

**The Second Joint meeting of the New Jersey Commission
on Environmental Education (NJCEE) And the
Inter-agency Work Group (IWG)**

Wednesday, January 21, 1998
DEP Headquarters, 7th Floor, Trenton, NJ
9:00 a.m. - 2:00 p.m.

- 8:45 a.m. **Coffee, tea, get settled, fill out nametags**
- 9:00 **Welcome, Introductions** Lou Iozzi, Chair
 Summary of Last Meeting
 Discussion/Acceptance of 11/10 Mtg. Minutes
 Review The Day's Agenda (Changes or Additions)
 Establish Group Rules
- 9:20 **Group Discussion: Upcoming Tasks and Strategies**
 Based upon assignment, discuss and list:
 * What has already been accomplished
 In the *Plan of Action* and in the *EE Act*?
 * What is outdated or unnecessary?
 * **List all potential upcoming tasks and strategies**
- 10:00 **BREAK**
- 10:15 **Recognizing Potential Needs Specific to
Classroom Reform - 5 min. presentations by:**
 * Helen Skerratt
 * Kathleen McLaughlin
 * Suzanne Willis
 * Dr. Patricia Hanratty
 * Dr. Bruce Marganoff
 * Pre-service training - Dr. John Kirk
 * **Add any new classroom-based tasks and strategies to the list**
- 10:45 **Recognizing Potential Needs Specific to** Frank Gallagher
 Electronic Communications Bruce Marganoff
 * Status of EE web site development Lou Iozzi
 * **Add any new electronic-based tasks
and strategies to the list**

- 11:15 **Group Discussion: Establishing Priorities** Lou Iozzi
Use "\$1.00" technique to determine priorities Tanya Oznowich
Divide up group into 3 small groups
Assign 2 priorities and 1 room to each group
and break for lunch
- 12:00 **SHORT BREAK TO BUY LUNCH/WORKING LUNCH**
join group in your assigned conference room
- 12:15 **Group Assignment:** Determine issues, strategies,
tasks, timeframes and resources needed for each priority
(document findings)
- 1:20 Share and document **group findings** Lou Iozzi
Summarize what was accomplished today
Updates
New Business
Agenda items for next meeting
Logistics for next meeting - date, time, location
- 2:00 p.m. Wrap up, Depart**

**The New Jersey Commission on Environmental Education
and the Inter-agency Work Group**

Wednesday, January 21, 1998 - **Meeting Notes**

DEP Headquarters, 401 E. State St., 7th Floor, Trenton, NJ

Attendees:

Richard Belcher (for Sam Race, NJ Dept. of Agriculture), Anthony Cancro, Mimi Dunne, Joan Elliot, Frank Gallagher, Anne Galli, Vince Giampeitro, Toni Hendricksen (now primary rep. For NJ Dept. of Law and Public Safety), Lou Iozzi, Pat Kane, Christine Keresztury, Kathleen McLaughlin, Ray Mueller, Tanya Oznowich, James Shissias, Helen Skerratt, Suzanne Willis, Karen Wintress

Not In Attendance:

Mark Boyd (or a NJ Dept. of Labor rep.) Elaine Puzo Castoro, Emile DeVito, Joseph Eldridge, Patricia Hanratty, John Kirk, Bruce Marganoff, Eileen McGinnis (or a rep. From the Governor's Office), Suzanne Willis

- Group introductions
- Tanya corrected her error in the cover note to the commission and work group members, sent with the 11/10 meeting notes (Dr. John Kirk is the Vice Chair to the commission and not the co-chair).
- *The group reviewed 11/10 meeting notes*
Lou Iozzi - Made the motion to approve the minutes
Anne Galli - Approved the motion
Frank Gallagher - Seconded the motion
All commission members present voted to accept the minutes.
- Lou Iozzi reviewed (in the minutes) the needs and concerns that were submitted by some commission and work group members at the first meeting. Each was addressed but no new work was added to the commission's future task list.
- The commission and work group membership list was sent around for attendance and corrections (the included version is now "new and improved!")
- Lou Iozzi discussed the purpose of "group rules." Besides his commitment to use ***Robert's Rules*** when necessary, the group agreed to be prompt, listen, call in if not attending a meeting, be respectful of each other's opinions and input, and to remember the purpose of the whole group and not our individual interests.

