives to attend a national EE certification conference. The purpose of the conference was to provide a deliberate and purposeful discussion on the topic of professional designation systems for environmental educators.

NEETF Grant: \$5,000

Co-funders Match: \$5,000

Total: \$10,000

### Izaak Walton League, Gaithersburg, MD

*Susquehanna Watershed Leadership Initiative*

The goal of this five-year program is to build the capacity of local communities within the Susquehanna Watershed basin by engaging watershed associations to develop skills in order to participate in watershed restoration and stewardship activities.

NEETF Grant: \$14,016

Co-funders Match: \$30,942

Total: \$44,958

**Smithsonian Institution/Pinhead Institute**, Telluride, CO

*Smithsonian in the Rockies: Phase II of the Telluride Forest Biodiversity Monitoring Project*

The Smithsonian Institution/Pinhead Institute developed a series of community-based forest biodiversity workshops involving teachers, students, and community members to collect and monitor data that will contribute to an understanding of the principles of biodiversity in the community of Telluride.

NEETF Grant: \$10,000  
Co-funders Match: \$20,000  
Total: \$30,000

**2004**

**Career Encounters Series**, Narberth, PA  
*Career Encounters: TV with a Purpose*

Career Encounters created TV documentaries that explore some of today's most challenging and rewarding career fields by traveling to the workplaces of America to find real people who can explain what they do, how they got where they are, and why they find their work so rewarding. The series focused on dispelling a few of the myths, misconceptions, and negative stereotypes which persist about some career fields.

NEETF Grant: \$5,000  
Co-funders Match: \$0 (project in-kind partner)  
Total: \$5,000

**Center for Environmental Education**, Keene, NH

*CEE Online Website Teacher Survey and Web design*

The Center for Environmental Education will broaden and deepen its existing environmental education resource center and clearinghouse by developing and imple-

menting an electronic presence to facilitate the delivery of high quality environmental education across the country.

NEETF Grant: \$10,000  
Co-funders Match: \$20,000  
Total: \$30,000

**EarthGate**, Keene, NH

*A Field Guide to Environmental Literacy: Making Strategic Investments in Environmental Education*

EarthGate wrote and published *A Field Guide to Environmental Literacy*, a library resource for funders, administrators, grant writers, board members, and teachers. The book highlights the need for, and potential benefit of, foundation seed funding to promote reforms in environmental literacy.

NEETF Grant: \$5,000  
Co-funders Match: \$0 (project in-kind partner)  
Total: \$5,000

**2002, 2003, & 2004**

**Public Lands Foundation**, Arlington, VA  
*National Public Lands Day Site Management*

The Public Lands Foundation provides volunteers and speakers at Bureau of Land Management-sponsored sites. Foundation members also assist sites with planning and preparation for National Public Lands Day.

NEETF Grant: \$7,500  
Co-funders Match: \$7,500  
Total: \$15,000

**Leave No Trace for Outdoor Ethics**, Boulder, CO

*Leave No Trace and National Public Lands Day Partnership*

Leave No Trace is the primary environmental education message promoted during National Public Lands Day. To ensure active



participation, Leave No Trace distributed educational materials that provide volunteers with easy, basic information on minimum impact, outdoor skills, and techniques. Additionally, Leave No Trace created “how to” materials that instructed volunteer

leaders in communicating and teaching the principles of outdoor ethics.

NEETF Grant: \$30,000

Co-funders Match: \$0 (project in-kind partner)

Total: \$30,000

## Co-Funders for Signature Grants

John & Thalia Pryor	\$100
Michael & Roxanne Lawler	\$250
Rosenthal-Cohen Foundation	\$250
Lead-Rite, Inc.	\$500
Methanemin Family	\$500
Telluride Institute, Inc.	\$1,000
Utah Society for Environmental Education	\$1,650
Northern Illinois University	\$2,450
Clayscott Insurance Agency, Inc.	\$2,500
University of Georgia-College of Agricultural & Environmental Sciences	\$3,000
Hawksglen Foundation	\$4,000
George Martin & Miriam Martin Foundation	\$5,000
Metavante Corporation	\$ 5,000
Telluride Foundation	\$ 5,000
Tides Foundation	\$ 5,000
Town of Telluride	\$ 5,000
Charity Folks	\$20,000
Disney Worldwide Services, Inc.	\$35,000



## NPLD/DoD Legacy Grants

The National Environmental Education & Training Foundation manages a grants program with funds from the Department of Defense to support projects on National Public Lands Day. The grants are awarded to military lands open to the public for recreation, and are listed below.

