



# **Youth Participation in Federal Sustainability Decisions**

**Establishing a Youth Council on Sustainability**

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Washington Internships for Students of Engineering

American Institute of Chemical Engineers

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## **About the Author**

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Corinna Kester will be entering her fifth year at the University of Texas at Austin, where she is double majoring in chemical/environmental engineering and liberal arts honors. She plans to attend graduate school in environmental science and policy, with a focus on sustainable development.

## **The WISE Program**

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The WISE Program is a summer internship program in Washington, D.C. for upper-division engineering students. Its purpose is to teach engineers about the public policy process. Participants meet with representatives from government, industry, and nonprofit groups. They also write a paper on a policy issue of their choosing.

## **Acknowledgements**

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## Introduction

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Sustainability is the integration of environmental, economic, and social concerns to equitably provide for current generations without decreasing the ability of future generations to meet their needs. This concept has grown dramatically in popularity over the last three decades as more and more people have recognized the unsustainability of our current path of development.

The need for sustainability resonates particularly with young people, as they will live the longest with the consequences of modern-day decisions. Given that youth have the greatest stake in decisions made today, they should have a strong role in ensuring these decisions are sustainable ones.

Moreover, in a few decades, today's youth will lead the world. In order to achieve a better future, tomorrow's leaders need to be educated on sustainability and trained in its implementation today.

Governments have recognized the importance of youth development; the number of programs promoting youth participation has grown significantly over the last decade. A major milestone was achieved with the drafting of Agenda 21, the global blueprint for sustainable development, at the 1992 United Nations Rio Conference. Agenda 21 recognized nine "major groups" with particularly strong stakes in the future of sustainable development: the scientific community, industry and business, indigenous people, women, local authorities, trade unions, non-governmental organizations, farmers, and youth and children.<sup>1</sup> The inclusion of youth and children as a major group further raised awareness of the need for systems of youth participation, particularly those related to sustainability.

The United States has not yet implemented a method for youth participation related to sustainability, nor does it have many programs emphasizing youth involvement in federal decisions. In order to establish a Youth Council on Sustainability, first one must identify the best and most feasible method of participation. After examining international systems of youth participation and the setup of the U.S. federal government, recommendations can be made for the most appropriate system for the United States. Finally, the implementation plan for a Youth Council on Sustainability can be designed.

## Why Youth Participation?

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Youth participation programs serve two functions. They educate youth and build capacity, and they provide avenues through which young people can express their ideas and opinions.

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<sup>1</sup> Youth are defined by the UN as people 15-24 years of age. Children are under 15 years old.

There are many stakeholders in government decisions, and some have more access to resources than others. As a result, certain stakeholders have more influence over government decisions than others. Youth are a particularly under-resourced stakeholder group. Their input into government decisions should be equalized with that of other stakeholders. Formalizing a youth participatory process is an excellent way of equalizing inputs. As previously mentioned, youth input is particularly important because of the disproportionate impact that today's policies will have on young people.

Besides seeking to equalize input, there are several other reasons why governments foster youth participation. Youth are a great source of novel ideas, as they are not entrenched in the current system, so they can offer unique outside views. These ideas may not always be realistic, but they can help boost creativity and lead to new approaches to policy problems. Moreover, youth typically think in the long term when analyzing policy decisions, as they tend to keep their future in mind. This long term view can help counterbalance the short term thinking which dominates governmental decision making. Youth also provide fresh energy to the issues they address; this can revitalize overworked, cynical government employees. This energy and optimism helps propel people to work toward a policy consensus.

Finally, youth participation systems build capacity. They enable young people to learn about how the government works and about how they can make a difference. This builds essential skills and confidence and enables good citizenship. Moreover, the Youth Council on Sustainability will include people with a variety of experiences, opinions, and educational backgrounds. Working in this diverse group will teach Youth Council members how to listen, communicate, compromise, and work toward consensus.

The Youth Council on Sustainability will not only benefit its members, for one of the main purposes of such a council is to educate other youth. Participants will share their knowledge with other young people in their organizations, schools, and communities. This for-youth-by-youth education will help young people better understand how the government works and how its programs relate to sustainability. It will also show other young people that youth can make a difference.

## **Problems with Youth Participation**

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Two main obstacles to the establishment of youth participation systems are cost and a lack of recognition of the importance of youth participation. Without a governmental emphasis on youth programs, even their relatively small cost becomes a major obstacle. However, given that there is some commitment to youth programs among U.S. government officials, one can hope that the cost will not be a significant obstacle.

Another concern is that young people lack expertise and are limited on time. Most youth are not well educated on how governmental decisions are made, what factors and constraints are important, and what policy and technical issues are of concern. Indeed,

expecting this type of knowledge from youth is unrealistic. That is why youth participation systems have two components: education and participation. Youth are completely capable of learning about decision making processes and then providing input appropriately. However, they are limited in the amount of time they have to devote. Unlike many other stakeholder groups, who may have representatives working full time on influencing the government, youth must balance school, work, family, recreation, and civic involvement.

## **Models of Youth Participation**

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Many countries have youth participation systems, but they all boil down to six major types, which will be discussed in turn.

### ***Youth Advisory Council***

A Youth Advisory Council (YAC) consists of a small body of young people (15-25 members) that is sponsored by and advises the government. The best example is Canada's Youth Round Table on the Environment (YRTE), which was started in 1997 by the Minister of the Environment as a way to access youth. The YRTE consists of 18 members selected by a non-governmental committee. Environment Canada provides funding for the YRTE, as well as a staff member to work part-time on the project. This staff member facilitates interaction between Environment Canada and the YRTE. The YRTE communicates with the government in several ways: offices within the Ministry of the Environment consult with the YRTE on policies and programs while they are being developed, the YRTE brings its priority issues to the attention of the Ministry, and YRTE members also attend national consultations and international conferences on environmental issues to express their views. The YRTE is built to be a learning experience; members learn about Environment Canada and its initiatives, gain environmental knowledge, and build relationships with each other and with officials. YRTE members come together three times per year, where they meet with government officials, hear from nonprofit partners, and work collectively on YRTE projects. The members set the agenda for the group, so the YRTE's structure and function differ slightly every year. The structure is very flexible; youth work on projects as individuals, small teams, or as a whole group, as necessary, and they are free to choose their topic areas and the types of projects they work on. YRTE members also educate other groups they belong to about what the YRTE does. Every year, more and more offices within Environment Canada consult with the YRTE. This success is due to high-level support within the department as well as the YRTE members' demonstrated knowledge and valuable opinions. Also, awareness of environmental government programs has been increased among Canadian youth, especially environmentally active youth.

