

Science, Service, Stewardship



New Agreement

Education Workgroup Meeting

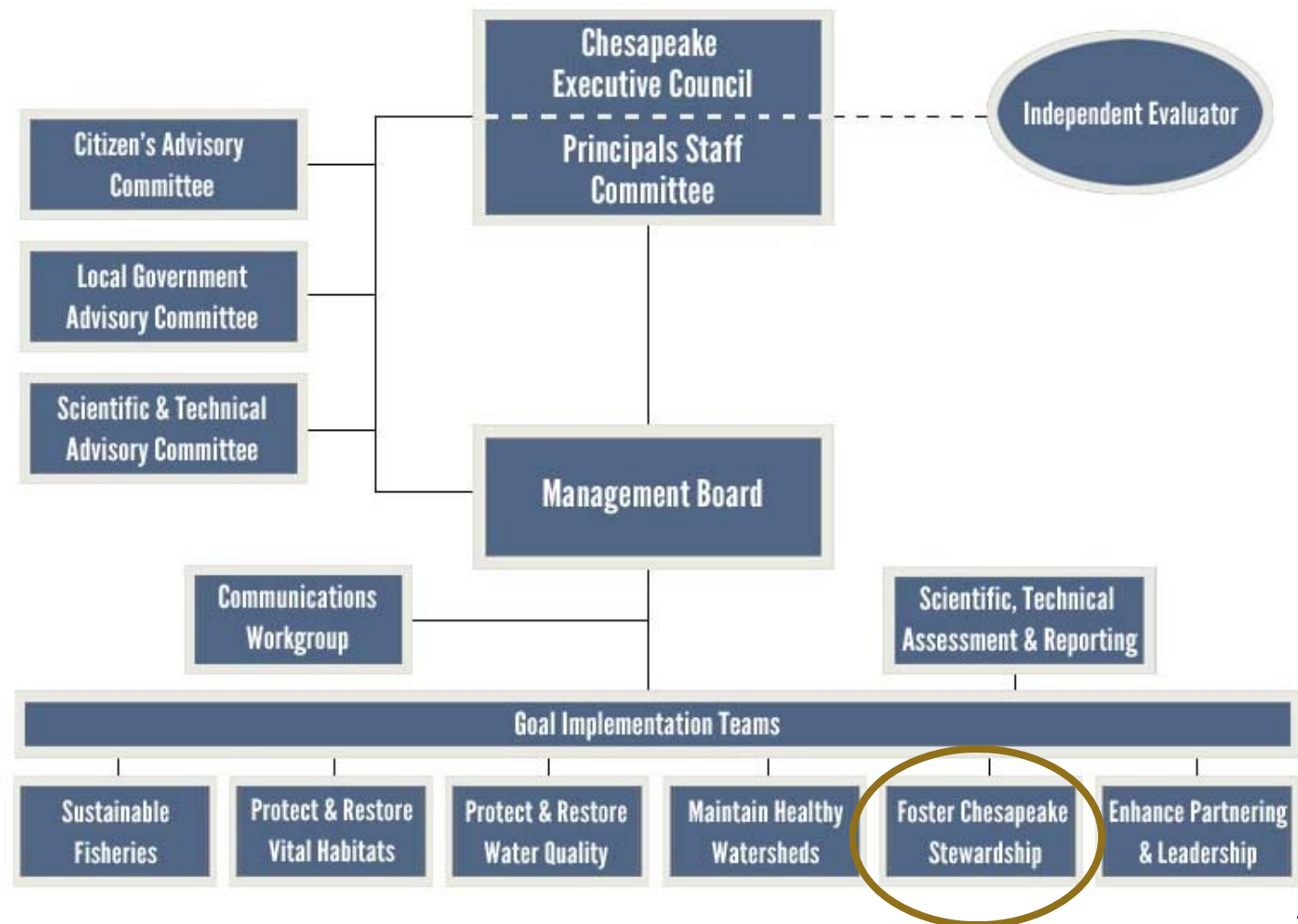
Shannon Sprague, Chair



**NOAA
CHESAPEAKE
BAY OFFICE**



Chesapeake Bay Program



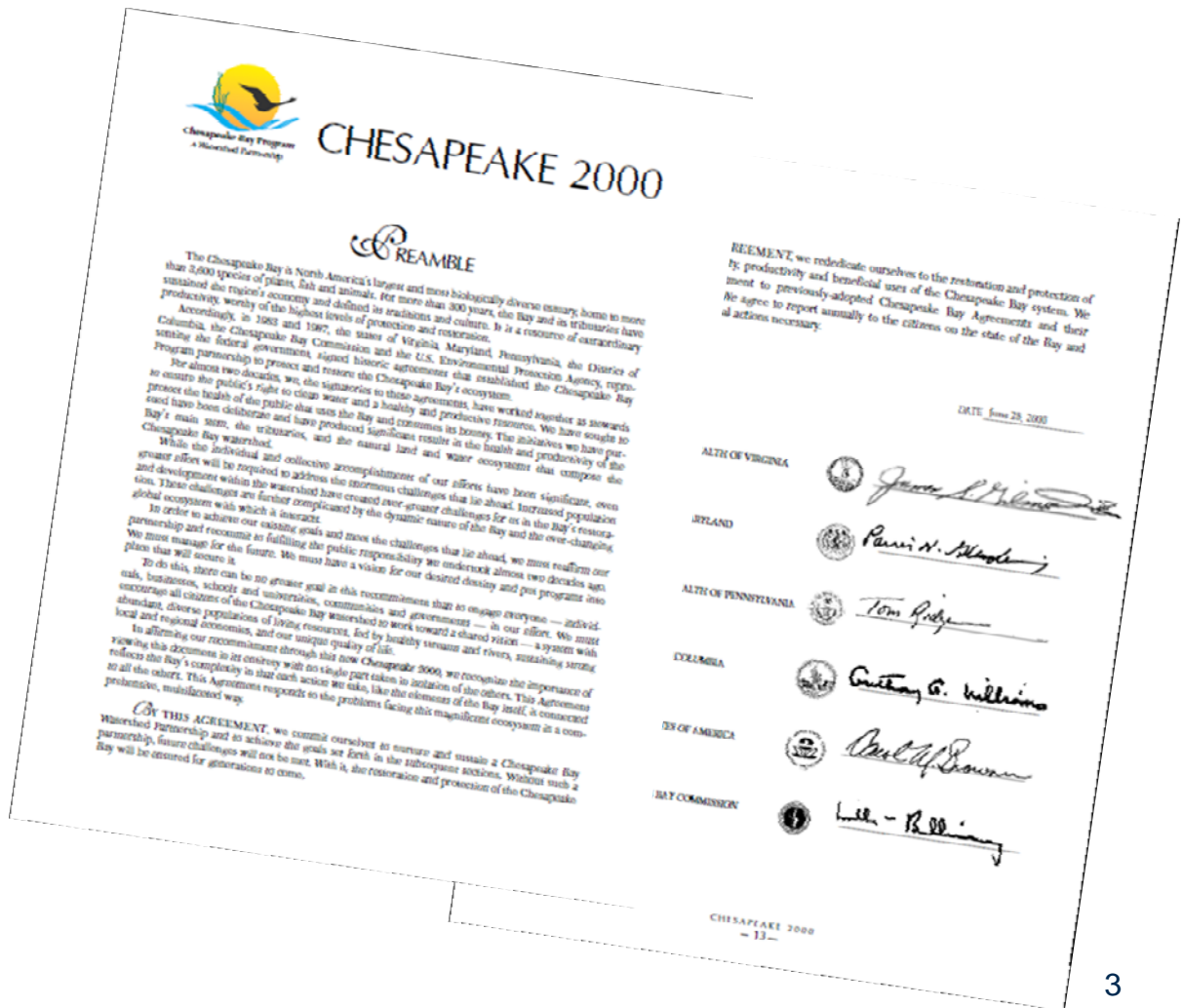


Chesapeake 2000 Agreement

Over 100 commitments

5 Overarching goals

- Water Quality
- Living Resources
- Sound Land Use
- Stewardship
- Habitat

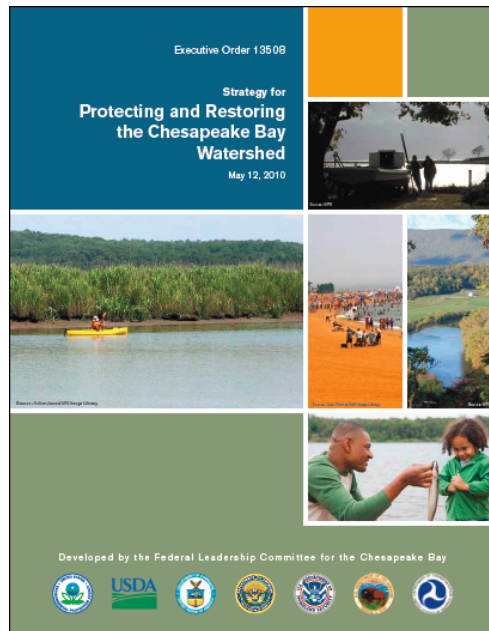


Science, Service, Stewardship



Developing a New Agreement

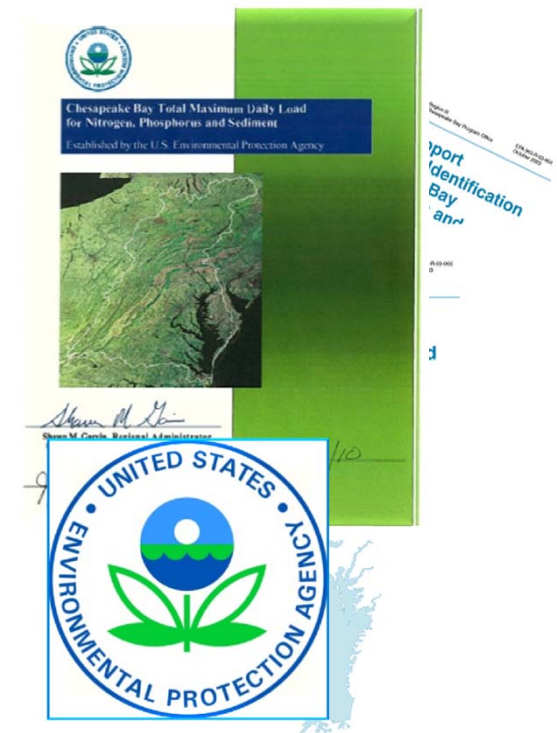
Executive Order



Rising Costs &
Recession



TMDLs





Timeline for New Agreement

April 17: *Principals Staff Committee (PSC) agrees to pursue new agreement*

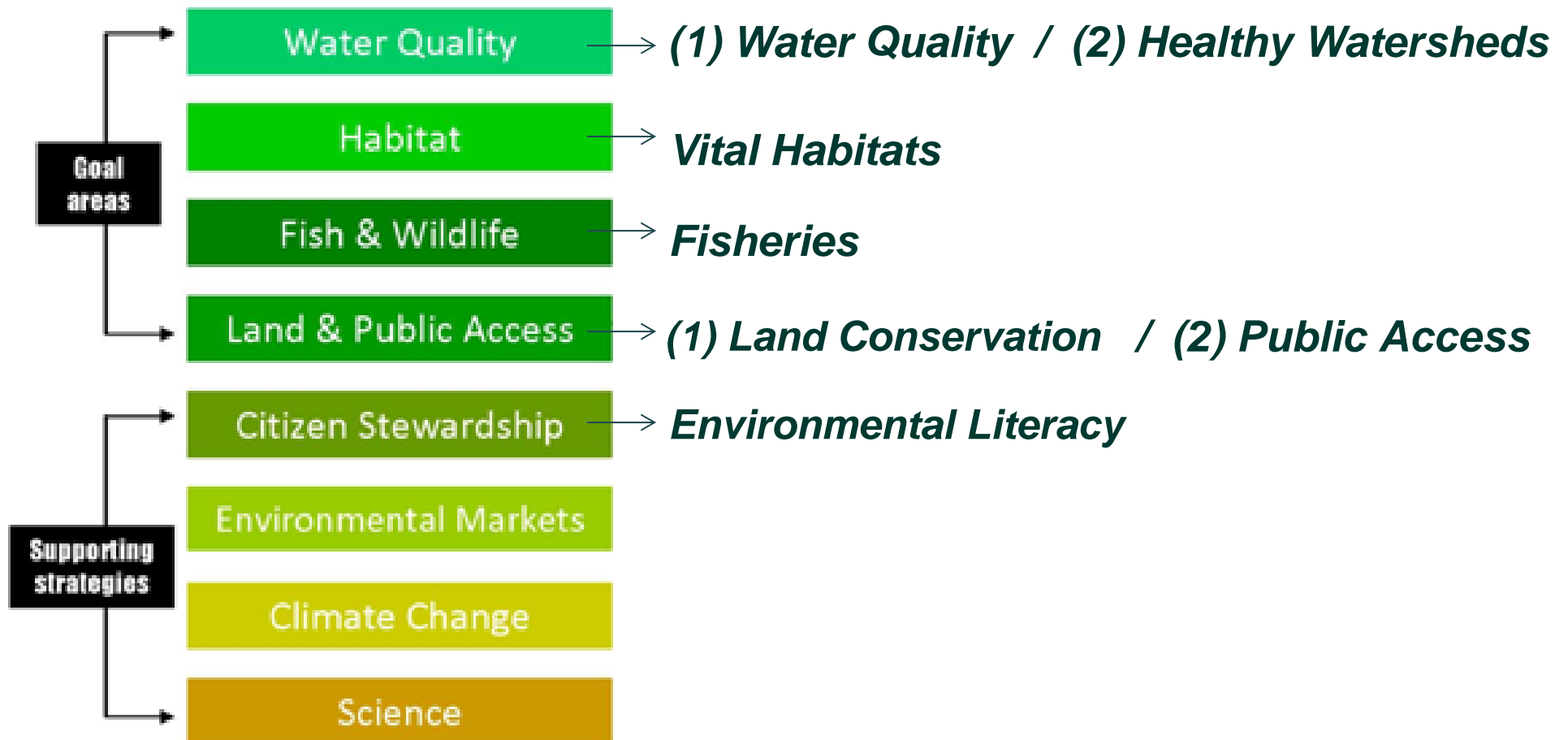
June 27: *PSC to approve final goals & begin discussion of outcomes & agreement text*