### 2002

#### **Fort Leonard Wood, Missouri**

Fort Leonard Wood installed 13 interpretive signs along their nature trail.

NEETF Grant: \$1,950

#### **Fort Bragg/Pope Air Force Base, North Carolina**

Fort Bragg/Pope Air Force Base built and installed handrails on two sides of an entrance to the Grave of Honor and renovated existing flowerbeds.

NEETF Grant: \$2,700

#### **West Point Schools, New York**

West Point Schools installed posts and informational signs and constructed raised walkways.

NEETF Grant: \$4,450

#### **Carlisle Barracks, Pennsylvania**

Carlisle Barracks developed a new wildlife habitat by creating no-mowing areas and repaired bluebird boxes.

NEETF Grant: \$2,450

#### **Aberdeen Proving Ground Museum, Maryland**

Aberdeen Proving Ground Museum planted native trees and shrubs, and constructed an interpretive outdoor archaeology exhibit.

NEETF Grant: \$3,200

#### **Fort Monroe, Virginia**

Fort Monroe constructed an extension to a local nature trail to make it handicap accessible and installed interpretive signs of flora and fauna.

NEETF Grant: \$5,000

#### **Fort Harrison, Montana**

Fort Harrison replaced signage, repaired fences, removed litter and helped with weed control.

NEETF Grant: \$2,750

#### **Florence Military Reservation, Arizona**

Florence Military Reservation planted native grass and installed signage.

NEETF Grant: \$4,500

### 2003

#### **Fort Ruger, Bat 407, Hawaii**

Fort Ruger cleared non-native invasive species.

NEETF Grant: \$5,870

#### **Camp Ripley National Guard Training Center, Minnesota**

Camp Ripley National Guard Training Center completed habitat restoration projects by planting trees, removing vegetation, and improving the nature trails.

NEETF Grant: \$3,900

#### **Camp Santiago Training Site, Puerto Rico**

Camp Santiago Training Site planted about 100 seedlings of endemic and native trees, marked trail systems, installed identity labels for existing trees, and installed an irrigation system.

NEETF Grant: \$5,000

## 2003 continued

### **Camp Dawson, West Virginia**

Camp Dawson completed a new trail development.

NEETF Grant: \$1,887

### **Fort Leonard Wood, Missouri**

Fort Leonard Wood constructed Purple Martin and bat houses.

NEETF Grant: \$4,500

### **Laurel Pond/Fort Dix, New Jersey**

Laurel Pond/Fort Dix installed erosion control barriers, created and put up educational signage, and planted native species.

NEETF Grant: \$5,000

### **Carlisle Barracks, Pennsylvania**

Carlisle Barracks replaced historic tree markers, repaired and maintained three quarters of a mile of historic walking trail, planted wild flowers, and maintained bird houses.

NEETF Grant: \$1,745

### **Fort Indiantown Gap, Pennsylvania**

Fort Indiantown Gap planted native wetland plants, installed boardwalks for trails, and installed directional interpretive signage at several locations along the trails.

NEETF Grant: \$1,500

### **Fort Lee, Virginia**

Fort Lee completed trail improvements.

NEETF Grant: \$700

### **Fort Belvoir, Virginia**

Fort Belvoir removed invasive species.

NEETF Grant: \$450

### **Fort Pickett, Virginia**

Fort Pickett planted trees, maintained trail, sowed grass, constructed benches, and emplaced erosion matting.

NEETF Grant: \$4,110

### **Fort Monroe, Virginia**

Fort Monroe constructed three handicap accessible beach access walks.

NEETF Grant: \$3,889

### **Beale Air Force Base, California**

Beale Air Force Base constructed bat and owl boxes on a small bat canopy and planted native trees and shrubs.

NEETF Grant: \$6,000

### **Langley Air Force Base/Lighter than Air Pier, Virginia**

Langley Air Force Base completed habitat restoration and planted eelgrass.

NEETF Grant: \$6,000

### **Naval Undersea Warfare Center Detachment AUTECH Andros Island, Bahamas**

Naval Undersea Warfare Center cleaned up the coral reef adjacent to the recreational beach, revitalized selected base properties with indigenous vegetation, and installed Mooring Buoys to prevent potential damage to the coral from anchoring.