Youth Advisory Councils (YACs) are appropriate for every level of governance, from local to international. In countries like Canada and Australia, many regional and local YACs exist. On the international level, the United Nations Environment Program (UNEP) has a YAC, which was started in 1999. The UNEP YAC consists of twelve

regionally representative members (from Asia and the Pacific, Latin America and the Caribbean, Europe, Africa, West Asia, and North America) that are elected from among forty environmental leaders selected to attend a semi-annual UNEP youth conference, the Global Youth Retreat. Those conference attendees not selected to be YAC members become Associate Advisors to the YAC. The YAC advises UNEP on its policies, methods of increasing youth participation, and the UNEP Children and Youth Program. It also acts as a go-between and promotes youth environmental projects. Some of the methods members use include lobbying governments at UNEP Government Council meetings, attending global and regional conferences, sitting at the table in coordinating UNEP projects, and running their own campaigns.

The primary strength of the YAC model is the level of governmental support. This support allows youth better access to decision makers and enables them to get information about what policies and programs are being considered. Because of the strong connection between the YAC and the government body, young people can provide input at all stages of policy development.

The UNEP and Canadian Youth Advisory Councils are both diverse in membership, but this is not a given in a selected body. Mechanisms must be put in place to ensure the YAC is diverse in all ways.

### ***Model Parliament***

A Model Parliament duplicates Parliament or another government body with youth participants instead of actual legislators. It provides an opportunity for young people to learn how government bodies work by acting the part of members. It also allows officials to hear the details of youth concerns as they are debated in the parliament. Model Parliaments frequently do not have a focus on any particular issue; typically, youth select their own priority issue(s) to discuss. Participants are usually selected on a regional basis by each member of the legislative body. This method is used on the national and international level (i.e. Model UN).

A good example of a model parliament is the Youth Environment Council of Ministers (YECM). The YECM is sponsored by the European Commission (EC) and meets twice a year. Youth delegations from each country are selected by the Environment Minister from that country. At the meeting, delegates participate in a mock-EC meeting and discuss environmental issues. The content of the youth discussion provides input to the Ministers.

There are several Model Congress programs in the U.S., most of which are run at universities. Most are focused on educating young people about the legislative process and do not include mechanisms for providing input to decision makers.

Model Parliaments allow youth to directly experience the duties of government officials. This experiential learning is a great strength of this type of system. However, this puts the focus on acting out parliamentary roles, not on providing input to the government.

While this helps youth learn about parliament, the lack of focus on providing input could result in the youth giving sub-par suggestions or insufficiently developed ideas.

Another weakness is that there is no follow up mechanism on youth input. Although youth opinions are expressed, there is no way to ensure these opinions are taken into account. Also, the Model Parliament is a one-time event and, as such, can only address a narrow set of issues. Substantive input and opportunities for lasting education will best occur on an ongoing basis, as more issues can be addressed, adequate follow up can occur, and good relationships can be built.

### ***Project Development Youth Council***

Another approach governments have used to obtain youth input is to focus on the development of youth project ideas. Australia's National Youth Roundtable (NYR) is the primary example. The NYR is a government-selected body of fifty youth. NYR members are grouped into one of six topic areas, one of which addresses environmental and community issues. Members meet with government officials at the start of the year, complete a project or report on an issue of their choice, and present these reports at another government meeting at the end of the year. The government has the option of adopting any of these projects, and several have been successful.

The Project Development Youth Council is a good way to share youth ideas with government officials. However, its project-oriented focus limits the learning opportunities and the type of input youth can provide. The projects are typically small-scale and narrow in focus, and there is no mechanism for youth to learn about or provide input on larger problems or on current or pending governmental policies.

Another advantage is that the government can adopt which projects it sees fit, which provides it flexibility. However, there is no mechanism that will help youth push for the adoption of more controversial projects. Without such a mechanism, the government could choose to adopt only non-substantive projects, thereby reducing the overall effectiveness of the youth input mechanism.

### ***National Youth Council***

National Youth Councils exist in many countries. They have a variety of formats, so it is hard to draw specific conclusions about this type of youth participation scheme. Most frequently, National Youth Councils are umbrella groups with members from all of the country's organizations focused on children and youth. They run programs and campaigns and work with and/or advise the government. Some have government support; others do not. Frequently, they have various subcommittees that work on different issues.

Many countries, like Argentina, have youth development offices that include environmental programs. These serve advisory and capacity building roles. The

Argentinean office holds workshops and conferences, runs youth programs, and promotes youth participation.

The U.S. government has many youth-focused programs in its various departments and agencies, but it has no integrated youth department or council. However, there are several nonprofit youth coalitions with members from all major youth organizations, such as 4-H Council, YMCA, YWCA, Boy & Girl Scouts, etc.

### ***Nonprofit-Sponsored Youth Council***

Youth Councils can also be sponsored by nonprofit groups. One example is the Canadian Youth Summit Team (YST), a temporary youth council focused on the World Summit on Sustainable Development. The YST is leading a project called Youth Agenda 2002 that seeks to provide "an opportunity for individual youth and youth organizations to take an active role in Canada's preparations for the Summit." The YST is coordinated by the United Nations Association in Canada. The team is working on three main projects: providing input on sustainable development issues nationally and internationally, educating Canadian youth, and engaging and empowering indigenous youth. The YST works in a variety of working groups to release position papers and coordinate projects.

A nonprofit-sponsored Youth Council like the YST is able to focus on a specific issue (like sustainable development). The institutional support provided by the nonprofit group helps members build connections with government officials. Nonprofit sponsorship can give the youth council more leeway in the methods it can use, since it is not restricted by governmental rules and standards. However, the amount of governmental support is decreased, so members will have less access to officials as they make decisions and fewer resources for youth education.

### ***Grassroots Activist Youth Groups***

Finally, grassroots activist groups play an important role in youth education and can have a significant influence on the government. American youth environmental groups like the Sierra Student Coalition (SSC), Student Public Research Interest Group (PIRG), the Student Environmental Action Coalition (SEAC), and Free the Planet (FTP) primarily influence the government by running grassroots lobbying and media campaigns. These methods provide valuable training, build leadership skills, and can help change policy. In this manner, grassroots groups are very effective at youth education, as they work in schools across the country, where they train activists and educate students. However, they largely do not provide young people with direct experience in the federal decision making process.

Grassroots activists can build coalitions to provide direct youth input into governmental policies. For example, German youth were able to engage their government on sustainable development issues by participating in the official delegation to the World Summit on Sustainable Development (WSSD) and by attending a meeting to prepare

the German WSSD position. This was achieved through the cooperation of several German youth groups that formed the Youth Coalition for Johannesburg (YCJ). The YCJ pushed for the WSSD youth delegate positions and reviewed progress made on youth issues toward the goals set out in Agenda 21, the global plan for sustainable development.