August: *Final goals/outcomes/ language to PSC and FLC*

October: *New Agreement signed by Executive Council*



Translation of EO Goals to Proposed Goals for New Agreement





Meaningful Watershed Educational Experience



Chesapeake Bay Program Education Workgroup

STEWARDSHIP AND MEANINGFUL WATERSHED EDUCATIONAL EXPERIENCES

The "Stewardship and Community Engagement" Commitment of the *Chesapeake 2000* agreement clearly focuses on connecting individuals and groups to the Bay through their shared sense of responsibility and action. The goal of this Commitment, included below, not only defines the role of the jurisdictions to *promote and assist*, but formally engages schools as integral partners to *undertake initiatives* in helping to meet the Agreement. This goal commits to:

Promote individual stewardship and assist individuals, community-based organizations, businesses, local governments and schools to undertake initiatives to achieve the goals and commitments of this agreement.

Similarly, two objectives developed as part of this goal describe more specific outcomes to be achieved by the jurisdictions in promoting stewardship and assisting schools. These are:

Beginning with the class of 2005, provide a meaningful Bay or stream outdoor experience for every school student in the watershed before graduation from high school.

Provide students and teachers alike with opportunities to directly participate in local restoration and protection projects, and to support stewardship efforts in schools and on school property.

There is overwhelming consensus that knowledge and commitment build from first-hand experience, especially in the context of one's neighborhood and community. Carefully selected experiences driven by rigorous academic learning standards, engendering discovery and wonder, and nurturing a sense of community will further connect students with the watershed and help reinforce an ethic of responsible citizenship.

To this end, the Chesapeake Bay Program Education Workgroup seeks to define a common set of criteria to help the Bay watershed jurisdictions meet the intent of this Commitment of the *Chesapeake 2000 Agreement*. From these criteria, each jurisdiction will continue to craft and refine its own plan, tailored to its own population, geography, and fiscal and human resources.