NEETF Grant: \$4,300

### **Dam Neck Annex, Virginia**

Dam Neck Annex completed a dune restoration project.

NEETF Grant: \$4,893

**Fleet & Industrial Supply Center,  
Washington**

Fleet & Industrial Supply Center created and installed artificial reefs and harvested oysters.

NEETF Grant: \$5,000

**Camp Navajo, Arizona**

Camp Navajo completed an old-growth protection project which involved a large diameter ponderosa pine, alligator juniper, and Gambel’s oak trees prior to performing a prescribed fire.

NEETF Grant: \$1,600

NEETF Grant: \$6,000

**Fort Carson, Colorado**

Fort Carson built one bridge and 1.25 miles of trail.

NEETF Grant: \$5,940

**Lima Army, Ohio**

Lima Army constructed a casting platform at Lake Ketelsen.

NEETF Grant: \$6,000

**Fort Pickett, Virginia**

Fort Pickett constructed two accessible fishing piers.

NEETF Grant: \$6,000

**2004**

**Fort Huachuca, Arizona**

Fort Huachuca built trails and erosion control devices.

NEETF Grant: \$3,000

**Fort Bragg, North Carolina**

Fort Bragg planted 3,900 trees.

NEETF Grant: \$2,740

**Fort Lee, Virginia**

Fort Lee planted trees.

NEETF Grant: \$5,300

**Aberdeen Proving Ground, Maryland**

Aberdeen Proving Ground planted eight trees and 140 plants, and installed 400 feet of deer fence.

NEETF Grant: \$6,000

**Fort Dix, New Jersey**

Fort Dix planted 10 trees and 860 plants, collected 400 pounds of trash, removed 60 pounds of invasive species, and installed erosion prevention logs and educational signs.

**Florence Military Reservation, Arizona**

Florence Military Reservation removed 1,500 lbs of trash, replaced 600 DRiWater irrigation cartons, and constructed 250 feet of fence to protect vegetation.

NEETF Grant: \$5,000

**Camp Navajo, Arizona**

Camp Navajo raked surface fuels from the base of 400 old growth trees to protect them from an upcoming prescribed burning.

NEETF Grant: \$2,200

**Fort Custer, Michigan**

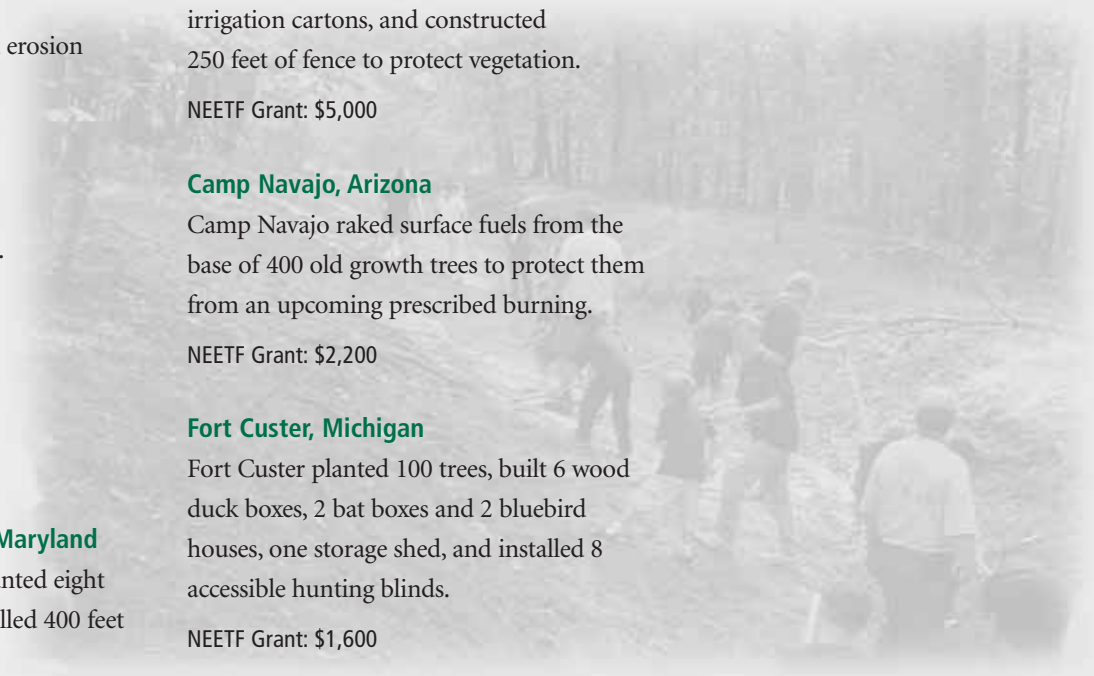
Fort Custer planted 100 trees, built 6 wood duck boxes, 2 bat boxes and 2 bluebird houses, one storage shed, and installed 8 accessible hunting blinds.