One weakness of this coalition approach is that youth input is likely to be ignored unless there is clear government commitment to use it or there exists a framework describing how the input will be used. Moreover, the relationship between grassroots groups and the government is fragile; it can be severed by a lapse on either side (whether intentional or not). Strong relationships must be built for the input mechanism to succeed, and the coalition must be strong enough to weather rebuffs by the government.

### ***Other Issues***

All of these models share a common weakness: the potential for tokenism. Tokenism is the promotion of youth programs (in order to improve one's image) without allowing the programs to make a substantive impact on one's organization. For example, youth meetings with government officials provide great photo opportunities, but these same officials can easily ignore the suggestions offered there. Therefore, follow up mechanisms are key. Also, tokenism can be combated by strong, substantive efforts from the youth council members. The Canadian Youth Round Table on the Environment has been working with more and more offices every year thanks to their good reputation and efforts to combat stereotypes sometimes associated with young people.

Also, a concern with any youth participation system is its representativeness of youth as a whole. Given that elections are difficult to carry out, except within smaller groups (i.e. electing leaders for the Sierra Student Coalition), the membership of most youth councils is decided through an application and selection process. Members should be as representative as possible of the country's diversity in order to ensure that a variety of views will be represented. Moreover, the selection process should be transparent, with clear selection criteria and procedures, and should be at least somewhat independent from the sponsoring organization to help ensure diversity.

Another question these models bring up is how much government support is necessary for the success of any particular youth participation scheme. Clearly, nonprofit groups can succeed in educating youth about the government and about sustainability, but they cannot always provide the access to government officials that is necessary for experiential learning and for providing substantive input into policy decisions. Therefore, some support by the government is necessary. This support does not have to occur agency-wide, however; youth can work with and learn from interested individuals working within a government agency.

### **Criteria for a U.S. Youth Council on Sustainability**

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Given the analysis of these methods of youth participation, several requirements for a good system stand out. Of course, any system should focus both on education and participation in order to build youth capacity. This education should focus on experiential learning. Providing input to government is a great way for young people to synthesize their knowledge.

A major key to success is the formation of strong relationships between the Youth Council and the government. This will facilitate youth participation at all steps in the decision making process. There then must be adequate follow up mechanisms to track the results of this input and to ensure it is being properly considered. If possible, this relationship should be formalized and its framework made public in order to ensure the longevity and transparency of the relationship. Also important are relationships between the Youth Council and grassroots groups. Grassroots groups can help disseminate information about the federal process to local youth groups around the country.

The selection process for Council members should have set guidelines for diversity and should select several members to return to the council to ensure continuity. The Council members should be free to choose the issues they want to address and to choose how to address them. This will prevent the Council from being dominated by any one partner or special interest. Finally, the Council should have strong support, especially initially, as building relationships with government officials can take many years and will not produce immediate results.

## **Application of Youth Participation Models to the United States**

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### ***Governmental Restrictions***

Federal Advisory Committees are governed by FACA, the 1972 Federal Advisory Committee Act. FACA lays out rules for the establishment and funding of Advisory Committees. It also indicates that Advisory Committees must be open to the public and must have diverse membership so all points of view are represented.

FACA's rules do not allow any funding for Advisory Committees except for meetings of Committee members. This would require that the participatory and educational functions of the Youth Council on Sustainability be separated, as funds could be allotted for advice-giving but not for educational activities. Also, Advisory Committees are usually focused on a certain agency. The Youth Council on Sustainability will cut across the function of several agencies, as sustainability is a very broad concept. It is clear, then, that the Youth Council will not fit well under FACA.

It is still possible, however, for the Youth Council to be sponsored by government, as long as the government does not provide funding for its advisory capacities. Council members could express individual opinions to the government without falling under

FACA. However, this approach would lessen the importance of youth participation and experiential learning in the Youth Council.

### ***Recommendations***

Because government structure and rules would put too many restrictions on the Youth Council on Sustainability, the Youth Council should be established as a nonprofit entity, with a coalition of groups to support it.

In examining the criteria for youth participation systems, it is clear that the YCS should be modeled after a combination of the Youth Advisory Council and the Nonprofit-Sponsored Youth Council. Both of these include strong mechanisms for youth input as well as youth education. Each of the other groups has a significant weakness that would hinder the Youth Council's effectiveness. The Model Parliament does not have adequate follow up mechanisms or a strong enough focus on youth input. Grassroots groups focus more on broad-based activism than on small, direct-input mechanisms like youth councils. A National Youth Council or Agency is a worthwhile goal, but is beyond the scope of this project.

### ***Obstacles***

One of the major weaknesses of the Nonprofit-Sponsored Youth Council model is that the government has not committed to be a partner. This can be overcome, however, by focusing on building solid relationships with government officials. Council members will have to work hard, remain credible, and provide useful input to the government in order to prove themselves to be a worthy partner. Relationships with government officials will take several years to build and can be destroyed relatively easily, so Youth Council members must keep these relationships in mind at all times.

In order to strengthen the connection to the government, Youth Council members could work to pass legislation giving the council a federal mandate and/or federal funding. Many nonprofit groups, like the National Council for Science and the Environment and the National Academies, are linked to the government in this manner. However, getting such legislation passed is a very difficult process and requires significant investments and strong coalition building.

Another obstacle is the lack of support or precedence for such a council within the government. The United States is not as proactive as some other countries in consulting with youth. Youth-oriented efforts in the United States primarily focus on education and community service, and the Youth Council does not fall within this scope. However, there is also concern about developing civic responsibility among young people, and the Youth Council fits well with this goal. Unfortunately, though, this concern is mainly demonstrated by nonprofit groups, and has not been prioritized by government officials. It is government that will be an indispensable partner in this effort, and high level support is required for it to succeed.

The Youth Council on Sustainability could also encounter political resistance because sustainable development can be a controversial topic. This may hinder government agencies in working with the Council. However, the Youth Council will be diverse and nonpartisan, so this may help allay some fears. The Youth Council should work initially with agencies for which political resistance is not significant. As the Youth Council proves itself to be a worthwhile partner, it will be able to overcome the political concerns of other agencies. If necessary, the Youth Council could exist without any government support, as there are sufficient public input mechanisms already feeding into government decisions. However, government support would be ideal, as it would enable youth to experience the federal process from the inside and would allow youth to work with administrators from the inception of new projects and policies. With a proven track record, the Youth Council can earn the necessary government support.

### ***Related Efforts in the United States***

Plans are in the works for the establishment of a federal Youth Action Council and of a National Council on Sustainable Development. The founders of the Youth Council on Sustainability should keep up to date on these efforts and work together with these organizations.

