

SEEA Newsletter: 2020



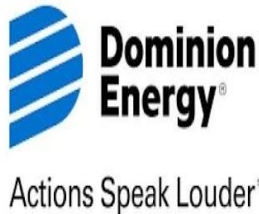
Joint SEEA/EEASC Virtual Conference A Regional Success!

The 2020 SEEA/EEASC "'Zoom' into Environmental Education" Conference was a successful virtual event with 22 sponsors, 140 participants, 29 sessions, and \$790 in silent "non-auction" donations. During the research symposium and conference general session participants from nine states attended the conference to learn about topics in environmental science and education, outdoor learning experiences, environmental education resources, and content and inquiry. A big thanks to the presenters, attendees, moderators, and conference organizers for making the event possible

*Thank You to Our Generous 2020
Conference Sponsors!*

Welcome Renee Strnad to Chair-Elect of SEEA!!

Renee Strnad (she/her) is the Environmental Educator for Extension Forestry, housed in the College of Natural Resources at NC State University. She is the state coordinator for Project Learning Tree, has responsibilities for 4-H natural resource programming statewide, and is a North Carolina Certified Environmental Educator.



She served on the board of Environmental Educators of North Carolina (EENC) from 2011-2018 in the Presidential roles and Treasurer, and came back to to the board in 2020 as Partnership Chair. Renee was one of the early members of the SEEA committee and also serves on the NAAEE Affiliate Network 2.0 Working Group. She also works closely with the North Carolina Office of Environmental Education by serving on the Certification Committee and Environmental Literacy Plan Committee. Being at NC State University has allowed her to work with faculty with a growing interest in EE research, and the creation of the new Environmental Education minor.

First introduced to EE during her undergrad program in Wildlife Biology and Natural Resources and Environmental Sciences as Kansas State University, Renee has been involved in environmental education for over 20 years and three different states. In her free time, she enjoys traveling (just one more state to go!), gardening, kayaking, relaxing in her hammock, and spending time with family and friends.



SEEA Conference 2021 - Save the Date!

NC will be hosting the SEEA conference in 2021, and we just finalized the details!



The 2021 SEEA conference will be September 10-11 at [Lutheridge](#) in Arden, NC. This site has a wonderful camp-like feel, even though it's less than 10 minutes from the Asheville Airport. We'll be just over 2 hours from Columbia, SC, a bit over 3 hours from Atlanta, GA, and only 4.5 hours from Lexington, KY!

In addition to these full two days, we'll also be hosting a full day of optional workshops and pre-conference field trips the Thursday before.

We'll be sharing more details once we get closer, but wanted everyone to get it on their calendars now. We announced this date to our conference attendees last week - please feel free to do the same!

Watch <http://www.southeastee.com/conference.html> for details.

SEEA Updates

Model EE Programs for Research

We at KAEE are looking for examples of model programs in other states that do a great job of any of the following: engaging students in long term EE experiences, work with at-risk students, focusing on green careers, have an emphasis in civic engagement or behavior change, get students out of the traditional classroom setting, provide mentorship, or create a pipeline of learning from elementary to high school. We are also looking for great examples of teacher professional development programs. Would you be willing to share names of any programs that stand out to you in your states for us to research further?

We were contracted by one of our partners to draft a report highlighting current research around EE best practices, examples of model EE programs that work with K-12 schools, and recommendations for how they can have the biggest impact with their EE funding for that city with an emphasis on encouraging behavior change and civic engagement (particularly around waste management and water quality). As part of this, we conducted a series of focus groups for educators and surveyed 467 educators in the city from 68 different schools. We will be happy to share our findings when it is complete if anyone is interested!

Landscape Analysis of EE in the Southeast



In 1990, H.R. Hungerford wrote that “creating an environmental commitment must go beyond awareness and knowledge. Environmental commitment is built by providing students with a sense of ownership and empowerment so that they are fully invested in an environmental sense and prompted to become responsible, active citizens.”

Building widespread environmental commitment, however, takes time, expertise, and coordination. And this fall, the Southeastern Environmental Education Alliance is dedicating that time, expertise, and coordination to embark on a brand new undertaking—a landscape analysis of environmental education efforts in eight southeastern states.