NEETF Grant: \$1,600

**Camp Santiago, Puerto Rico**

Camp Santiago planted about 300 native trees.

NEETF Grant: \$6,000



## 2004 continued

### **Pelham Range, Alabama**

Pelham Range built and installed 10 wood duck boxes.

NEETF Grant: \$707

### **Camp Ripley, Minnesota**

Camp Ripley constructed, placed and established a fishing pier-viewing platform.

NEETF Grant: \$3,800

### **Bellows Air Force Base, Hawaii**

Bellows Air Force Base planted twelve trees and 175 shrubs, removed invasive species, and removed 20 pounds of trash.

NEETF Grant: \$5,350

### **Beale Air Force Base, California**

Beale Air Force Base improved and expanded a nature trail and built an accessible duck blind and bird watching blind.

NEETF Grant: \$5,000

### **Little Creek Amphibious Base, Virginia**

Little Creek Amphibious Base planted submerged aquatic vegetation.

NEETF Grant: \$5,995

### **Naval Weapons Station, California**

Naval Weapons Station prepped, planted, and watered native plants.

NEETF Grant: \$5,800



## MEASURING NEETF'S REACH

**N**EETF has a commitment to determine how far its information and education programs reach and benefit the public. Each of our programs has expanded in recent years. NEETF now regularly reaches some 40 million people through its information and education programs—television, the media, the Internet. We also reach nearly 1 million education, health, and environmental professionals through their associations. We help support training for 1 million teachers and 30 million students through public support from our partner organizations. More specifically:

### NUMBER OF PEOPLE REACHED ANNUALLY THROUGH NEETF PROGRAMMING

PROJECT	AUDIENCE	TEACHERS	PROFESSIONALS	STUDENTS	VOLUNTEERS	THE PUBLIC
TV Weather Project	Weekly on-air Web audience		1,000			15,000,000 250,000
National Public Lands Day	Volunteers Recreation users				85,000	5,000,000 PSAs*
Business	Business leaders Agencies and Non-governmental Organizations		2,500,000 1,100,000			
Classroom Earth	Teachers	100,000				
National Environmental Education Week (targets)	Teachers Students	250,000		10,000,000		
Health	Doctors Nurses		500,000 500,000			
Partners in Resource Education	Teachers Students		15,000	500,000		
National Environmental Education Act	Teachers Students	50,000		1,500,000		
<b>SUBTOTALS</b>		<b>400,000</b>	<b>4,616,000</b>	<b>12, 000,000</b>	<b>85,000</b>	<b>20,250,000</b>
<b>GRAND TOTAL</b>	<b>37,351,000 people</b>					

\* In 2004 the public lands media and public service announcements campaign reached another 80 million people, explaining the importance of public lands and opportunities to get involved and volunteer.

## FUND AND VOLUNTEER LEVERAGE — OUR ANNUAL “IMPACT BUDGET”

NEETF’s programs are designed to leverage the annual funding from the Congress, work of volunteers, contributions and other fiscally measurable resources for environmental education and training programs.

### BUSINESS IMPACT (In thousands)

	2002	2003	2004
Cash program budget	\$ 1,800	\$ 2,000	\$ 2,000
Grants	772	600	200
National Environmental Education Act	7,720	7,800	7,200
National Public Lands Day	5,000	10,000	10,000
Youth mentors contributed Services	250	250	120
Agency partnerships	300	300	50
Partners in Resource Education	50	50	50
Legal, in-kind support	50	50	50
Support for New Jersey EnvironMentors		125	
Weather and environment		400	
Contributed advertising			1,150
COMET* Training			50
Website development services			45
Web hosting			10
The EnvironMentors Program video			15
National Public Lands Day volunteer tickets			270
Fee waiver day public recreation benefit			10,000
<b>TOTAL</b>	<b>\$15,920</b>	<b>\$21,000</b>	<b>\$31,200</b>