One nonprofit group, Youth in Action, is seeking to represent America's youth on the federal level with a National Youth Action Council (NYAC). Currently, Youth in Action holds National Youth Conventions every four years, during the Republican and Democratic National Conventions. With the input provided at these conventions and via the Internet, they create a National Youth Platform. This Platform is presented to decision makers and distributed to youth. Youth in Action also releases a yearly Youth Action Guide, encourages youth to hold local Youth Action Summits and form Youth Action Councils, and awards Youth In Action Awards. Should Youth in Action be successful in gaining a federal mandate for the NYAC, the Youth Council on Sustainability could fit well with this group.

There are also efforts to re-start a National Council on Sustainable Development (NCSD). The President's Council on Sustainable Development (1993-1999) advised the president on sustainable development and sought to develop new approaches to sustainability problems. The Youth Council would fit very well within a revived NCSD.

### **Mechanisms for Implementation**

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Four things must be done to make the Youth Council on Sustainability a reality: obtain funding, solicit nonprofit partners, build relationships with government officials, and finalize the plan for the Youth Council. I recommend that the American Institute of Chemical Engineers and SustainUS, the national youth network for sustainable development, work together to establish the Youth Council.

### ***Funding***

Funding will be sought from government grant programs (like the National Science Foundation) and from private foundations. This process is likely to take approximately one year.

### ***Partners***

Nonprofit partners are currently being sought. Expected partners include issue-oriented nonprofit groups, professional associations, and youth groups. Partners will help select participants in the Youth Council, circulate information about the Council to their members, and be available as a source of expertise. Partners will receive recognition and publicity, increased access to youth, and opportunities to build relationships with other partners and with government agencies. A list of potential partners is set out in Appendix B. A group of 8-20 partners is ideal.

### ***Government***

A list of government agencies and programs that deal with sustainability can be found in Appendix C. These programs should be approached initially, as they are likely to be more open to working with the Youth Council on Sustainability. As the Youth Council gains a good reputation, it will be in a better position to work with other agencies and programs. The governmental contacts of the partner nonprofit groups should also be utilized.

### ***Plan for the Youth Council***

The final format of the Youth Council must be decided upon by all partners in the venture, but the setup should be a combination of the Youth Advisory Council and the Nonprofit-Sponsored Youth Council models. The Youth Council on Sustainability will likely have between 20 and 30 members that will work, year-round, from their home cities. They will come together 2-3 times per year to learn about sustainability and the federal process, to provide input to the government, and to brainstorm and collaborate. Council members should be between 15 and 25 years old, though these limits should be flexible as appropriate.

The issues the Council addresses and the methods it chooses to address those issues should be flexible. Within each project, however, members should be sure to include both educational and participatory aspects. Issues should be decided upon by the youth members and will likely change from year to year. This self-determination will help prevent Council staff or nonprofit partners from dictating the agenda or possibly co-opting the council for their own purposes. However, it is not likely that the issues and methods will change dramatically from year to year, as continuity is also important, especially to maintain relationships with government officials. To this end, several members should be selected to return to the council for a second year to advise new Council members.

Council staff members will facilitate youth access to government officials, coordinate the education of Council members on sustainability and the federal process, and build relationships to promote youth education. They will also coordinate the outreach and selection process. The selection process should ensure diversity among Council members. Some important aspects of diversity include race, culture, age, political orientation, gender, home state, rural vs. urban environment, educational background, issues of interest, level of experience in these issues, and preferred methods to approach these issues. The selection committee should be diverse in order to prevent bias in the resulting Council body. One possible structure is for each partner nonprofit group to nominate one person to serve on the selection committee. Given a diverse set of partners, this would ensure a diverse selection committee.

## **Conclusion**

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A Youth Council on Sustainability can and should be established in the United States, as the U.S. has not yet instituted programs for youth participation, as many other countries have. This Council will be a hybrid of the Youth Advisory Council and the Nonprofit-Sponsored Youth Council models. It will educate youth about sustainability and the federal decision making process, help youth provide input into government decisions, and provide resources for youth to educate other young people about federal sustainability decisions. Good partners to get the Youth Council off the ground are the American Institute of Chemical Engineers and SustainUS, the national youth network for sustainable development. AIChE and SustainUS could coordinate the search for funding and for additional nonprofit partners and launch the Youth Council as early as September 2003.

## Appendix A: Research Contacts

People I communicated with concerning my WISE project are listed below, along with their title and employer.

Bodin, Birgitta. European Commission Office of Communications and the Civil Society.  
Breehey, Abraham. Legislative Assistant, Office of Representative Lloyd Doggett.  
Bruch, Carl. Senior Attorney, Environmental Law Institute.  
Burka, Maria. Program Director, National Science Foundation (NSF) Division of Chemical & Transport Systems.  
Burnett, Drew. Environmental Protection Agency (EPA) Office of Environmental Education.  
Cahill, Sarah. Youth-Corporate Connections Program Coordinator, National 4-H Council.  
Calder, Wynn. Associate Director, University Leaders for a Sustainable Future.  
Cavanaugh, Margaret. Staff Associate, NSF Office of the Director.  
Chapman, Tom. Program Director, NSF Division of Chemical & Transport Systems.  
Crause, Julia. Children & Youth/Sport & Environment Unit. United Nations Environment Program Division of Communications and Public Information.  
Doumas, Bill. American Institute of Chemical Engineers National Capital Section.  
Epkenhans, Ina. Youth Coalition for Johannesburg (Germany).  
Fowle, Jack. Environmental Protection Agency.  
Hamilton, Bruce. Division Director, NSF Bioengineering & Environmental Systems.  
Karn, Barbara. EPA National Center for Environmental Research.  
Katz, Irv. President, National Collaboration for Youth.  
Labelle, Jean-Luc. Youth Outreach Advisor, Environment Canada.  
Lankey, Rebecca. ASME Fellow, Office of Science and Technology Policy.  
Levitan, Herb. Section Head, NSF Division of Undergraduate Education.  
Moody, James. Former Member, National Youth Roundtable (Australia).  
Oben, Theodore. Head, Children & Youth/Sport & Environment Unit. United Nations Environment Program Division of Communications and Public Information.  
Paradiso, Christina. Member, Youth Round Table on the Environment (Canada).  
Quinto, Benjamin. Associate Director, Youth In Action.  
Sanio, Michael. Deputy to the President, World Federation of Engineering Organizations Standing Committee on Technology.  
Schuster, Darlene. Government Relations Director, American Institute of Chemical Engineers.  
Seaford, Edward. Youth Bureau Officer, Australian Government.  
Sherer, Timothy. EPA Office of Cooperative Environmental Management.  
Sullivan, Carla. Government Relations Staff, American Institute of Chemical Engineers.  
Tollerton, Harry. Engineers Forum on Sustainability.  
Tollerton, Kathy. Public Affairs Office Manager, American Society for Engineering Education.  
Wellek, Robert. Deputy Division Director, NSF Division of Chemical & Transport Systems.