Funded by the National Fish and Wildlife Foundation and Pisces Foundation, the project will include a comprehensive study of the environmental education already happening on the ground, enabling the states involved to identify gaps and barriers to access that prevent successful implementation in some areas. The final report will also provide recommendations and next steps for increasing environmental literacy efforts in the southeast based on an inventory of model programs and initiatives happening nationwide.

This analysis and tailored state recommendations included in the report will equip organizations conducting environmental and conservation-related work in the southeast with the materials they need to address gaps, allocate resources more effectively, and, ultimately, meet the goal of increasing environmental literacy levels and stewardship behaviors.

A strategy consultant and Kentucky Association for Environmental Education Executive Director Ashley Hoffman, along with state coordinators from environmental education associations in Alabama, Georgia, Florida, Kentucky, North Carolina, South Carolina, and Tennessee, will collaborate on the year-long project.

“Although there are numerous organizations providing high-quality EE programs across the southeast, most of these are operating independently of one another, and little is being done to harness the collective impact of these programs to create large-scale change in each state or throughout the region,” Hoffman says. “This initiative will allow us to see the current landscape of environmental education in the southeast and help us to focus on larger-scale, capacity building initiatives that extend our impact beyond the local community.”

Upon conclusion of the analysis, the project leadership team will use the findings to begin strategic conversations determining next steps for initiating the



development of a state-level strategy for each state. While the team will implement recommendations, they recognize that the next steps will be ongoing and include numerous stakeholders. With this in mind, the team will work throughout the project with key stakeholders and state environmental education associations to design the landscape analysis and report in a way that ensures it will be a tool that meets the various needs of all involved.

The final report will serve as the first step to strengthen and improve the informal EE community to be able to deliver high-quality programs to students and conduct teacher trainings. The tool will also provide recommendations to systemically infuse environmental principles and concepts in formal school curricula that will aid in increasing and integrating EE into formal education systems.

Through stakeholder use of this report, educators in the eight states will have the tools to increase the number of students receiving high quality environmental education and broadening the competency of those students to demonstrate improved environmental literacy and age-appropriate stewardship behaviors.

"We are excited to embark on this work," Hoffman says. "To have the capacity and funding to bring together and connect the hundreds of organizations doing environmental literacy work across the southeast is a huge opportunity to grow the environmental education movement."

<http://www.southeastee.com/landscape.html>

Southeasterly Winds:

South Carolina:

Welcome Arlene Marturano: EEASC's New Landscape Analyst!

Welcome, Arlene! EEASC recently hired Dr. Arlene Marturano as its Landscape Analysis Coordinator! Dr. Marturano is coordinator of the SC Garden-based Learning Network and is an education consultant to public, private and home school programs, university coalitions, and non-profit organizations on outdoor and environmental education, science, nature, garden, health and reading pedagogy. She is currently at work consolidating and expanding EEASC's contact database. Dr.



Marturano and EEASC President Chanda Cooper represented EEASC in the SEEA Landscape Analysis Kick-Off Meeting October 5-6, 2020.

1. An EEASC subcommittee is revising our Mini-Grant program to provide more support for our members' professional development, service, and student-centered projects. We hope to roll out the new mini-grant guidelines in spring 2021.
2. EEASC leadership is making plans for a virtual 2021 board retreat/strategic planning session.
3. Planning for the 2021 EEASC Annual Conference is underway. The event will likely be a hybrid conference, with some virtual sessions and one day of field trips.
4. New EEASC board member Todd Beasley has been appointed to the position of Resource Development Committee Chair. He will work with subcommittees to oversee the 2021 virtual fundraiser and program sponsorship drives.
5. The Central Section of EEASC continues to host virtual Midlands Meetups to provide a networking and information-sharing opportunity for environmental educators. The December meetup will include a contest (with prizes!) for participants to show off their best holiday decoration made from natural or upcycled materials.
6. EEASC awarded honorary one-year memberships to all Palmetto Environmental Education Certification program graduates and new recruits.
7. EEASC produced a [virtual training](#) for the 2021 Green Steps School program. This award program recognizes schools for student-powered projects that promote sustainability through students learning, doing, and teaching others.
8. The SC Landscape Analysis Coordinator continues to work with the regional SEEA team to compile a database of EE contacts within our state.
9. EEASC is planning an environmental education workshop on pollinator conservation for March, 2021, in partnership with the SC Department of Health and Environmental Control's Champions of the Environment program.

