

SWEEP

Get all the Dirt

"Nothing Under the Rug"

NEWSLETTER OF THE VERMONT STATEWIDE ENVIRONMENTAL EDUCATION PROGRAMS • SUMMER 2005

Service-Learning

This issue of the newsletter focuses on service-learning and the ways that SWEEP members are using this powerful tool with students around the state.

Service-learning combines a meaningful, local work project with academic learning. The result for the students is more than the sum of the two parts. At a minimum, the service-learning project results in accomplishing something useful for the community or a community partner. But when done right, this type of project allows students to learn about an academic subject, about their community, about themselves and about their ability to make a useful, lasting contribution as a citizen. What a valuable lesson for anyone to gain.

As you will see from the articles in this issue, SWEEP members are providing students from middle school through college with some very exciting service-learning opportunities. Such projects dovetail easily with place-based education since service-learning fosters the student's sense of place and even more than that, a sense of pride in his/her ability to enhance that place. Service-learning also fits well into the VT Department of Education's (DOE) School Quality Standards as Bruce Parks explains in his article.

Also in this issue is information about a relatively new initiative from the DOE – the Grade Level Expectations (GEs) (see p. 2). Don't miss that article because aligning your programs with the GEs is an important way to enhance its value for your schools.

Teens as River Stewards

By Jenna Guarino, Environmental Citizenship Program Director, VINS



Natasha Wood, 8th grader at Hartford Middle School, sorts aquatic invertebrates ("bugs") to gauge river health.

Imagine that you're a teenager with a burning interest in rivers and a desire to contribute something special to your community. Where do you go with this passion? One answer is the Teen River Stewards Program (TRS) at the Vermont Institute of Natural Science. VINS has created this independent study course to help students learn how to become knowledgeable, thoughtful decision-makers who can provide leadership in watershed protection.

Teen River Stewards grew out of our Environmental Citizenship Program, which helps students learn how to balance the needs of humans and wildlife in making informed decisions about our environment. A grant from the A.D. Henderson Foundation gave us the resources to develop and implement the TRS

model. Five students brought TRS to life this past semester. They attended Saturday morning workshops twice a month to learn about river ecology and created independent projects to apply their learning while also

benefiting their community. Having a small corps of students allowed us to work closely with each one to support their projects from conception through implementation.

Professionals who contributed to TRS include two Vermont state aquatic biologists, Jen Stamp and Brian Duffy, who brought three samples of aquatic invertebrates from different Vermont rivers and asked our TRS students to sort the "bugs" contained in them. Students spread the samples out on trays, used forceps to pick out the bugs, and identified them using scientific guides. The profile of organisms they found in each sample revealed the habitat characteristics of that river and indicated its overall health. This procedure, used by real aquatic biologists,

continued on page 8.

Note from the Chair

July 15, 2005



Summer has brought about many changes to the landscape as well as to many SWEEP member organizations and board. I always look forward to summer's warm days and the storm of activity – bees buzzing, the first red tomatoes on the vine, and lots of outdoor adventures. I went hiking a few weeks ago and was marking the return of old friends emerging in the forest; welcome signs of a bountiful season. At the same time I said goodbye and was thankful to all the winter snow and spring rains that helped bring about these wonders. So it goes too with the other friends of the forest, waters, and fields – we respectively say farewell, thank you, and good luck to SWEEP board members Marcia Whitney, Tre McCarney, and Karen Sharpwolf. In turn we welcome back old friends and new ones – Caitrin Noel, Kim Guertin, Lisa Purcell, and Barry King.

I know that you all will be busy this summer providing outstanding programs to Vermonters and visitors - I look forward to the fall when we will gather again as a community. Until then...

Jen

Vermont StateWide Environmental Education Programs (SWEEP)

is a coalition of individuals and organizations promoting environmental education in Vermont since 1975. SWEEP's purpose is to foster environmental appreciation and understanding to enable people to make responsible decisions affecting the environment. For membership information, see p.10. NEWSLETTER EDITING: Barry King NEWSLETTER PRODUCTION: Holly Brough

"SWEEP:

Get all the Dirt" is produced twice a year. We welcome your contributions! Contact Editor Barry King at <kinglet@together.net>

"Grade Expectations" and other news from the VT Department of Education

Vermont educators have a new tool to help them identify the content knowledge and skills expected of all students under Act 68, Grade Expectations (GEs). Gail Hall and Bruce Parks from the VT Department of Education (DOE) attended the June SWEEP Board meeting to discuss science curriculum assessment and the state's

newly created Grade Expectations. Hall is with the Standards and Assessment Division, which serves as a resource for assessment and curriculum. Parks, a long-time SWEEP member, is in the Life Learning Division, preschool, high school, tech and adult education.