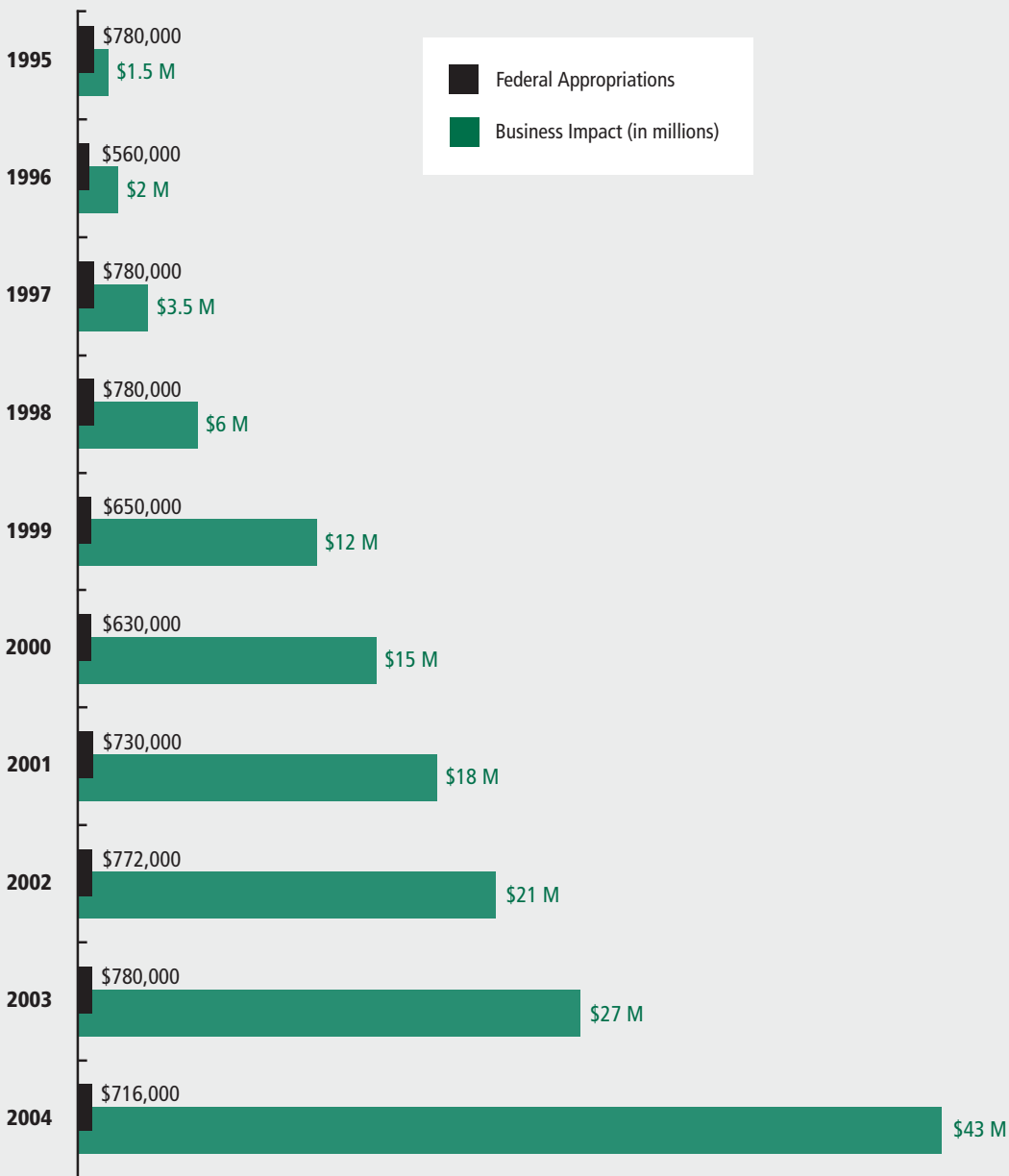
\*Cooperative Program for Operational Meteorology Education and Training

The “business impact” budget has grown each year, with significant gains in 2004 when the rate of return reached \$43 on each \$1. Major contributions to the program included public service announcements and “fee free” coupons for volunteers on National Public Lands Day, contributed website development and web hosting, and a video for the EnvironMentors Project. In 2003, the rate of return was \$27 to \$1; in 2002, the rate was \$21 to \$1. (See next page.)