Georgia:

Symbolic Migration Update In the August edition of this newsletter, we announced that due to the COVID-19 pandemic, Symbolic Migration was going virtual...at least for the submissions made by participants in Canada and the USA. Photocopies of submissions would be made to ship to Mexico as the delivery of the environmental lesson and Class Ambassadors to students in Mexico could not be done via the internet. As you can imagine with the extra work that teachers have been asked to do with



hybrid and virtual learning, the number of participants was lower than last year. In fact, our number is about one-third of last year's. In order to make the program available to more students in Mexico, we made the decision to make three copies of every Class Ambassador submitted. That means that every Canadian and USA participant will have their Class Ambassador "land" in three locations in Mexico! We would like to thank the North Carolina Arboretum for featuring Symbolic Migration as one of the activities in their EcoEXPLORE Entomology Season. Take a look at the wonderful YouTube video that they made for the Pollinator Badge: Butterflies (17:24) segment. Our first shipment to Estela Romero in Mexico was made on Friday, October 30, and is scheduled to arrive on November 4. Since schools are still not officially open this year, Estela plans to begin her deliveries to small groups of students the following week. You can read about and see photos from her visits on her blog site, Symbolic Monarch Migration. The Symbolic Migration project is a partnership project between Journey North, a program of the University of Wisconsin-Madison Arboretum, and Monarchs Across Georgia, a committee of The Environmental Education Alliance of Georgia, a 501(c) (3) organization. Journey North manages the interactive Symbolic Migration Participant Maps and hosts all educational materials on the Journey North website. Monarchs Across Georgia administers the program and is responsible for all fundraising.

Kentucky:

This month, in a two part series on December 7th and 11th, KAEE will host a *Virtual Training on Virtual Trainings* for our facilitators. This is a two-part training designed for those interested in hosting a virtual or hybrid environmental education workshop. Our goal is to support our facilitators and help them feel comfortable moving workshops online if 2021 requires it.

With a few weeks left to go, our #KAEE2020 crowdfunding campaign is going strong, and we've surpassed our halfway mark. We'll officially wrap this up on December 18. Check out our [team page here](#) to learn more!

This month we are also wrapping up a grant project about environmental education partnership programs in Lexington, Kentucky with the Lexington-Fayette Urban County Government (LFUCG). LFUCG has been investing in environmental education focused on water quality and waste management in Lexington-Fayette County schools for more than a decade. KAEE was hired to facilitate focus groups, analyze results of an online survey, highlight best practices in environmental education as determined by research, and share insights gained from successful programs across the country to offer recommendations on how LFUCG can best spend future funds to support teachers and students while achieving positive environmental outcomes.

December also marks our wrap up of the first pilot group taking our eeCredential Professional Learning Leader courses. We are learning a lot through this process and tweaking timelines and courses as we receive valuable feedback.

The SEEA regional landscape analysis leadership team has been hard at work planning and designing this survey to be as effective and results driven as possible. Looking forward to kicking this project off soon.

Alabama:

The Alabama Environmental Education Summit (AEES) is a new program whose goal is to bring together the environmental education community of Alabama to improve our skills at delivering inquiry-based learning with an explicit focus on diversity and inclusion in EE. This program is made possible by a grant from the BEETLES organization and the National Science Foundation (NSF).

To accomplish this goal, AEES is hosting a virtual summit November 16th-19th.

You are invited to be one of the participants for this train-the-trainer event! At this summit, participants will learn more about the BEETLES approach and curriculum

(<http://beetlesproject.org/>), learn how to better use inquiry-based education in your teaching, discuss ways to increase and improve your work with diverse

audiences with T Marie King, and help to plan sharing of these new skills and ideas with other EE providers in your region. While we all wish we could have explored these ideas and practices outside with you, the AEES planning team has come up with some fun and creative ways to get us not only together in front of a computer, but also outside and strengthen the EE community in Alabama.

The summit will be held on November 16th, 17th, and 19th. Over this time span, we will host zoom sessions for a total of 14 hrs. Below is the proposed agenda. We recognize that everyone is busy and may be experiencing 'zoom fatigue', but to succeed at improving EE in our beautiful state, we are asking for your commitment. To recognize your commitment, we are offering a stipend to everyone who can commit to attending the entire workshop and the follow-up event. This is a great opportunity to learn new techniques and ideas and share them with your educational team and others in your region. We have selected you because we know that you are committed to excellence in the field of environmental education and we thank you for your consideration.