A Grade Expectation is a stated objective that describes what students will do to show that they understand a specific science concept. Based on Vermont's Framework of Standards, national science standards, other curricula, and current research in science education, the GEs were developed to help educators identify core learning goals and performance goals for students in grades preK-12. Aligned with Vermont Framework Standards: 7.1 Scientific Method, and 7.2 Investigation (Inquiry); 7.12 Space, Time, and Matter; 7.13 The Living World; 7.14 The Human Body; and 7.15 The Universe, Earth and Environment, Grade Expectations can be used to guide both assessment and instruction.

In 2007, the DOE will pilot the science assessments in grades 4, 8, and 11. Then in


2008, the tests will be administered statewide and the results will be released to the school districts. Districts will use the information for program development, professional development and instruction.

How can SWEEP members help students and schools achieve the grade expectations? Given school's strong emphasis on reading and math at the elementary level, SWEEP organizations can help supply the science content in the lower grades, especially K - 4. The Grade Expectations are formatted so that educators working with children at any level can readily see what their students should know and be able to do, and conversely, what they shouldn't be expected to understand at any given age. Nonformal educators and classroom teachers alike are reviewing their curricula and teaching units using the GEs as a lens and revising both in order to best help our children meet these expectations. For an electronic copy of the GEs, check the DOE web site: http://www.state.vt.us/educ/new/html/pubs/framework.html#grade_expectations.

Gail and Bruce also talked to the SWEEP Board about Vermont's Education Service Agencies or ESAs. The six Regional ESA's in VT are responsible for contacting schools within their region to determine their needs, working with curriculum coordinators, and developing and offering professional development for teachers. Again, visit the DOE website for the list of ESA's, contact information and upcoming trainings.

VT's Commissioner of Education, Richard Cate, wants to reach out to all types of educators. To assist in this, Gail has a list-serve of science teachers and schools, and we talked about connecting SWEEP members to this resource. Information about this will be on the SWEEP website when there is something to report.

We are looking forward to working with the DOE and sharing information with our membership as Vermont education continues to evolve. Certainly we know that SWEEP can play a key role in providing the science exposure that Vermont students need.



For more information on "Grade Expectations," visit: http://www.state.vt.us/educ/new/html/pubs/framework.html#grade_expectations

Teen Service-Learning at Audubon Vermont

Over the last 100 years Audubon has been working across the country to conserve wildlife populations and the habitat required for their survival. One of the aspects of Audubon that has made these efforts successful is the strong network of grassroots chapters working locally in their communities. Here in the Green Mountain state, Audubon Vermont is building upon this proven model by engaging teenagers in two distinct community-based, service-learning conservation initiatives.

Take PART

While most teenagers this summer are hanging out at the mall, the pool or playing sports, two small cohorts will be mucking around in wetlands counting frogs or braving the black fly-infested Northeast Kingdom learning about wildlife management.

Take PART (Program of Audubon Research for Teens) is a program of Audubon Vermont and its

High Pond Camp that engages teenagers in hands-on research, field studies, and conservation. The mission of Take PART is to give teenagers interested in the fields of ecology, wildlife, and other natural sciences an opportunity to work with mentor scientists on real, ongoing research projects, gain new skills, and collect data – “citizen science for teens.” There are two projects this year: Herpetology with Jim Andrews and Wildlife of the Northern Forest, developed and offered in collaboration with the NorthWoods Stewardship Center.

This year marks the eighth for the Herpetology project and its contribution to conservation efforts has been invaluable. The teens collect data for developing the state atlas of reptiles and amphibians and although the quantity of data is not enormous, the quality, according to Jim Andrews, is what sets this project apart. He is able to take the students to far corners of the state where there are gaps in the data and fill those in. In fact, three years ago the Take PART participants

discovered a small population of black racer snakes, a species thought to have been extirpated from the state at least twenty years prior. Not only do the teenagers get to indulge in “herping” for ten days (yes, there are teens who “herp” for fun in their free

time!), but they experience what it’s like to be a field researcher, learning about the natural history and habitat needs of the herps of Vermont and influencing land management decisions throughout the state.

New this year, Wildlife of the Northern Forest is taking place at the NorthWoods Stewardship Center and offers a “cornucopia” of skills and experiences for its participants. Students will spend several mornings with an ornithologist assisting her with a hormone study of white-throated sparrows; they will visit the Silvio O. Conte NWR to learn about how and for what they manage their land; they will study bats with Bill Kilpatrick of UVM;

they will remove exotic plants to improve habitat for birds; they will collect baseline data on a forest stand that will be actively managed. The list goes on, and at the end of the project they are scheduled to give a presentation to the community on their experience and discoveries.