- The group went through the Plan of Action and formulated the lists below:

ISSUES WITH THE PLAN OF ACTION AND THE ACT ITSELF:

- The dates and deadlines are defunct in the Plan of Action.
- The "guts" of the act were altered a lot in order to be passed with the Governor's veto. Parts removed included appropriations and all references to work to be done by the NJ State Board of Education and the NJ Dept. of Ed. Language related to staff being hired by the commission was changed from "shall" to "can do, if the group has the money."
- References in the NJ Dept. of Ed. section of the plan to the "high school proficiencies", are now defunct, since the proficiencies themselves are defunct.
- There is no legislated or formal relationship between DEP or the environmental education community, with the NJ Dept. of Education. Should one be determined and sought after?
- The Plan of Action currently appears outdated. Should it be updated? If so, it might be helpful to make the plan more useful to the reader - "How does this apply to me?" Or, though an executive summary currently exists in the plan, an UPDATED executive summary may be helpful.

WHAT HAS BEEN DONE:

- Passage of the New Jersey environmental education act.
- Formal re-creation of the NJ Commission on Environmental Education and the Inter-agency Work Group.
- The purchase of hardware and software for the website, to be housed and maintained at Cook College, Rutgers University.
- Printing and distributing findings from the New Jersey Environmental Values Conference.
- Facilitator training program in Summer, 1994, for teachers and nonformal educators trained to provide workshops on Project Learning Tree, Project WILD, Aquatic WILD, Bridges to the Natural World and Project WET. Books were also purchased for this effort - supplies of books still exist and need to be used.

WHAT HAS NOT BEEN DONE/WHAT SHOULD BE DONE:

(P = referenced in Plan of Action, L = reference in Legislation, New = Neither)

- P,L The Global Forum
- P No funds have been appropriated or raised (with the exception of what is currently in the commission account)
- P Identify the audiences in the Plan of Action who have not yet received it or are even aware of its existence - how many copies of the plan have been circulated? Who has received it and who hasn't? How have copies been distributed thus far?
- P,L The inventory of (NJ-specific) environmental education resources, for the website. The group should consider looking for local and regional contacts and should look for "gaps" in terms of available resources.

- P,L The celebration of NJ Environmental Education Week - its purpose, the commission and work group's roles, what should be done yearly, etc.
- New The NJ Dept. of Ed's "Cross Content Workplace Readiness Standards Frameworks" - Should we get involved with frameworks development? Also, should we get involved with assessment? We currently have the opportunity to develop sample test questions for the middle school environmental indicators.
- New The NJ Dept. of Ed's continuing education proposal for teachers - what is it? Should the commission be aware of it? If so, how should we get involved?
- P The design and coordination of a 1-day forum for college academia, the purpose being to pursue some of the recommendations in the Plan of Action for higher education institutions.
- P A focus on pre-service teacher training programs in the state, with reference to environmental education being part of a training program - what is the status of programs in the state? If #'s of programs or teachers are decreasing, why? What's currently being done to adjust to meeting the new classroom standards?
- P,L The establishment of a network for environmental education communications and resources (the website) - the development of this must continue.
- New,P The NJ Commission on Environmental Education awards program - develop 1 or 2 categories; investigate what is being done by other NJ organizations and/or by other statewide commissions for environmental education, in other states.
- New,P Work with environmental and interpretive organizations to develop and coordinate enrichment opportunities for formal and nonformal educators, that coincide with the new classroom standards while supporting learning styles and other pertinent teaching methods. NJAS and DEP workshops and grant-funded programs are examples of current programming being tried. Such opportunities must be promoted better and we must work more closely with school boards, school administrators and parents to promote and gain their support. We should extend such opportunities to other government employees who work with schools (ie. soil conservation districts, county extension, etc.).
- P Work with businesses and the corporate sector - to develop and/or adopt environmental principles - who has done what, if anything? What has been done? How can it be done more often and more effectively and efficiently?
- P Work with municipal and local government - get a representative on the commission that works with local government regularly.
- P Work with religious/interfaith organizations - what's been done? What are they doing? Who is doing what? How should we be involved?
- P Identify and include the role of media centers and libraries with all tasks and in all activities, when feasible.
- P,L Providing an annual report to the Governor and Legislature on the state of environmental education in New Jersey.
- P,L Providing technical support to members of the Legislature on environmental education issues and topics, when appropriate.
- New Align commission and work group activities (where and when feasible) with the

Governor's priorities (ie. open space and development issues, civic responsibility, urban restoration and work with interfaith organizations).

P,L Maintain, monitor and implement the Plan of Action . . .

New Environmental education resources, materials and tools - are we able to support the NJ classroom standards? If not, what gaps exist and should they be filled? How?