NAAEE Updates



Justice, Equity, Diversity, Inclusion Resources

View lists of resources curated by NAAEE and partners to help you continue your work to inspire change in the field of EE and create a more just and sustainable future for all.

The way we think... The way we act... The way we are.

NAAEE is committed to being a champion for promoting justice, equity, diversity, and inclusion in all aspects of our work. We believe that a wide array of perspectives allows all organizations to be more effective, more creative, and more relevant, and we honor the beliefs, attitudes, languages, interpersonal styles, and values of all individuals. Our goal is to create an environment that is inclusive, respectful, and equitable, and to employ the talents of people with different backgrounds, experiences, and perspectives to accomplish the mission of NAAEE.



<https://naaee.org/our-work/programs/justice-equity-diversity-and-inclusion>

Whole School Approaches to Climate Change Education

The Sustainability and Education Policy Network (SEPN) recently released "Responding to Climate Change: A Primer for K–12 Education" to provide decision-makers with a research-based analysis of the most effective climate change education strategies.

Climate change education poses unique challenges and opportunities in formal education. The Sustainability and Education Policy Network (SEPN)

(link is external)
, recently released the publication, Responding to Climate Change: A Primer for K-12 Education
(link is external)

to provide decision makers with a research-based analysis of the most effective climate change education strategies. SEPN discusses the fact that though much emphasis has been placed on building students' scientific understanding of climate change, school systems have not adequately addressed the social-psychological factors that influence behavior and motivate action. The approach they put forward, the whole school approach, addresses the school-wide systems that can each play a role in a more holistic approach to climate change education-- from cross-curricular integration to community partnerships to governance and more. Though much of the research focuses on Canada, many of the concepts can be applied in a variety of school contexts. I had the opportunity to visit Saskatoon, Canada last spring, where several schools in the city were applying elements of the whole school approach through a program called Student Action for a Sustainable Future
(link is external)

. It was very inspiring to see elements of the whole school approach in action, and to meet teachers who were clearly enthusiastic to participate.



<https://naaee.org/eeopro/blog/whole-school-approaches-climate-change>



Dear Affiliate Leaders,

I hope you are all doing well! I wanted to give you a quick heads up about a project that NAAEE is initiating that we hope will be of interest across the network. We have contracted Kathleen O'Connor, copied here, to help us compile information on the current status of outdoor learning advocacy efforts around the country. We wanted to try to put together a snapshot of the work that so many of you are leading or engaged with to help schools and school administrators think about incorporating outdoor learning in plans to reopen schools and/or to support students and families during remote or hybrid learning. Kathleen will be reaching out to most of you over the next several days and weeks as she begins her research. I hope you will be able to find time to answer her questions or point her towards colleagues and resources that might be of value in this effort. I know you are all super busy so I thank you in advance for your help! Please don't hesitate to reach out to me with any questions!

Warmly,

Sarah Bodor



Dear Friends:

As we head into the holiday season, after a year that's merited every negative adjective from unprecedented to unprintable, it's good to remind ourselves of the many affirming stories that have brightened our lives. From tiny heartwarming tales and new scientific discoveries to larger life lessons, there have been a host of silver linings to help us get through this difficult year. They haven't taken away everyone's pain and sorrow, but they have given us hope that we can use what we've learned to create a more positive future for us all.



- Getting Engaged: The goal of environmental education is to help people gain the skills, knowledge, and motivation to become and remain engaged in civic life. This pandemic has forced more civic engagement, notably in addressing systemic racism, climate change, hunger, poverty, discrimination, and getting out the vote. It has also raised our appreciation of people who help others, often at great risk to themselves—from health-care workers and educators to grocery store staff, cleaners, bus drivers, and so

many others. We've seen more people planting gardens, distributing food, mentoring others, volunteering to help the sick, and giving money. And we've seen millions of people, including young leaders, raising their voices to fight for what they believe, from dismantling racism to combatting climate chaos. The silver lining is that so many of us have realized how fragile our social safety net is and taken responsibility for building stronger communities. We've also learned that the more we engage, the better we feel about ourselves and our community.