Conservation in Action

On a beautiful day late last September, an enthusiastic group of 10th graders scanned the waters of Lake Champlain from a sandy beach at Delta Park in Colchester. Using binoculars and spotting scopes, the group from the Gailer School in Shelburne, was on their first visit to this Vermont Important Bird Area (IBA), studying bird species diversity and abundance as part of Audubon Vermont’s Conservation In Action (CIA) program. The same students visited the site regularly throughout the school year to monitor the bird activity. The data will be used to assist in determining what impacts the new boardwalk

continued on page 5.



Students from Gailor School, along with Green Mountain Audubon member Carl Runge, scan the waters of Lake Champlain as part of Audubon’s CIA project.



For more information on the CIA project, or if you know of a school that may be interested in participating in the program, please contact Steve Hagenbuch: 434-3068 or hagenbuch@audubon.org.

Service-Learning in Higher Education Environmental Courses

By Tom Hudspeth

In *Service-Learning and Higher Education*, Jacoby (1996) defines service-learning (S-L) as “a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are

NOTE:

In the 2005-2006 academic year, Tom Hudspeth will serve as Director of the UVM Office of Community-University Partnerships and Service-Learning in addition to his teaching duties.

key concepts of service-learning.” The Corporation for National and Community Service identifies three basic components of effective service-learning: 1) sufficient preparation, which includes setting objectives for skills to be learned or issues to consider, and includes planning projects so they contribute to learning at the

same time work gets done; 2) performing the service; and 3) analysis of the experience by the participant through such means as discussion with others and reflection on the work. Thinking about the service creates a greater understanding of the experience and the way service addresses the needs of the community. It promotes a concern about community issues and a commitment to being involved that mark an active citizen. At the same time, the analysis and thought allow the participants to identify and absorb what they have learned.

I have infused service-learning opportunities into my UVM Environmental Education and Environmental

Interpretation courses over the past dozen years. Both courses have term projects (40-50% of total course grade) in which students apply what they learn in their readings, lectures, seminar discussions, field trips, and guest speaker presentations to a topic in their community related

to the subject. I consider service-learning an integral and essential element of the course—not an optional add-on.

There is definitely an “art” to defining an appropriate local issue/problem. It has to be one that my students and I find personally

interesting, that meets curricular goals and that the partner benefits from the mutual relationship. The importance of goals that can be successfully accomplished in 12+weeks cannot be overemphasized.

An example of successful service-learning projects my students have done was their work for the Lewis Creek Association and the Intervale Foundation. While students in the Environmental Education class developed and field-tested curriculum activities in local schools, students in the Environmental Interpretation course developed and carried out personal (e.g., guided walks, tours) and non-personal media (e.g., self-guided trails, brochures, signs, exhibits, etc.) and developed an interpretive master plan.

My students have cited many positive aspects of including service-learning in the course. Among these are:

- Gaining valuable experience working for an outside organization – and enjoying it.
- Helps connect concepts learned in the classroom to the community.
- Gives the project more meaning. Richer experience for students.
- Doing something for some one else.
- Partners are rewarded by valuable student projects. Partners get something done for them.
- Level of professionalism to students’ work.
- Provides a larger purpose to the term project.
- Students gain recognition and validation of their work.
- Adds motivation for students and keeps it real.
- Pride in accomplishments.
- Increased enthusiasm for learning.
- Real world context.
- Students connect values and actions.
- Make connections and gain skills.
- Apply theory and research to real problems.
- Career/professional development aspects—students realize they have skills to get jobs.



Service-Learning at Sterling College

By Jennifer Payne, Director of the Career Resource Center

Service-learning can offer rich learning opportunities; one of the richest occurs when students realize they can make a difference. At Sterling College, service-learning is integrated throughout the curriculum and the local community. Service gets students out of the traditional classroom and interacting with community members and local partners while providing a taste of reality and bridging the gap between theory and practice. During the 2004-2005 school year, 85% of Sterling College students participated in service-learning projects.