## Appendix B: Potential Nonprofit Partners

Each partner in the Youth Council on Sustainability brings unique viewpoints and expertise. The set of partners should be diverse in order to ensure a diverse Youth Council. Targeted partners include issue-oriented nonprofit groups, professional associations, and youth groups. The Youth Council should have between eight and twenty nonprofit partners.

A list of potential partners is below. The best partners will be nationally focused organizations that either have strong grassroots support or are major players in their area of concern. They will have a commitment to some aspect of sustainability and a desire to promote sustainability in general.

### Sustainability Interest Groups

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Citizens Network for Sustainable Development - <http://www.citnet.org/>  
Engineers Forum on Sustainability - <http://www.asee.org/neic/efs/>  
International Institute for Sustainable Development - <http://www.iisd.org/>  
Leadership for Environment and Development - <http://www.lead.org/>  
Sustainability Institute - <http://sustainer.org/>  
The Natural Step - <http://www.naturalstep.org/>

### Youth Groups

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Academy for Educational Development - <http://cyd.aed.org/>  
AIESEC (international exchange program) - <http://www.aiesec.org/>  
America's Promise - <http://www.americaspromise.org/>  
Boys & Girls Clubs - <http://www.bgca.org/>  
Campus Outreach Opportunity League - <http://www.cool2serve.org/>  
Do Something - <http://www.dosomething.org/>  
International Association of Young Lawyers - <http://www.aija.org/>  
International Young Professionals Foundation - <http://www.iypf.org/>  
JustAct - <http://www.justact.org/home/>  
Kids Against Pollution - <http://www.kidsagainstpollution.org/>  
Kids for A Clean Environment - <http://www.kidsface.org/>  
National Assembly of Health and Human Service Organizations / National Collaboration  
for Youth - <http://www.nassembly.org/>  
National Network for Youth - <http://www.nn4youth.org/>  
National Youth Employment Coalition - <http://www.nyec.org/>  
National Youth Rights Association - <http://www.youthrights.org/>  
Sierra Student Coalition - <http://www.ssc.org>  
Student PIRGs - <http://www.studentpirgs.org/>  
SustainUS - <http://www.sustainus.org/>  
YMCA - <http://www.ymca.net/>  
Youth as Resources - <http://www.yar.org/>  
Youth for Environmental Sanity - <http://www.yesworld.org/>

Youth in Action - <http://www.youthlink.org/>  
Youth M-Power - <http://www.youthm-power.org/>  
Youth Service America - <http://www.ysa.org/>  
YWCA - <http://www.ywca.org/>

## **Social Interest Groups**

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American Federation of Labor-Congress of Industrial Organizations -  
<http://www.aflcio.org>  
American Friends Service Committee - <http://www.afsc.org/>  
Amnesty International - <http://www.amnesty.org/>  
Builders Without Borders - <http://www.builderswithoutborders.org/>  
Doctors Without Borders - <http://www.doctorswithoutborders.org/>  
Fellowship of Reconciliation - <http://www.forusa.org/>  
Freedom House - <http://www.freedomhouse.org>  
International Food Policy Research Institute - <http://www.ifpri.cgiar.org/>  
Lawyers Without Borders - <http://www.lawyerswithoutborders.org/>  
National Lawyers Guild - <http://www.nlg.org/>  
Oxfam America - <http://www.oxfamamerica.org/>  
Peace Action - <http://www.peace-action.org/>  
Physicians for Social Responsibility - <http://www.psr.org/>  
Population Connection - <http://www.populationconnection.org/>  
Terralingua - <http://www.terralingua.org/>

## **Environmental Interest Groups**

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Center for Environmental Citizenship - <http://www.envirocitizen.org/>  
Conservation International - <http://www.conservation.org/>  
Earth Island Institute - <http://www.earthisland.org/>  
Environmental Defense - <http://www.environmentaldefense.org>  
Friends of the Earth - <http://www.foe.org/>  
Global Green USA - <http://www.globalgreen.org/>  
Government Purchasing Project - <http://www.gpp.org/>  
Greenpeace - <http://www.greenpeaceusa.org/>  
Izaak Walton League of America - <http://www.iwla.org/>  
Land Institute - <http://www.landinstitute.org/>  
League of Conservation Voters - <http://www.lcv.org/>  
National Audubon Society - <http://www.audubon.org/>  
National Resources Defense Council - <http://www.nrdc.org/>  
National Wildlife Federation - <http://www.nwf.org/education/>  
Public Citizen <http://www.citizen.org/>  
Public Employees for Environmental Responsibility - <http://www.peer.org/>  
Rocky Mountain Institute - <http://www.rmi.org/>  
Sierra Club - <http://www.sierraclub.org/>  
The Nature Conservancy - <http://nature.org/>  
Union of Concerned Scientists <http://www.ucsusa.org/>

World Resources Institute <http://www.wri.org/>  
World Wildlife Fund - <http://www.wwf.org/>  
Worldwatch Institute <http://www.worldwatch.org/>

### **Economic Interest Groups**

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50 Years Is Enough: U.S. Network for Global Economic Justice -  
<http://www.50years.org/>  
ACCION International - <http://www.accion.org/>  
Economic Policy Institute - <http://epinet.org/>  
Social Investment Forum - <http://www.socialinvest.org/>  
Social Venture Network - <http://www.svn.org/>

### **Cultural/Racial/Gender Interest Groups**

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American-Arab Anti-Discrimination Committee - <http://www.adc.org/>  
Equal Employment Advisory Council - <http://www.eeac.org/>  
Feminist Majority Foundation - <http://www.feminist.org/>  
First Nations Development Institute - <http://www.firstnations.org/>  
Green Action - <http://www.greenaction.org/>  
Indigenous Environmental Network - <http://www.ienearth.org/>  
Institute for Tribal Environmental Professionals - <http://www4.nau.edu/itep/>  
League of United Latin American Citizens - <http://www.lulac.org/>  
League of Women Voters - <http://www.lwv.org/>  
Mexican American Legal Defense and Educational Fund - <http://www.maldef.org/>  
NAACP - <http://www.naACP.org/>  
National Congress of American Indians - <http://www.ncai.org/>  
National Organization for Women - <http://www.now.org/>  
National Technical Association - <http://www.ntaonline.org/>  
National Tribal Environmental Council - <http://www.ntec.org/>  
National Urban League - <http://www.nul.org/>  
Native American Fish & Wildlife Society - <http://www.nafws.org/>  
United National Indian Tribal Youth - <http://www.unityinc.org/>  
Women's Environment and Development Organization - [http://www.wedo.org](http://www.wedo.org/)