- An Owl Sparks a Smile: When the 2020 Rockefeller Center Christmas Tree, a 75-foot-tall Norway spruce, was unbundled from its long journey, the movers found, clinging to its branches, a tiny saw-whet owl. Now named Rockefeller, the owl is being cared for at the Ravensbeard Wildlife Center, where staff first gave him fluids and are now "feeding him all the mice he will eat." The power of uplifting stories has never been so important, and I hope we can take joy in the stories that people share and also



share those stories that help us learn and connect with others.

- Is That a New Species? The adventurers and discoverers of 2020 did not let us down, with stories of new species and the importance of biodiversity. Voeltzkow's chameleon, thought to be extinct for more than 100 years, was rediscovered in its natural habitat in NW Madagascar, in all its brilliant glory. As the researchers said, "Rediscoveries of lost species are very important because they provide critical data for conservation measures and also bring some hope amidst the biodiversity crisis." And the chameleon was just one of a number of newly discovered species, including a brilliant flame-orange wild orchid species discovered in the Cordilleras mountain range of the Philippines, a primate living on an extinct volcano in Myanmar, two new species of gliders in Australia, and several species of marine worms that inhabit the dark depths of the Pacific Ocean. All in all, scientists estimate that more than 400 species have been discovered and described in 2020. Even in a pandemic, conservation marches on and reminds us how much we depend on the planet's rich biodiversity for our survival.



A rediscovered female Voeltzkow's chameleons.
Photo © Kathrin Glaw

- The Nature Connection: And speaking of nature, 2020 could be called the year of nature rediscovery. Those of us working in environmental education have long known that spending time in nature can lighten our mood, support well-being, inspire curiosity and creativity, and build caring and stewardship values that can last a lifetime. Good news! We're not alone. We're seeing a growing global understanding of the importance of spending time in nature and the need to ensure everyone can access

these amazing benefits. We're seeing people protecting parks, planting trees, and bringing nature back to areas that have lost it. For example, India has planted more than one million trees this year through One Tree Planted, a non-profit organization focusing on restoring fruit trees on homesteads and farmlands in India's most vulnerable areas. These efforts help address hunger and fight climate at the same time. Worldwide, more than 15 million trees have been planted by this group alone and there are thousands of other planting efforts underway that will lead to billions of trees planted. And, we're seeing a huge increase in using nature as a way to spark

learning and caring, including an enormous rise in nature-based preschools and use of outdoor spaces as a way to re-open schools safely during this pandemic.

- You're on Mute: We will remember 2020 as the year that technology became a critical component of learning. It also reminded us of the extreme inequities in education. The good news is that many are now working to provide greater access to high-quality education and leveling up equity in technology. From WiFi hot spots in communities to providing free laptops for students, more people in all aspects of society—from nonprofits to tech companies to local government—are working to ensure that everyone has access to technology and learning. We have seen a burst of creativity in developing virtual place-based learning opportunities and have grown in our understanding that, while some learners thrive with remote learning, others need much more support. We're realizing how important low-tech tools can be in many parts of the world, such as using cell phones and WhatsApp to reach more learners. We've also witnessed the surprising power of virtual conferences and other online events, and how much we've learned (and still need to learn) about the potential of technology to change how we educate and engage.
- The Power of Science and Critical Thinking: When we first learned about the pandemic, people looked to scientists, doctors, and other researchers to help us find a way out. And they delivered. Collaboration and science led to protection against the virus spread, innovative treatments, and now vaccines—all at record speed. As environmental educators, we champion the importance of science and critical thinking, and this year is a lesson about how important and intertwined both are. We not only depend on science to inform policy, but we also depend on critical thinking to understand complex issues and help us figure out our next steps.

These are just a few of the silver linings from a year like no other. The pandemic has forced us to slow down, speed up, reflect, and recommit to what we care deeply about. It's shown us that we can change—from drastically reducing our carbon footprint to inspiring us to collaborate more, listen more, and do better at finding common ground. David Mathews, the head of the Kettering Foundation, wrote in an op-ed in USA Today that "to solve really difficult problems, people realize that they have to work with others who may be different." This year has shown us that kindness matters. I hope that 2021 will be the year of listening and learning from each other, and a year of civic engagement like we've never seen before. No one wanted a pandemic. But the silver linings are what we've learned about ourselves, our communities, and our future.