- During the summer of 2004, Sterling College was able to come to the aid of a local farm family who owns Wildbranch Farm. The farmers needed to leave Vermont for the summer due to a family emergency and needed someone to run their farm. Ten Sterling College students, enrolled in the Summer Farm Semester, managed the College's farm and the Wildbranch Farm, both with a variety of livestock and vast, organic vegetable gardens. They grew and harvested produce to sell at local farmers' markets and store in the College's root cellar (over 5,000 pounds). They also worked with Salvation Farms, another local organization, to collect 1,980 pounds of surplus produce for the Vermont Food Bank and local non-profits that needed food.
- Students enrolled in Soil Science got their hands dirty as they completed a stream bank restoration in Craftsbury. They also assessed and evaluated the human impact on campsites at Green River Reservoir.
- In Research and Design students created surveys to help the Sterling community learn more about itself. One group surveyed stu-



Amelia Gardner '06, of Warner, New Hampshire, and Christina Roth '05, of Cambridge, Massachusetts, sell produce at the local Farmers' Market.

dents about the conventional milk being served on campus versus the potential of serving local organic milk. Students overwhelmingly preferred organic milk. The students presented the data to the Director of Food Services who then worked to create a new partnership with Stratford Organic Creamery, in Stratford, Vermont, to supply the College with milk. As a result of this new partnership the farm is increasing production to keep up with the demand of the College.

On a continuum of service-learning these examples go beyond charity. Not only were students engaged in a partnership but the experiences allowed them to challenge their perspectives, disrupt existing structures, and create new organization—three vital steps in social change.

Audubon Vermont Teens - continued from p. 3

is having on bird populations. The students entered their data into the online Ebird website (www.ebird.org), a nationwide clearinghouse of bird population data and information. The program culminated in May with bird banding at the Green Mountain Audubon Center. In addition to working with Audubon Vermont staff, the program also involved connections with the local Audubon

chapter and the Winooski Valley Park District, which owns and manages Delta Park.

The main goal of the CIA program is to involve students in a real life conservation project that supports an IBA in their community. Audubon plans to work with another school next year in a different part of the state and further the mission of actively engaging communities in service-learning projects.

Service-Learning at the Annual Youth Environmental Summit

By Doug Kievit-Kylar; Information, Education & Outreach Specialist with the VT Department of Environmental Conservation, one of the funders and sponsors of the Youth Environmental Summit

Youth in service to their communities – and to the environment. Now that’s a notion that’s easy to get your head around. Each of us belongs to a multitude of nested communities; from family member, to neighbor, to teacher or student part of a learning community. These are just a few of the many social communities we can be member to – and only just begins to scratch the surface. What’s more easily forgotten, however, is the larger community of living and non-living things that go to form our surroundings or natural environment.

Service-learning involves connecting meaningful community service experiences with academic learning that meets community needs. The civic responsibility that is inherent in service-learning helps us to better understand our place in society, to apply newly acquired academic skills and knowledge in real life situations, to feel more connected to a community, and to develop a sense of responsibility toward others. In like fashion, when we structure service-learning opportunities around needed conservation work we help young Vermonters to feel more connected to the natural environment and, hopefully, to feel more responsible for caring for it.

Each year, young Vermonters gather under the aegis of Youth Environmental Coalition and the Association of Vermont Recyclers to plan for and organize the Youth Environmental Summit, or “YES!” At the Summit high school and college students, educators, and activists lead workshops designed to empower youth to make their school- and home-lives more earth-friendly. More recently service-learning projects have been integrated into the Summit experience.

Last year, with the Hulbert Outdoor Center hosting the Summit, students built loon nesting platforms and learned about the natural history of loons. Also, with the help of recreation planners, they constructed an elevated walkway, blazed a new trail in order to divert hikers from a heavily eroded section of trail, and used native stone to stabilize a section of trail that traversed a seasonally wet area. This year students had opportunity to do additional trail work and to map aquatic invasive plant species in Lake Fairlee.

Service-learning offers itself as a win-win for students AND the environment. It reconnects young people to the natural world and creates a sense of empowerment and hope for a preferred future.

Connecting Service-Learning to the Curriculum A Summer Institute

JOIN US!

AUGUST 1-5, 2005

8:30 AM - 4:30 PM
Shelburne Farms

For more information: Joe Brooks,
802-655-5918, or jbrooks@vermontcommunityworks.org.

Downloadable brochure at:
www.vermontcommunityworks.org

To Register: Lesley Graham at
802-985-8686 x41 or
lgraham@shelburnefarms.org.

Last year, on the shores of Lake Champlain, a group of teachers from around the globe gathered to start or enhance their service-learning projects. K-16 teachers joined community educators and administrators to access resources, learn from experts in the field, and plan and strategize for effective, meaningful integration of service-learning into their curriculum. They learned how the concept of sustainability can

be used to give a purpose to their work and provide for addressing a real community need with students. Institute faculty emphasized the use of service-learning best practices

including interactive trainings and opportunities for dialogue. Participants met during structured planning and reflection time while individual and group work supported participant needs. Curriculum exemplars drawn from the field were used to illustrate the ways in which service-learning can become an integrated feature of curriculum with clearly articulated connections to state standards. During the summer of 2004 U.S educators were joined by international guests from Egypt and Romania where they have also seen the power in service-learning and whose schools have made a commitment to incorporate it across the curriculum. This year the institute will again be held at Shelburne Farms and offers participants a host of seminars, workshops, and hands-on experiences.