CLARIFICATION OF THE ROLE AND TASKS OF THE WORK GROUP:

- Coordinate the env. ed. and outreach activities of the various state agencies
 - Assist with developing and conducting the inventory of resources
 - Publicize existing model environmental education programs
 - Provide leadership and coordination in conducting teacher inservice programs throughout the state
 - Solicit public and private partnerships at the local, state and national levels to provide teacher education programs; and,
 - Provide the commission with information concerning the availability of environmental education to students in the state.
- Presentation made by Helen Skarratt, a commission member representing elementary teachers, on how the classroom standards are effecting her school activities or fellow faculty:
 - Her school faculty looked at their existing curriculum and cross-referenced their outcomes with the classroom standards. They made adjustments accordingly.
 - Training is needed for all teachers, in such areas as inquiry-based learning and problem solving, and instructional methods. Training is also needed in how to integrate new lessons into current curricula. Content information is also needed.
 - Assessment is driving support, unfortunately.
 - How environmental education resources tie in with the standards should be known to the teachers or made obvious.
 - Her district's philosophy for their elementary schools is "no textbooks." Many districts don't use and that is why many book publishers are making kits.
 - Unreceptive school administrators stop connections with faculty from being made. We must continue to find enthusiastic teachers to help us "peddle" environmental education. The standards do help to "make the case" to administrators and "get our foot in the door."
 - For example, the study of local trees provides the means of interdisciplinary study - but most school administrators are not aware of this.
 - At all workshops, demonstrate and participate; spell out everything to the teachers.
 - The concept of mentoring or team teaching is great, if it can be arranged.
 - It is still best to try to get inservice time on a school or district's schedule. If a local workshop is offered, the school usually only sends 1 rep and it is hard for them to share whatever they've gained.
 - Presentation made by Kathleen McGlaufflin, a commission member representing middle school (and private school) teachers, on how the classroom standards are

effecting her school activities or fellow faculty:

- The standards do not effect what she carries out in a private school setting.
- Teachers still think that time is lacking. All enrichment and materials must explore integration - demonstrating ways in which new lessons can be added to, or replacing parts of, existing curricula.
- Kathleen performed a guided imagery activity (from Project WILD) and a follow-up discussion with the group on its interdisciplinary merits and ways to integrate.
- The commission must work to make resources more available - promotions are needed.

- Presentation made by commission member Frank Gallagher, regarding the continued development of the environmental education/outreach network and website:
 - Frank reviewed the history of development of the environmental education resource center and network and its basic components, as referred to in the Plan of Action and in the legislation.
 - The "unfinished" network hardware and software is being housed, and will be maintained at, the Center for Environmental and Agricultural Education at Cook College, Rutgers University. This place was selected due to its academic setting and related programs, its extensive computer network already in existence, and the possibility of utilizing students to maintain the site. This place is also fairly independent of any larger agency/bureaucracy.
 - The network can best be described as a "living and on-line resource directory" networking people with resources, information and real-time data. It will also be a vehicle to encourage cooperative and distance learning.
 - Current needs: upgrading software and designing the website, which would include a menu for env. information and hot links to all appropriate areas.
 - Frank reviewed findings from the 3 regional workshops that ANJEE held a couple years ago, to determine what educators are interested in visiting/accessing at the website. From these meetings, there are now over 3,000 possible professionals - people, places, materials and projects - that can be placed on the site.
 - The current structure, unfortunately, cannot be interactive but hot links can be made to such sites.

- *Pat Kane made the following motion:*
That expenditures of up to \$6,200.00 be made to the Center to get the NJCEE environmental education website established.
_____ seconded the motion.
All in favor; 0 opposed; 0 sustained.

- It was agreed that committees should be formed at the next meeting to focus on priorities, as determined by the group. In addition, Lou suggested the creation of a steering committee, and that he would determine its purpose and makeup, or rep's that should comprise it. The chair would meet periodically with this committee to discuss the group's activities.

- **Group discussion: The Commission and Work Group List of Priorities**
 - Establishing the website and network
 - Conducting an inventory to mesh with the website; promote the website
 - Creating the first annual report
 - Seeking funding and conducting fundraising
 - Providing leadership for enrichment opportunities (inservice, preservice and training for nonformal educators) that support emerging needs from classroom reform; also, strengthening relationships with the NJ Department of Education
 - Planning and conducting the first NJ Global Forum
 - Creating an awards program and linking it with Earth Day/NJ Env. Ed. Week
 - Relating commission and work group activities with state/Governor's priorities
 - Creating and implementing a communications plan for commission and work group activities.

- The group briefly discussed Earth Day 98 and NJ Environmental Education Week - what's been done in the past, what's been done by DEP, its purpose, etc.

- For now, Tanya Oznowich has committed to maintaining a "master list" of events, seminars, programs, etc., that are occurring during the last week in April, in order to promote the week.

- The next joint meeting date and time was established. Representatives from the NJ Departments of Law and Public Safety and Agriculture offered to locate facilities for the meeting.

- Wrap up, closure, departure.

Submitted By: T. Oznowich, 2/8/98