MISSION
We aim to expand environmental education programs for all students to provide robust, real-world learning experiences that bolster STEM learning, civic engagement, and prepare students for the challenges and opportunities of the 21st century workforce.

ABOUT
The Superintendents' Environmental Education Collaborative was formed through a partnership between superintendents and environmental organizations. Our goal is to increase high quality environmental education for students across the nation.

FUNDING
New federal funding language in the Every Student Succeeds Act (ESSA) explicitly states that environmental education is an allowable activity. Funding may come from:
- Title IV Part A “Student Success and Enrichment Activities”
- Title IV Part B “21st Century Community Learning Centers”
- Title I “School Wide Programs”
- Title I “School Improvement and Support for At-Risk Youth”
- Title II “Support for Educators (PD for Teachers and Paraprofessionals)”

Why Environmental Education?
- Increases student engagement & enthusiasm for learning
- Reduces discipline and classroom management problems
- Supports state and national education standards
- Teaches students to solve real-world problems
- Improves academic achievement
- Improves students’ health
- Supports STEM & meets 21st century needs
- Cultivates leadership qualities
- Improves focus and cognition
- School subjects become rich & relevant

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**How can school systems advance environmental education?**

- Determine stakeholders & create action team
- Develop & implement environmental literacy plan for district
- Support the development of state environmental literacy plan
- Provide EE professional development for teachers
- Apply for & receive funding for EE
- Partner with EE providers
- Create field experience plan
- Evaluate

### LEADERS | TITLE | CONTRIBUTION
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![Dr. Kevin Maxwell](image) | **Dr. Kevin Maxwell**  
CEO, Prince George’s County Public Schools | Dr. Kevin Maxwell helped Maryland become a model state when he co-chaired a Maryland state workgroup that recommended the MD graduation requirement for environmental literacy that passed in 2011. This state requirement mandates that every public school system in the state must provide a comprehensive, multi-disciplinary environmental education program aligned with state standards.

![Anne Campbell](image) | **Anne Campbell**  
Superintendent, San Mateo County Schools | Ms. Anne Campbell serves on California’s Environmental Literacy Steering Committee. In 2015, the committee released California’s Blueprint for Environmental Literacy, making California a model state for environmental education. They also have developed curriculum to support the state standards called the Education and the Environment Initiative (EEI) Curriculum & the California State Standards.

![Kathy McIglauflin](image) | **Kathy McIglauflin**  
National Director, Project Learning Tree | Kathy is the national director of Project Learning Tree (PLT) which provides the most highly regarded environmental education curriculum resources. For over 40 years, PLT has provided professional development and materials to teachers in Pre-K through 12th grade. PLT has state coordinators that connect with school districts and environmental education providers to provide training. Visit their website: www.plt.org/resources/for-school-administrators

![Sarah Bodor](image) | **Sarah Bodor**  
Director of Policy & Affiliate Relations, North American Association for Environmental Education | Sarah directs policy and affiliate relations for the North American Association for Environmental Education (NAAEE) which is the professional organizational for EE. NAAEE connects EE providers through a network of state affiliates. NAAEE works to drive excellence in EE, cultivates collective impact and mobilizes support for EE. Their “Guidelines for Excellence” in EE have been the signature document in best practices and evaluation of EE.

![Don Baugh](image) | **Don Baugh**  
President & Founder, Upstream Alliance | Don founded Upstream Alliance after 38 years in environmental education which provided field experiences to over 1 million students. Don founded and led the No Child Left Inside Coalition with Sarah Bodor which led to the passage of the MD high school graduation requirement, the first of its kind, which made it a national model.