Why Stencil Storm Drains? ...Because It Works! (And Makes for a Great Service-Learning Activity)

Stenciling next to storm drains alerts others to the fate of runoff water and the pollution carried with it from lawns and streets. The stenciled message is highly visible. And when it is time to refresh the stencil, this service-learning activity reaches a whole new set of students and yields another opportunity to spread the message of pollution prevention.

In late May, 25 sixth grade students from Edmunds Middle School hit the pavement with spray paint and decorated 40 storm drains in Burlington, telling residents not to dump (and why). These students from Rich Castine's Discovery Team, with the assistance of Community Programs Coordinator, Dov Stucker, worked with the City of Burlington's Public Works Department to safely and efficiently stencil storm drains within a mile of their school. Stencil materials and encouragement were provided through the Project WET program, a K-12th grade educational program sponsored by the Vermont Water Quality Division.

Many people believe all Burlington storm drains connect to the city's treatment system, and assume the treatment plant was built to handle storm-water as well as regular sewer water. Unfortunately, this is not the case. All the drains that students stenciled flow directly to the lake. Any toxins, as well as household products such as fertilizers and soap from driveway car-washing, drain directly into Lake Champlain. Students' stencils remind Burlington residents that not all drains connect to the treatment plant, and that they need to take responsibility for what goes down them. In the process of teaching their neighbors, these 6th graders took on the role of watershed stewards.

Stenciling will not solve all water pollution problems, but it is a practical, positive, easy first step toward public education, involvement and support for local watershed, storm water pollution prevention. And, thanks to the service-learning efforts of the Edmunds Middle School students, Burlington has a fresh look and message to help protect Lake Champlain.

Vermont's School Quality Standards Include Service-Learning

By Bruce Parks

According to the National Youth Leadership Council, "Service-learning is an educational method that entwines the threads of experiential learning and community service. It meets educational objectives through real-world experiences, while tapping youths as resources to benefit their schools and communities".

Guided by teachers and expert leaders, students are able to participate in educational activities that provide "real world" connections and relevance along with academic knowledge of science, geography, mathematics or other subject areas. Such experiences often "turn on" reluctant learners and reveal undeveloped leadership qualities in students. Service-learning can develop critical-thinking and problem-solving skills by taking on real issues such as pollution and diversity and by involving people of all ages as citizens with talents to offer.

Vermont's School Quality Standards, a part of the Vermont Statutes, include service-learning under Section 2120.8.2.3. The provi-

sion states: "Each school shall provide, appropriate to age and ability, for students to engage in service-learning, to develop leadership skills, and to participate in cultural affairs. Such programs shall include a variety of options such as, but not limited to, athletics, drama, music, student government, peer leadership, journalism, special interest clubs and organization and community projects." This provision is found in both the current standards and in the proposed revisions being considered by the State Board of Education.

Environmental organizations can "partner" with schools to provide service-learning projects, from community gardens to stream monitoring, and provide the expertise to make these projects meaningful learning experiences for the students. Many such projects can be tied directly to Vermont's Framework of Standards and to the new Grade Expectations in math, science and other areas, making them even more valuable to educators and students. Such service-learning projects foster true community learning.



some of the sorted bugs in a divided petri dish

River Stewards continued from p.1...
gave the students a window into river ecosystems and a sense of how researchers do their work.

TRS showcased its work at the Student Watershed Congress on May 20, 2005, at the VINS Nature Center in Quechee. TRS students helped to facilitate this event and presented displays of their independent projects. Five schools involved in watershed studies also participated, along with community members. All participants were asked for their ideas on promoting watershed health, which will be compiled into a River Citizens Recommendations document for regional dissemination.

An exciting offshoot of TRS will take place this summer, when the Invasion of the Rusty Crayfish project gets underway in the White River watershed in central Vermont. The rusty crayfish is a highly aggressive species introduced from the Midwest that drives out native crayfish species and disrupts river ecosystems. Jim Kellogg, an aquatic biologist with the state, knows that this invader inhabits the main stem of the White River, but he lacks information on the extent to which it has moved up into the river's major tributaries. Five TRS students will help him answer that question by building crayfish traps and

placing them throughout the river system this July. The students will then train adult volunteers from the White River Partnership to carry on this initial crayfish assessment, resulting in the first database on rusty crayfish across a Vermont watershed and helping to inform biologists on how to limit the spread of this destructive species.