We'd love to hear about the silver linings you've discovered and some of the positive stories that have made you smile. Share your stories on the NAAEE Facebook page, under the post about this letter.

Happy holidays to all of you and thanks for all you do to build a better and more equitable and sustainable future. And please stay safe!

Judy Braus

Executive Director

Try to be a rainbow in someone else's cloud.

—Maya Angelou

Affiliate Network



Overwintering Monarchs

Estela Romero and Ellen Sharp provide updates from monarch sanctuaries in Mexico. Plus, a special invitation to monitor overwintering monarchs along the Gulf states and South Atlantic states. [Read more»](#)



<https://journeynorth.org/monarchs>

Researchers Invite Community to Help Monarch Conservation Efforts

Each fall, thousands of monarch butterflies stream across the southern U.S. on their journey to wintering grounds in central Mexico. In the spring, this eastern population of monarchs returns to the U.S. and Canada to breed.

But not all monarchs migrate to Mexico. Some breed throughout the winter in the southern U.S., and scattered reports show that other monarchs might overwinter here in a non-reproductive state.

Researchers and others studying monarchs are seeking more information to understand why and what it might imply for monarchs, a candidate for listing under the federal Endangered Species Act.

For this, they need the public's help.

In a collaborative effort, Journey North, Monarchs Across Georgia, the University of Georgia and the Georgia Department of Natural Resources are encouraging people to report monarch sightings from December through March in Texas, Louisiana, Mississippi, Alabama, Georgia, Florida, South Carolina and North Carolina.

[Learn more about how to get involved.](#)

Attached you will find the official press release about the Overwintering Project from GA DNR.

https://georgiawildlife.com/researchers-invite-community-help-monarch-conservation-efforts?utm_campaign=&utm_content=&utm_medium=email&utm_source=govdelivery&utm_term=

A Safer Passage for All

[Wildlife crossing structures](#), such as overpasses, effectively reduce animal-vehicle collisions on highways and allow wildlife to safely travel across landscapes. Forest Service scientists recently facilitated an exchange among experts to [develop strategies and design guidance](#) for expanding the use of these structures and help reduce costs.

Wildlife crossing structures have been shown to be one of the most effective means of reducing animal-vehicle collisions on highways, while facilitating essential animal movement across the landscape. Yet the



widespread implementation of such structures, especially wildlife overpasses, has been hindered by their perceived and actual expense. For that reason, a facilitated workshop was convened on October 8–9, 2014, in Bozeman, Montana, at Montana State University, with prominent wildlife crossing experts from Canada and the United States to determine whether there are design parameters and construction techniques that could be added, changed, or adjusted to reduce or avoid costs, while maintaining or improving the overall efficacy of wildlife overpasses. This document compiles the resulting strategies and considerations—ranging from recognition that good design requirements (such as design life, structural loading, and clearance box dimensions) can significantly affect project costs, to acknowledgment that settlement restrictions used for vehicular bridges need not apply to wildlife crossing structures, to recognition that the use of materials such as geosynthetic reinforcing systems and expanded polystyrene blocks for fill can potentially reduce costs. Determining the type of procurement process to use, which can potentially drive down costs, was also explored. Potential cost savings considerations were consolidated into three categories: (1) planning; (2) design and construction; and (3) procurement, delivery method, and cost accounting considerations.

<https://www.fs.fed.us/wildlifecrossings/>
<https://www.fs.usda.gov/treesearch/pubs/61443>

SEEA at your Service: Important Links and Resources

- SEEA Shared Space. The link to the SEEA shared space is below. Here, you will find the roster, minutes, webinar recordings and other resources.
<https://drive.google.com/drive/folders/0Bz-GEj3kxmd-YkF4VEltZnU2RUk?usp=sharing>. Please bookmark this link for quick access.
- SEEA Website (DBM). Access the [SEEA website](#)!
- 2019 SEEA Leadership Team Roster:
<https://docs.google.com/spreadsheets/d/1RPc-nJZDBCX6OuBFOz0GDV2hHvdrSITqMuh9V79Pw/edit?usp=sharing>
- SEEA Strategic Plan (discussed and approved on the September conference call). The document is attached via the link below. Please pass it to your respective

boards.: <https://docs.google.com/document/d/1PrsEUVFA-2yosIEF75XRxVu6RZT3Uw82-ncr54ZpPRU/edit?usp=sharing>.