Defining a Meaningful Bay or Stream Outdoor Experience

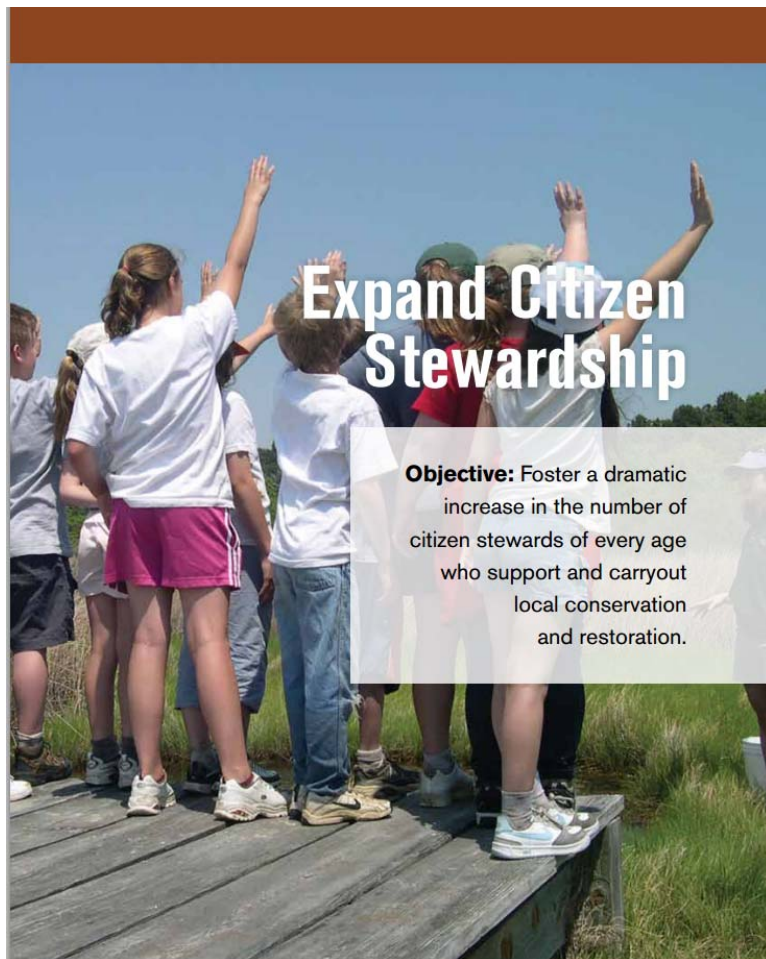
A *meaningful* Bay or stream outdoor experience should be defined by the following.

Experiences are investigative or project-oriented. Experiences include activities where questions, problems, and issues are investigated by the collection and analysis of data, both mathematical and qualitative. Electronic technology, such as computers, probeware, and GPS equipment, is a key component of these kinds of activities and should be integrated throughout the instructional process. The nature of these experiences is based on each jurisdiction's academic learning standards and should include the following kinds of activities.

- Established in 2000 as a keystone commitment
- “By 2005, provide a meaningful Bay or stream outdoor experience for every student in the watershed before graduation from high school”



Executive Order Strategy



- Initiate robust elementary and secondary environmental literacy initiative
 - *Develop a Chesapeake Bay Elementary and Secondary Environmental Literacy Strategy that expands upon the meaningful watershed educational experience objective*



Mid Atlantic Strategy

- Goal 1: Every student in the region graduates with the knowledge and skills to make informed environmental decisions
- Goal 2: All educators in the region responsible for instruction about or in the environment have access to sustained professional development opportunities, tools, and resources that support their efforts to provide students with high quality environmental education
- Goal 3: Every school in the region maintains its buildings, grounds, and operations to support positive environmental and human health outcomes
- Goal 4: The education community in the region functions in a unified manner and coordinates with key national, regional, and state programs to represent the full suite of information and opportunities available for PK-12 audiences



Proposed Environmental Literacy Goal/Outcomes

Every student in the region graduates environmentally literate having participated in meaningful watershed educational experiences in elementary, middle, and high school that were supported by teachers who have received professional development in environmental education and schools that are models of environmental sustainability.

Student Outcome: Increase the number of students participating in meaningful watershed educational experiences in elementary, middle, and high school.

Educator Outcome: Improve access to sustained professional development opportunities, tools, and resources that support teacher efforts to provide students with high-quality environmental education.

School Outcome: Increase the number of schools in the region that maintain their buildings, grounds, and operations to support positive environmental and human health outcomes.

Local Education Agency Outcome: Increase the number of local education agencies that establish and support a system wide approach to environmental education that includes meaningful watershed educational experiences