We are still looking for a few students entering grades 8 through 12 to join us for the crayfish study, which will have two parts: 1) a 5-day research camp, July 25-29; and 2) a 1-day training workshop on August 13 for adult volunteers. Contact Jenna Guarino at VINS (jguarino@vinsweb.org) for more information and to receive an application form.



Kim Jensen, VINS educator (on left), talks with Jen Stamp and Brian Duffy, aquatic biologists, during a TRS workshop.

Organizational News

8th Annual Youth Environmental Summit

Over 40 Vermont teenagers from divergent backgrounds and interests engaged in hands-on activities and workshops at the Association of Vermont Recyclers' 8th Annual Youth Environmental Summit (YES!) in May. Participating teens were not only interested in expanding their knowledge and skill sets at this year's YES!, they were anxious to employ their newly acquired knowledge when they returned to their own communities and schools. For example, students participating in Jen Ellis' Chittenden County Solid Waste District's "Where do I chuck this?" workshop may plan to create strategies for reducing waste at their school. Students gleaning infor-

mation on invasive species might activate their environmental clubs to weed specified plants around their communities.

YES! Steering committee members chose to thoughtfully juggle the conference schedule between dynamic presenters such as Bill McKibben and engaging students in critical thinking exercises discussions that encouraged ideas for multi-level activism. In addition, steering committee members promoted the growth of the Youth Environmental Coalition, which is a network of teens across Vermont, interested raising local and statewide environmental awareness.

10th Annual VT Envirothon

The very successful 10th annual VT Envirothon was held at Shelburne Farms in May. This year's current issue, "Managing Cultural Landscapes", required the students to investigate cultural landscapes in their communities and propose a management plan for one of them. With training day at Marsh-Billings-Rockefeller National Park and the competition day at Shelburne Farms, students got first hand experience with two significant, managed cultural landscapes. In addition to the current issue, the teams of five

high school-aged students learned about and competed in the areas of forestry, soils, aquatics and wildlife. The event's overall winner, a team from Essex High School, will compete in the Canon North American Envirothon in Missouri this summer. The students are already excited by next year's theme, "Water Stewardship in a Changing Climate" and the chance to go to British Columbia for that summer's event.



SWEEP People

Tiffany Tillman, an educator with Shelburne Farms' Sustainable Schools Project, delivered a healthy baby girl, Adalee Rose, on April 29, 2005. Tiffany will rejoin the staff in early September. **Erica Zimmermann**, husband, Kevin McCollister, and son, Ethan, finalized the adoption of a new member to their family, Dia, a year old girl from Russia. Erica is now working as a part time consultant on sustainability with Shelburne Farms. After many years on the education staff, **Tre McCarney** is leaving Shelburne Farms. She'll continue her work as a part time yogi. **Sonya Lee Sapir** and **Matt Sapir**, both Keewaydin staff alumni, are happy to announce the birth of Colden Sapir on June 8th. Sonya will rejoin the Shelburne Farms education staff on a part time basis in October. SWEEP Board member **Sean Lawson** is also now a proud papa. His and Karen's daughter, Ava Mairebelle Lawson, was born June 20th. Shelburne Farms education staff welcomed two new faces this spring. **Johanna Liskowsky-Doak**, a recent Antioche NE grad and former staffer at Hulbert OEC and the Grafton Museum, became the new field trip coordinator. She will also help with teacher professional development. **Amy Watmough**, another Antioch NE grad, joined the Shelburne Farms staff to support the farm-to-school efforts and will be working in outreach with FEED and the Burlington School Food Project. **Tracy True** is the new Education Manager at ECHO. She has been working in environmental education and community development for over 20 years in Vermont, New York, Indiana and abroad. She most

recently was the Director of Membership and Program for the Girl Scout Council of Vermont coordinating summer camps and



Johanna Liskowsky-Doak, Shelburne Farms' new field trip coordinator

year round programs for girls in environmental education, service-learning, engineering and the arts. She is very excited to be part of the evolution at ECHO! **Jim Shallow** has assumed the role of Director of Science and Policy for Audubon Vermont. A major focus of this new position is leadership of the organization's Forest Bird Initiative. Jim formerly served as the Executive Director for Audubon Vermont. Stepping into that position is **Doug Parker** who comes to Audubon with an impressive array of experience including 8 years as the state director of the Nature Conservancy in Rhode Island. **Steve Hagenbuch**, director of the Green Mountain Audubon Center, is moving on after 7 years. He will be at Antioch NE this fall in pursuit of a master's degree in conservation biology. In early May, VINS bid a fond farewell to former Director of Statewide Education **Marcia Whitney**. Marcia is now the Director of Development at the Windham Child Care Association in Brattleboro.