## RETURN ON CONGRESSIONAL INVESTMENT CALCULATION BY FISCAL YEAR

	APPROPRIATION	BUSINESS IMPACT	RETURN ON CONGRESSIONAL INVESTMENT
FY 2002	\$772,000	\$15.9 million	\$21 for each \$1
FY 2003	\$778,000	\$21.5 million	\$27 for each \$1
FY 2004	\$716,000	\$31.2 million	\$43 for each \$1

## NEETF BUSINESS IMPACT



# NEETF FINANCIAL STATEMENTS

## REVENUES AND EXPENSES

	2004	2003	2002
<b>Revenue and Other Support</b>			
Government	751,478.37	797,373.00	1,156,119.00
NEEA	716,415.90	779,785.15	771,845.00
Foundations	107,011.35	341,758.32	250,697.33
Corporations	586,653.30	345,766.43	387,156.77
Individuals	12,598.74	62,618.14	57,265.00
Matching Grants*	79,491.89	251,564.24	696,560.49
Interest	2,088.29	4,234.35	15,901.00
Other	5,440.95	6,667.96	16,300.71
<b>TOTAL REVENUE</b>	<b>2,261,178.79</b>	<b>2,589,767.59</b>	<b>3,351,845.30</b>

### Expenses by Program

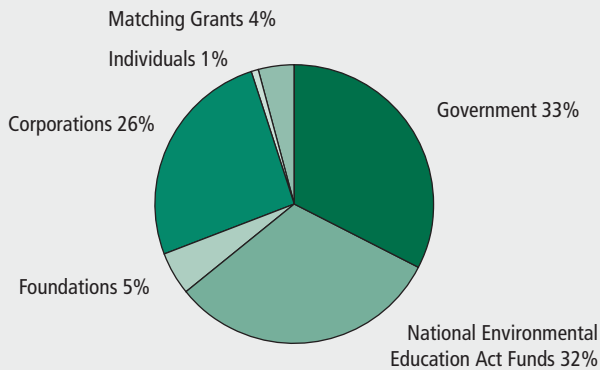
Corporate/Green Business Network	340,832.47	361,766.00	377,472.00
Environmental Education	415,158.69	564,455.71	1,087,432.00
The EnvironMentors Project	139,721.16	316,868.79	665,165.00
Health/Environmental Wellness	286,364.46	304,755.00	447,820.00
Natural Resources/NPLD	484,198.91	455,229.62	391,882.00
Research	10,500.00		118,257.00
Eyes on the Environment	152,257.22	293,681.00	290,396.00
Fundraising	73,658.88	70,790.00	59,295.00
General & Management	399,032.57	436,950.96	307,188.00
<b>TOTAL EXPENSES</b>	<b>2,301,724.96</b>	<b>2,804,517.08</b>	<b>3,744,907.00</b>
Net gain/(loss)	(40,564.96)	(214,749.49)	(393,061.70)

\*Recipient contributions match NEEA funds.