### **Science and Technology Interest Groups**

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Alliance to Save Energy - <http://www.ase.org/>  
American Association for the Advancement of Science - <http://www.aaas.org/>  
American Council for an Energy-Efficient Economy - <http://www.aceee.org/>  
Center for Neighborhood Technology - <http://www.cnt.org>  
Development Center for Appropriate Technology - <http://www.dcat.net/>  
Global Environment & Technology Foundation - <http://www.getf.org/>  
National Center for Appropriate Technology - <http://www.ncat.org/>  
National Council for Science and the Environment - <http://www.cnie.org/>  
National Science Teachers Association - <http://www.nsta.org/>

Partnership for Environmental Technology Education - <http://www.ateec.org/pete/>  
Physicians and Scientists for Responsible Application of Science and Technology -  
<http://www.psrast.org/>  
Renewable Energy Policy Project / CREST - <http://www.crest.org/>

### **Education Interest Groups**

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American Association for Higher Education - <http://www.aahe.org/>  
American Society for Engineering Education - <http://www.asee.org/>  
Association for Supervision and Curriculum Development - <http://www.ascd.org/>  
Environmental Literacy Council - <http://www.enviroliteracy.org/>  
National Council on Economic Education - <http://www.ncee.net/>  
National Education Association - <http://www.nea.org/>  
National PTA - <http://www.pta.org/>  
North American Association for Environmental Education - <http://www.naaee.org/>  
Second Nature - <http://www.secondnature.org/>  
University Leaders for a Sustainable Future - <http://www.ulsf.org/>

### **Media and Consumer Interest Groups**

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Adbusters - <http://www.adbusters.org/>  
Center for a New American Dream - <http://www.newdream.org/>  
Consumers Union - <http://www.consumersunion.org/>  
Co-op America - <http://www.coopamerica.org/>  
National Consumers League - <http://www.nclnet.org/>  
Organic Consumers Association - <http://www.organicconsumers.org/>  
Orion Society - <http://www.orionsociety.org/>

### **Business and Industry Interest Groups**

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American Solar Energy Society - <http://www.ases.org/>  
American Wind Energy Association - <http://www.awea.org/>  
Better Business Bureau - <http://www.bbb.org/>  
Business for Social Responsibility - <http://www.bsr.org/>  
CERES (corporate responsibility) - <http://www.ceres.org/>  
National Ground Water Association - <http://www.ngwa.org/>  
National Recycling Coalition - [http://www.nrc-recycle.org](http://www.nrc-recycle.org/)  
Solar Energy Industries Association - <http://www.seia.org/>  
Sustainable Buildings Industry Council - <http://www.sbicouncil.org/>  
U.S. Green Building Council - <http://www.usgbc.org/>  
Water Environment Federation - <http://www.wef.org/>  
World Business Council for Sustainable Development - <http://www.wbcasd.ch/>

### **Community and Local Interest Groups**

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Coalition for Healthier Cities and Communities - <http://www.healthycommunities.org/>

Institute for Local Self-Reliance - <http://www.ilsr.org/>  
Joint Center for Sustainable Communities -  
<http://www.usmayors.org/USCM/sustainable/>  
Smart Growth America - <http://www.smartgrowthamerica.com/>  
Smart Growth Network - <http://www.smartgrowth.org/>  
Urban Land Institute - <http://www.uli.org/>

## **Professional Societies**

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Air & Waste Management Association - <http://www.awma.org/>  
American Academy of Environmental Engineers - <http://www.enviro-engrs.org/>  
American Academy of Environmental Medicine - <http://aaem.com>  
American Anthropological Association - <http://www.aaanet.org/>  
American Chemical Society - <http://www.acs.org/>  
American Economic Association - <http://www.vanderbilt.edu/AEA/>  
American Fisheries Society - <http://www.fisheries.org/>  
American Geophysical Union - <http://earth.agu.org/>  
American Institute of Architects - <http://www.aia.org/>  
American Institute of Biological Sciences - <http://www.aibs.org/>  
American Institute of Chemical Engineers - <http://www.aiche.org/>  
American Insurance Association - <http://www.aiadc.org/>  
American Medical Association - <http://www.ama-assn.org/>  
American Planning Association - <http://www.planning.org/>  
American Political Science Association - <http://www.apsanet.org/>  
American Society of Agronomy - <http://www.agronomy.org/>  
American Society of Civil Engineers - <http://www.asce.org/>  
American Society of Limnology and Oceanography - <http://aslo.org/>  
American Society of Plant Biologists - <http://www.aspb.org/>  
American Water Resources Association - <http://www.awra.org/>  
Association for Conflict Resolution - <http://www.acresolution.org/>  
Association of American Geographers - <http://www.aag.org/>  
Association of Energy Services Professionals - <http://www.aesp.org/>  
Botanical Society of America - <http://www.botany.org/>  
Crop Science Society of America - <http://www.crops.org/>  
Ecological Society of America - <http://www.esa.org/>  
Environmental Bankers Association - <http://www.envirobank.org/>  
Environmental Law Alliance Worldwide - <http://www.elaw.org/>  
Geological Society of America - <http://www.geosociety.org/>  
Health Physics Society - <http://www.hps.org/>  
IMarEST (marine scientists and engineers) - <http://www.imarest.org/>  
International Society for Ecosystem Health - <http://www.ecosystemhealth.com/>  
International Society for Industrial Ecology - <http://www.yale.edu/is4ie/>  
International Water Association - <http://www.iawq.org.uk/>  
National Association for Community Mediation - <http://www.nafcm.org/>  
National Association for Environmental Management - <http://www.naem.org/>  
National Association of Environmental Professionals - <http://www.enfo.com/NAEP/>

National Association of Local Government Environmental Professionals -  
<http://www.nalgep.org/>  
National Association of Social Workers - <http://www.naswdc.org/>  
National Association of Social Workers - <http://www.naswdc.org/>  
National Environmental Health Association - <http://www.neha.org/>  
National Geographic Society - <http://www.nationalgeographic.com/>  
Society for Ecological Restoration - <http://www.ser.org/>  
Society for Integrative and Comparative Biology - <http://www.sicb.org/>  
Society of American Foresters - <http://www.safnet.org>  
Society of Environmental Journalists - <http://www.sej.org/>  
Society of Environmental Toxicology and Chemistry - <http://www.setac.org/>  
Soil and Water Conservation Society - <http://www.swcs.org/>  
Soil Science Society of America - <http://www.soils.org/>

### **Other Groups**

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American Academy of Arts and Sciences - <http://www.amacad.org/>  
United Nations Association - <http://www.unausa.org/>  
World Federalist Association - <http://www.wfa.org/>

## Appendix C: Sustainability-Related Government Programs

Government programs relating to sustainability are spread out through a variety of agencies. The Youth Council should work with the major programs identified below. However, this is by no means a comprehensive list; there are likely many additional, smaller programs that the Youth Council should target as well. Moreover, almost any program or policy decision can be examined through the lens of sustainability. The Youth Council should also focus on those programs or policies that are particularly unsustainable.