Calendar

JULY 25-29

Project Seasons Workshop
\$250 Two graduate credits available through Johnson State. Contact Linda Wellings, lwellings@shelburnefarms.org, or (802)985-8686

AUGUST 1-5

Connecting Service-Learning to the Curriculum, Summer institute at Shelburne Farms. \$879 includes books & training materials, breaks & lunches. See related article p.6. Graduate credits available. Contact: Joe Brooks (802) 655-5918, jbrooks@vermontcommunityworks.org. Brochure, registration form available on-line: www.vermontcommunityworks.org

AUGUST 20

A Time Before New Hampshire & Vermont, Workshop for Educators, Naturalists & the General Public, 9:00 AM-4:00 PM Offered by: P-E-A-C-E® Programs for Environmental Awareness & Cultural Exchange with Michael Caduto. Student Conservation Association Center for Conservation

Service, Charlestown, NH. \$50 (includes all materials)

This program looks at the history of the landscape and the deep connection that the native peoples of this region maintain with their homeland, Gedakina. Spend the day immersed in the natural and cultural histories of NH and VT. Through stories, slides, discussion, music and a journey into the countryside, we'll explore traditional land use, stewardship and the impacts the Alnôbak have had on the land. After lunch we'll visit some historic places and learn about the traditional uses of wild edible, medicinal and poisonous plants. For information and required pre-registration: Michael Caduto: 802/649-1815, michaelcaduto@p-e-a-c-e.net or new website: www.p-e-a-c-e.net

SEPTEMBER 30

SWEEP's Fall Membership Meeting 10:00 AM-1:00 PM VINS Bragdon Preserve, Woodstock followed by Field Trip to VINS' new Quechee Nature Center.

OCTOBER 25-29

34th Annual NAAEE Conference, "Sustainability and Environmental Education: Focus on the Future." Albuquerque, New Mexico. Visit: naaee.org/pages/conferences/index.html

NOVEMBER 17-19

3rd Promise of Place Conference: Place-based Education in the Northern Forest Eagle Mountain House, Jackson, NH. Educators, administrators, resource experts and policy makers from ME, NY, NH and VT are invited to gather in support of place-based education. Build on the learning, networking, and enthusiasm of the first two years' sold-out conferences. This year's conference is again extended to include a variety of in-depth workshops on Thursday. Information: www.northernforest.org or Lidie Whittier Robbins at lrobbins@northernforest.org (802) 291-9800. To learn more about the first two PoP conferences, visit www.northernforest.org/tech_programs.htm.



Get Swept Away!

Vermont StateWide Environmental Education Programs (Vermont SWEEP) is a coalition of individuals and organizations promoting environmental education in VT.

Name: _____

Address: _____

Town/State/Zip: _____

Email: _____

Organization: \$40 Individual: \$15

Please make check payable to SWEEP and mail to: SWEEP, 9 Bailey Ave., Montpelier, VT 05602. Thanks!

MEMBERSHIP BENEFITS INCLUDE:

- Twice-annual membership meetings; periodic development workshops & conferences
- Representation to the six-state New England Environmental Education Alliance (NEEEA)
- Inclusion in SWEEP's Directory, which lists members' environmental education services and is distributed to VT teachers and educators
- SWEEP's newsletter

Resources & Opportunities

Job Opening

Director, Keewaydin Environmental Education Center, Salisbury, VT. Week-long residential programs for school groups grades 4-6. Contact Peter Hare, Executive Director of the Keewaydin Foundation for detailed information and job description. pete@keewaydin.org, 802-352-4770, 10 Keewaydin Road, Salisbury, VT 05753.

Service-Learning Resources

Community Works Journal – Community Works Journal “showcases innovative educational strategies and practices that involve teachers and students in important work within their communities.” It is a quarterly publication of Vermont Community Works, a nonprofit educational organization whose mission is to promote exemplary teaching practices, programs and models that help students become caring, responsible and active members of their communities. You can subscribe to the journal at no cost: www.vermontcommunityworks.org, email: journal@vermontcommunityworks.org or 802/655-5918. Also available from Community Works Press: **Vital Results Through Service-Learning** – firsthand stories, photos and interviews with teachers, educators and community members who have been involved in service-learning. **Connecting Service-Learning to the Curriculum – A Workbook for Teachers and Administrators** – best practices, curriculum exemplars, assessment strategies, resources and more.