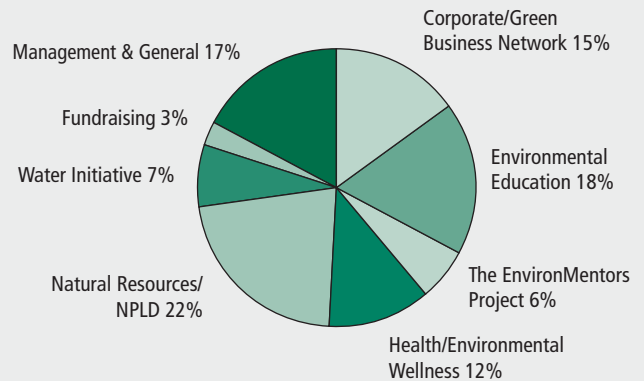


## 2004

### TOTAL REVENUE \$2,261,179

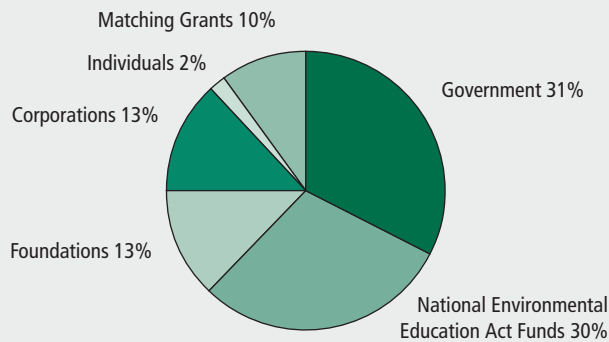


### TOTAL EXPENSES \$2,301,725

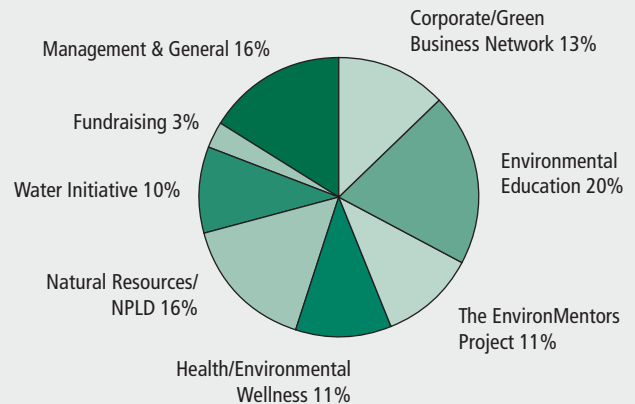


## 2003

### TOTAL REVENUE \$2,589,767

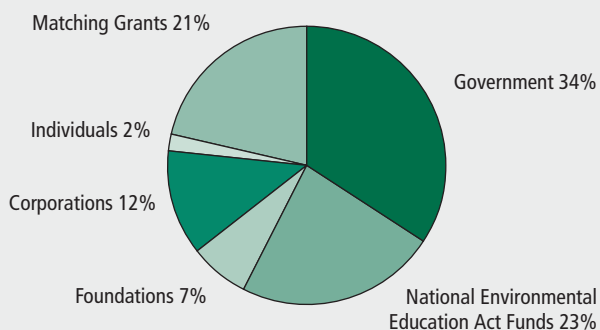


### TOTAL EXPENSES \$2,804,517

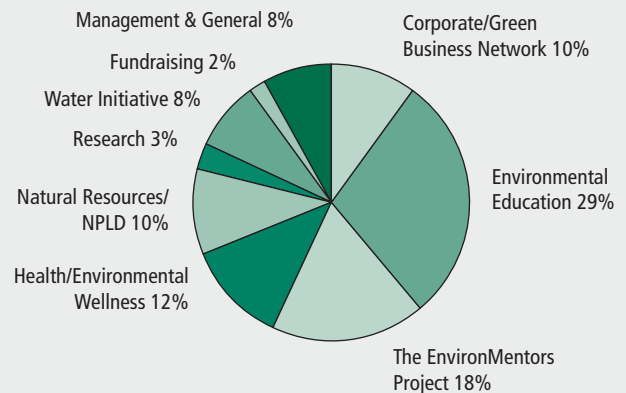


## 2002

### TOTAL REVENUE \$3,351,845



### TOTAL EXPENSES \$3,744,907



## STATEMENT OF FINANCIAL POSITION

(AS OF SEPTEMBER 30, 2004)