### Cabinet Departments

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#### *Department of Agriculture*

- *Cooperative State Research, Education, and Extension Service* - partners with universities and schools to advance research and education on a variety of topics, including the environment, community development, agriculture, and human health.  
<http://www.reeusda.gov/>
- *Natural Resources Conservation Service* - provides technical assistance to landowners and regional authorities to help them conserve their soil, water, and other natural resources.  
<http://www.nrcs.usda.gov/>
- *Rural Development Program* - supports public services, promotes business growth and community development, and provides technical assistance in rural areas.  
<http://www.rurdev.usda.gov/>
- *Forest Service* - manages public lands in national forests and grasslands.  
<http://www.fs.fed.us/>
- *Foreign Agricultural Service* - coordinates international trade agreements, develops and analyzes overseas markets, administers food aid programs, and supports U.S. agricultural interests abroad.  
<http://www.fas.usda.gov/>
- *Global Change Program Office within the Office of the Chief Economist* - coordinates agriculture, rural and forestry-related global change programs and policy issues, particularly climate change.  
<http://www.usda.gov/agency/oce/gcpo/index.htm>
- *Farm Service Agency* - provides credit to farmers, helps disaster recovery and land and water conservation, and ensures stable farm income.  
<http://www.fsa.usda.gov/pas/default.asp>
- *Food and Nutrition Service* - partners with states in food assistance programs  
<http://www.fns.usda.gov/fns/>
- *Office of Energy Policy and New Uses within the Office of the Chief Economist* - helps develop and coordinate USDA energy policy and studies the feasibility of new uses of agricultural products.  
<http://www.usda.gov/agency/oce/oeopnu/index.htm>

- *Energy and Environment Program* - carries out the “greening” of USDA's facilities, fleets, and operations.  
<http://www.usda.gov/energyandenvironment/>

### ***Department of Health and Human Services***

- *Health Resources and Services Administration* - assures the availability of health care to low income, uninsured, isolated, vulnerable and special needs populations.  
<http://www.hrsa.gov/>
- *Administration for Children and Families* - provides funding to states. Sustainability-related programs include the Low Income Home Energy Assistance Program, Community Services Block Grants, and Head Start.  
<http://www.acf.dhhs.gov/>
- *Centers for Disease Control and Prevention* - related programs include the National Center for Environmental Health, which helps prevent and control disease and death resulting from the interactions between people and their environment, and the National Center for HIV, STD, and TB Prevention.  
<http://www.cdc.gov/>
- *Agency for Toxic Substances and Disease Registry* - studies the effect on public health of hazardous substances in the environment.  
<http://www.atsdr.cdc.gov/>
- *Food & Drug Administration Center for Food Safety and Applied Nutrition* - is responsible for the safety of the food supply, excluding animal products, and including genetically modified food.  
<http://www.cfsan.fda.gov>
- *Food & Drug Administration Center for Veterinary Medicine* - regulates animal drugs and feed, prevents animal-borne disease, ensures the safety of food from genetically modified animals, and increases the productivity of farm animals.  
<http://www.fda.gov/cvm>

### ***Department of Commerce***

- *National Oceanic and Atmospheric Administration* - protects ocean, coastal and living marine resources while assisting their economic development and observes and assesses the state of our environment.  
<http://www.noaa.gov/>
- *Economic Development Administration* - provides grants to economically distressed communities.  
<http://www.osec.doc.gov/eda/>
- *International Trade Administration* - promotes U.S. exports, helps formulate and implement U.S. foreign trade and economic policies, and monitors market access and compliance of U.S. international trade agreements.  
<http://www.ita.doc.gov/>
- *Minority Business Development Agency* - promotes growth and competitiveness of the nation's minority-owned businesses.  
<http://www.mbd.gov/>

- *Technology Administration* - focuses on developing and deploying new technologies.  
<http://www.ta.doc.gov/>

### ***Department of Education***

- *Office of Elementary and Secondary Education* - provides money and technical assistance to maintain and improve public and private preschools, elementary schools, and secondary schools.  
<http://www.ed.gov/offices/OESE/>
- *Office of Postsecondary Education* - formulates federal postsecondary education policy and administers grant programs.  
<http://www.ed.gov/offices/OPE/>
- *Office of Vocational and Adult Education* - supports a wide range of programs and activities that prepare people for employment and that provide adults with basic skills necessary to obtain a high school diploma or the equivalent.  
<http://www.ed.gov/offices/OVAE/>

### ***Department of Energy***

- *Office of Energy Efficiency and Renewable Energy* - coordinates research and education on energy efficiency and renewable energy.  
<http://www.eren.doe.gov/>
- *Center of Excellence for Sustainable Development* - information source on sustainable development.  
<http://www.sustainable.doe.gov/>
- *Fossil Energy* - coordinates research and education on fossil fuel energy.  
<http://www.fe.doe.gov/>
- *Office of Environmental Management* - coordinates cleanup of nuclear sites.  
<http://www.em.doe.gov/index4.html>

### ***Department of Housing and Urban Development***

- *Fair Housing Initiatives Program* - promotes fair housing laws and equal housing opportunity awareness.  
<http://www.hud.gov/progdsc/fhip.cfm>
- *Community Planning and Development* - promotes integrated approaches that provide decent housing, a suitable living environment, and expand economic opportunities for low and moderate income persons.  
<http://www.hud.gov/offices/cpd/index.cfm>

### ***Department of the Interior***

- *National Parks Service* - preserves the national park system for public use.  
<http://www.nps.gov/>

- *Fish and Wildlife Service* - manages the National Wildlife Refuge System, conserves and manages habitats, enforces the Endangered Species Act, manages land for public use, and educates the public.  
<http://www.fws.gov/>
- *Bureau of Land Management* - manages public land, mainly in western states.  
<http://www.blm.gov/nhp/>
- *U.S. Geological Survey* - collects, monitors, analyzes, and provides scientific understanding about natural resource conditions, issues, and problems.  
<http://www.usgs.gov/>

### ***Department of Labor***

- *Bureau of International Labor Affairs* - conducts research on and formulates international economic, trade, immigration, and labor policies.  
<http://www.dol.gov/ilab/>
- *Employment and Training Administration* - conducts job training and placement programs.  
<http://www.doleta.gov/>