Place-Based Education: Connecting Classrooms & Communities, by David Sobel. Although not specifically geared toward service-learning, Sobel’s

book would be useful for people involved in such projects. According to David Orr, it looks “at how landscape, community infrastructure, watersheds and cultural traditions all interact and shape each other... It is about joining heads, hands, hearts and the places in which we might dwell with competent affection.” The book is published by Orion: www.oriononline.org or 888/909-6568.

Service-Learning Student’s Guide and Journal – a series of three guides (one each for elementary, middle/high school and college) help students organize their service-learning project and improve their thinking and writing skills. To order: RSchoe8673@aol.com or 206/722-1988.

Teens for Planet Earth website – helps teens learn more about the environment and conservation and then apply this knowledge in a service-learning project that will have a real impact on their own corner of the globe. Developed by the Wildlife Conservation Society. www.teensforplanetearth.org/teenshome

Other Resources and Opportunities

The VT Wilderness School (VWS) is a non-profit organization that works to train naturalists and leaders through long-term mentoring in wilderness, naturalist and community living skills. The curriculum is designed to help students: 1. internalize the wisdom of elders who have retained their ancestral connection to the land and; 2. help them apply it to the modern world. Apprentices train at the school from 1-4 years, learning the core wilderness, naturalist and mentoring

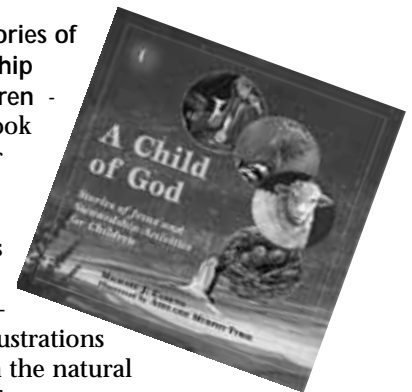
skills needed to provide community-based nature training for children and adults. They gain hands-on experience through working in VWS’s Oyase Community School. VWS is looking for partnering schools and organizations that share their interest in educating and mentoring naturalist leader. If you think your institution might benefit from such a partnership or if your personnel would benefit from this type of training, visit their website: <http://www.vermontwildernessschool.org> or contact Sara Emerick at sara@vermontwildernessschool.org

NAAEE Launches Fresh Website <http://naaee.org/pages/index.html>. Dynamic content, better information organization, integrated search capabilities.

A Child of God: Stories of Jesus and Stewardship Activities for Children – a new children’s book by SWEEP member Michael J. Caduto, due out 9/1/05.

This book recounts the stories of Jesus’ life and his connections to nature. Illustrations immerse readers in the natural world of the New Testament. Reflections and activities show how to understand and act upon the wisdom of Jesus’ teachings. This book reminds us that we are all children of God: members of the natural world and human communities alike. Paulist Press, Mahwah, New Jersey. 38 pages, 10x10 hardcover with full color illustrations.

Applied Environmental Education Program Evaluation – Online Course SEPT. 12 – NOV. 18. Deadline: Aug. 12, 2005. Offered through University of Wisconsin-Stevens



**SAVE
the DATE**

**NEXT
SWEEP
MEETING:
September 30**
VINS Bragdon
Preserve, Woodstock

Resources & Opportunities - continued

Point. Designed to assist environmental educators and natural resource professionals in evaluating their education programs. Three undergraduate or graduate credits available

if desired. All participants, regardless of location, are eligible for in-state tuition rate. Angela.Arkin@uwp.edu for a registration form.
http://www.eetap.org/html/online_ee_courses

Global Issue, Local Action – Online Course Community-based online course teaches students to resources on threats to

the environment and to information on approaches to understand and manage

these threats. Includes various case studies, online exercises, interactive sessions. Typically two weeks/three days or four weeks/three days.

<http://www.suite101.com/course.cfm/17295/overview>

Taproot Journal – Ecopsychology Issue. Coalition for Education in the Outdoors at the State University of New York. This online issue links to tools to increase personal, social and environmental well-being and sustainability.
<http://www.ecopsych.com/tapenvt.html>

Animal Diversity Web - University of Michigan Museum of Zoology online virtual museum with a searchable encyclo-

pedia of animal natural history, distribution, classification, and conservation biology designed to facilitate inquiry-driven education.

<http://animaldiversity.ummz.umich.edu/site/index.html>

WETMAAP: Wetland Education Through Maps and Aerial Photography - website for educators that provides basic ecological concepts, technological skills in the use of maps, aerial photography, and satellite imagery, and methods of interpretation necessary for understanding and assessing wetland and upland habitat change.
<http://www.wetmaap.org>

Visit SWEEP's web site at:
www.vermontsweep.org



Vermont SWEEP

Statewide Environmental Education Programs

9 Bailey Avenue
Montpelier, VT 05602