	2004	2003	2002
<b>Current Assets</b>			
Cash and Cash Equivalents:			
Cash-First Union	\$342,656.15	\$320,072.13	\$89,415.70
Cash-Bank of America	0.00	0.00	(499.22)
Chevy Chase Bank	3,118.12	1,747.77	61,465.08
Fidelity Investments	151,148.10	299,800.09	591,658.99
Petty Cash Fund	<u>3,369.30</u>	<u>3,869.51</u>	<u>8,153.69</u>
Total Cash and Cash Equivalents	500,291.67	625,489.50	750,194.24
Accts Receivables	280,908.98	246,066.00	216,781.18
Other Current Assets	<u>38,289.46</u>	<u>40,948.62</u>	<u>122,351.85</u>
Total Current Assets	\$819,490.11	\$912,504.12	\$1,089,327.27
Property and Equipment, Net	<u>53,349.60</u>	<u>81,730.91</u>	<u>109,203.51</u>
<b>TOTAL ASSETS</b>	<b>\$872,839.71</b>	<b>\$994,235.03</b>	<b>\$1,198,530.78</b>
<b>Current Liabilities</b>			
Accounts Payable and Accrued Expenses	\$147,394.95	\$124,843.02	\$97,825.59
Deferred Rent	31,675.14	34,707.42	32,896.68
Deferred Revenue	6,505.00	1,405.00	0.00
Lease Payable	0.00	0.00	5,890.44
Line of Credit-FUB	75,000.00	100,000.00	0.00
Refundable Advances	36,091.86	57,437.54	103,789.04
Def Revenue-NEEA	888,230.65	888,230.70	892,522.78
Federal Comp Grants-Def Rev	5,039.54	58,741.18	203,097.10
Federal Col Grants-Def Revenue	61,512.91	61,512.91	47,998.91
Federal IP Def Revenue	55,086.84	100,342.49	22,701.58
Private IP Def Revenue	<u>53,966.12</u>	<u>14,131.90</u>	<u>0.00</u>
Total Current Liabilities	<u>\$1,360,503.01</u>	<u>\$1,441,352.16</u>	<u>\$1,406,722.12</u>
<b>Equity</b>			
Temp. Restricted Net Assets	\$209,676.60	\$209,676.60	\$209,676.60
Unrestricted Net Assets	(656,793.73)	(442,044.24)	(24,806.58)
Current Year Net Income	(40,546.17)	(214,749.49)	(393,061.36)
Total Equity	<u>(\$487,663.30)</u>	<u>(\$447,117.13)</u>	<u>(\$208,191.34)</u>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$872,839.71</b>	<b>\$994,235.03</b>	<b>\$1,198,530.78</b>

## INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees  
The National Environmental Education & Training Foundation, Inc.  
Washington, DC

We have audited the accompanying statements of financial position of The National Environmental Education and Training Foundation, Inc. (the Foundation) as of September 30, 2003 and 2002, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The National Environmental Education and Training Foundation, Inc. as of September 30, 2003 and 2002, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

BDO Seidman, LLP  
Bethesda, MD  
April 29, 2004

*(As of the printing of this annual report, the 2004 audited financials were still in draft form)*

# NEETF PROGRAM SUPPORT

NEETF is grateful to the following foundations, corporations, public agencies, and individuals for their generous support during the period of October 1, 2001 through September 30, 2004.

## \$250,000 AND ABOVE

Toyota Motor Sales, USA, Inc.  
U.S. Environmental Protection Agency,  
Office of Environmental Education  
U.S. Environmental Protection Agency,  
Office of Pesticides

## \$100,000 – \$249,999

U.S. Department of Agriculture,  
Forest Service

## \$50,000 – \$99,999

American Honda Motor Co.  
AT&T Foundation  
Mr. Edward Bass  
Department of Defense, Legacy Fund  
Mitsubishi International Corporation  
Foundation  
National Institute of Environmental  
Health and Safety  
Pitney Bowes Foundation  
U.S. Department of Interior,  
Bureau of Land Management  
U.S. Environmental Protection Agency,  
Office of Policy Innovation and  
Economics  
U.S. Environmental Protection Agency,  
Office of Water

## \$25,000 – \$49,999

Army Corp of Engineers  
Bank of America Foundation  
Business for Social Responsibility  
Department of Health and Human Services,  
Center for Disease Control and  
Prevention  
Freddie Mac Foundation  
Johnson Family Foundation  
Moriah Fund  
National Fish and Wildlife Foundation  
National Oceanographic and Atmospheric  
Administration, Bay Watershed  
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National Oceanographic and Atmospheric  
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and Sustainability Division  
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U.S. Green Building Council  
Wallace Genetic Foundation

## \$10,000 – \$24,999

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Morris and Gwendolyn Cafritz Foundation  
Church and Dwight Co., Inc.  
Commonwealth of Virginia  
George Gund Foundation  
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U.S. Environmental Protection Agency,  
Office of the Administrator  
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Region III, Office of Environmental  
Education  
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## \$5,000 – \$9,999

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Tennessee Valley Authority  
U.S. Environmental Protection Agency,  
Region II, Office of Environmental  
Education  
U.S. Department of Agriculture, National  
Resources Conservation Service  
U.S. Fish and Wildlife Service  
Wachovia Foundation  
Warner Brothers Entertainment, Inc.

## \$1,000 – 4,999

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The Community Foundation for the  
National Capital Region  
Chesapeake Bay Trust  
Chevy Chase Bank  
Coeur D'Alene Mines  
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Dimick Foundation  
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