### ***Department of State***

- *Office of the Under Secretary for Economic, Business, and Agricultural Affairs* - studies and provides advice on international economic policy, trade, agriculture, etc.  
<http://www.state.gov/e>
- *Office of the Under Secretary for Arms Control and International Security* - manages global U.S. security policy, principally in the areas of nonproliferation, arms control, regional security and defense relations, and arms transfers and security assistance.  
<http://www.state.gov/t>
- *Office of the Under Secretary for Global Affairs* - coordinates U.S. foreign relations on a variety of global issues, including democracy, human rights and labor; environment, oceans and science; narcotics control and law enforcement; and population, woman's issues, refugees and migration.  
<http://www.state.gov/g/>
  - *Bureau of Democracy, Human Rights, and Labor* - oversees initiatives and policies to promote and strengthen democratic institutions, civil society, and respect for human and worker rights.  
<http://www.state.gov/g/drl>
  - *Bureau of Oceans and International Environmental and Scientific Affairs* - deals with such global issues as trade and environment; biodiversity; global climate change; environmental pollution; oceans policy, fisheries, and marine conservation; international civil and commercial space cooperation; technology; and health.  
<http://www.state.gov/g/oes>

- *Bureau of Population, Refugees, and Migration* - coordinates the Department's policy on global population, refugees, and migration issues and manages migration and refugee assistance appropriations.  
<http://www.state.gov/g/prm>

### ***Department of Transportation***

- *Federal Transit Administration* - assists in developing improved mass transportation system for cities and communities nationwide.  
<http://www.fta.dot.gov/>

### ***Department of the Treasury***

- *Office of Economic Policy* - reports on current and prospective economic developments and assists in the determination of appropriate economic policies. The office is responsible for the review and analysis of both domestic and international economic issues and developments in the financial markets.  
<http://www.ustreas.gov/offices/economic-policy/index.html>

## **Independent Agencies**

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### ***Environmental Protection Agency***

- *Office of Sustainable Ecosystems and Communities* - fosters the implementation of integrated, geographic approaches to environmental protection with an emphasis on ecological integrity, economic sustainability, and quality of life.  
<http://www.epa.gov/ecosystems/osecbak/>
- *Office of Water* - develops national programs, technical policies, and regulations relating to drinking water, water quality, ground water, pollution source standards, and the protection of wetlands, marine, and estuarine areas.  
<http://www.epa.gov/OW/>
- *Office of Air and Radiation* - oversees the air and radiation protection activities of the Agency including national programs, technical policies, and regulations.  
<http://www.epa.gov/oar/oarhome.html>
- *Office of Solid Waste and Emergency Response* - provides policy, guidance, and direction for the land disposal of hazardous wastes, underground storage tanks, solid waste management, encouragement of innovative technologies, source reduction of wastes and the Superfund Program.  
<http://www.epa.gov/swerrims/>
- *Office of Prevention, Pesticides and Toxic Substances* - develops national strategies for toxic substance control and promotes pollution prevention and the public's right to know about chemical risks.  
<http://www.epa.gov/oppts/>
- *Office of International Affairs* - manages Agency involvement in international policies and programs that cut across Agency offices and regions.  
<http://www.epa.gov/oia/>

- *Environmental Education* - advances and supports education efforts that develop an environmentally conscious and responsible public.  
<http://www.epa.gov/enviroed/>
- *Office of Environmental Justice* - ensures that communities comprised predominately of people of color or low income populations receive protection under environmental laws.  
<http://www.epa.gov/compliance/environmentaljustice/index.html>
- *Children's Health Protection* - supports and facilitates Agency efforts to protect children's health from environmental threats.  
<http://yosemite.epa.gov/ochp/ochpweb.nsf/homepage>
- *Office of Policy, Economics, and Innovation* - manages the regulatory process, conducts economic analyses, and tests innovative regulatory approaches.  
<http://www.epa.gov/opei/>
- *Office of Environmental Information* - advances the creation, management and use of information as a strategic resource at EPA.  
<http://www.epa.gov/oei/>

### **National Science Foundation**

- *Environmental Research and Education Program* - supports basic disciplinary research, focused interdisciplinary research, and a broad range of educational, international, and outreach functions.  
<http://www.geo.nsf.gov/ere/>
- *Division of Undergraduate Education* - serves as the focal point for NSF's agency-wide effort in undergraduate education.  
<http://www.ehr.nsf.gov/ehr/DUE/>
- *Division of Elementary, Secondary, and Informal Education* - focus on diverse aspects of science, math, and technology education for pre-kindergarten through high school students, as well as learners of all ages who wish to broaden their scientific and technological literacy.  
<http://www.ehr.nsf.gov/ehr/esie/>
- *Division of Graduate Education* - promote the early career development of scientists and engineers by offering support at critical junctures of their careers.  
<http://www.ehr.nsf.gov/ehr/dge/>

**U.S. Agency for International Development** - divided into geographic bureaus (Sub-Saharan Africa, Asia and the Near East, Latin America & the Caribbean, and Europe and Eurasia) and functional bureaus (Global Health, Economic Growth, Agriculture, and Trade, and Democracy, Conflict, and Humanitarian Assistance)  
<http://www.usaid.gov/>

**General Services Administration** - oversees the 'greening' of the government. Key programs include the Urban Development Program (community development) and the Affirmative Procurement Program (green purchasing).  
<http://www.gsa.gov>

**Morris K. Udall Foundation** - has programs in environmental conflict resolution and public policy, and selects students for scholarships and internships.

<http://www.udall.gov/>

## **White House Offices**

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**Council on Environmental Quality** - coordinates federal environmental efforts, reports to the President on the state of the environment, and oversees federal agency implementation of the environmental impact assessment process.

<http://www.whitehouse.gov/ceq/index.html>

**Domestic Policy Council** - coordinates the domestic policy-making process in the White House, offers policy advice to the President, and monitors the implementation of domestic policy.

<http://www.whitehouse.gov/dpc/index.html>

**Office of Management and Budget** - assists the President in overseeing the preparation of the federal budget, supervises the budget's administration, evaluates the effectiveness of agency programs, policies, and procedures, and sets funding priorities.

<http://www.whitehouse.gov/omb/>

**Office of Science and Technology Policy Environment Division** - ensures a sound scientific foundation for environmental policies and programs and coordinates Federal research and development strategies for environment and natural resource policies.

<http://www.ostp.gov/index.html>

**Office of the U.S. Trade Representative** - develops and coordinates international trade, commodity, and direct investment policy and leads negotiations with other countries on such matters.

<http://www.ustr.gov/>

## **Interagency Programs**

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**Coastal America** - a public-private partnership that aims to protect, preserve, and restore our nation's coasts.

<http://www.coastalamerica.gov/>

**U.S. Global Change Research Program** - coordinates the research of ten Federal departments and agencies with active global change programs and provides liaison with the Executive Office of the President.

<http://www.usgcrp.gov/>