- ZOOM Video Conferencing Available to all SEEA States (DBM). Please email Ashley (director@kaee.org) if you need the login information and send her the date and time you plan to use it so we can mark it on the calendar to be sure there are no conflicts. Login is director@kaee.org and pw: Seea2018.
- EE Research Bulletins (EERBs): <https://naaee.org/eeapro/research/eeerb>
- eePRO Research & Evaluation group:
<https://naaee.org/eeapro/groups/research-and-evaluation>
- NAAEE's Research Programs: <https://naaee.org/eeapro/research>
- Children and Nature Network's Research Summaries:
<https://www.childrenandnature.org/learn/research/>
- Webinar on Statewide Evaluations for Collective Impact. The recorded webinar and a PDF of the accompanying PowerPoint are available at: <https://naaee.org/eeapro/learning/webinars/statewide-evaluations-collective-impact>
- Webinar on Applying Systems Thinking for Our Affiliates. You can access the recording at: <https://youtu.be/2A6vll3Fthc>.
- EENC Environmental Education is Essential Document.
<http://eenc.org/resources/Documents/EE%20is%20Essential%20with%20citation%20page.pdf>.

As always, let us know if you have any concerns or questions as well as suggestions about how we can structure these updates to serve you better.

Kimberly Murray, 2020-2021 SEEA Chair

Ashley Hoffman, SEEA Executive Director

SEEA at a Glance: Questions and Answers

1. What is SEEA?

The Southeastern Environmental Education Alliance (SEEA) is a network of state affiliates of the North American Association for Environmental Education (NAAEE)

located in the southeast region of the U.S. - EPA Region 4. The region is composed of the eight states below.

NAAEE Affiliate Organizations

AL - Environmental Education Association of Alabama
FL - League of Environmental Educators in Florida
GA - Environmental Education Alliance of Georgia
KY - Kentucky Association for Environmental Education
MS - Mississippi Environmental Education Alliance
NC - Environmental Educators of North Carolina
SC - Environmental Education Association of South Carolina
TN - Tennessee Environmental Education Association

2. What is SEEA's Mission?

The mission of the Southeast Environmental Education Alliance (SEEA) is to provide southeastern state environmental education associations and their members with valuable networking and communication opportunities that lead to greater success for all.

3. How is SEEA structured?

The SEEA Leadership Team includes two representatives from each state, including a Chair-elect, Chair, and Past Chair which are elected from the 16 representatives. SEEA has a part-time Executive Director and part-time Education Director. Funding for these positions comes, in part from contributions from member states. The return on investment for the money paid by each state to support a SEEA Executive Director has been 2-4 times the contribution.

4. How does SEEA help the individual states?

SEEA helps the state NAAEE Affiliates in a variety of ways. SEEA seeks to procure funding through grants and other means to help the state affiliates. SEEA also compiles and provides shared resources so individual states don't have to invent everything from scratch. These resources include:

- o Strategic Plans
- o Policy Manuals
- o Job Descriptions and Personnel Policies
- o Forms
- o Marketing plans
- o Fundraising or Outreach Videos
- o Other documents

States can choose to participate in various opportunities such as grants but they are not obligated to do so. Participation on each initiative is voted on by the state affiliate board/council.

5. Does SEEA hold a conference or regular meetings?

The SEEA Leadership Team holds monthly conference calls and participates in a yearly leadership retreat. SEEA partners with one of the eight SE states each year to co-sponsor a conference, which doubles as the conference for both the state affiliate and SEEA.

6. What is SEEA working on currently?

Current SEEA Projects include:

- Creating and implementing a new SEEA work plan for the next few years.
- Planning a SEEA regional ee360 retreat that will bring teams of up to five from each state affiliate.
- Determining organizational structure and investigating the possibility of becoming a regional affiliate of NAAEE.
- Providing networking opportunities such as a SEEA meeting at the NAAEE Annual Conference.
- Facilitating communication among affiliate groups through various means, including monthly conference calls, periodic email updates, and postings on the SEEA website around various topics of mutual interest.
- Sharing resources such as newsletters, conference attendance opportunities, and general organizational information.

Thank you for reading, more great news coming in January. Send photos, articles, conference news, and state updates to Renee Strnad rstrnad@gmail.com



