

# Next Generation Stewards Quarterly Progress Meeting Summary February 8, 2018

## Environmental Literacy Planning

**Outcome:** Each participating Chesapeake Bay jurisdiction should develop a comprehensive and systemic approach to environmental literacy for all students in the region that includes policies, practices and voluntary metrics that support the environmental literacy goals and outcomes of the Watershed Agreement.

### Challenges:

- Because of competing priorities, the priority of environmental literacy at State Education Agencies often fluctuates with changes in Superintendents and management
- Lack of state interagency coordination
  - No functioning partnership structure in place in some states, which results in existing capacity in state agencies (e.g. education, natural resource, transportation, health, etc.) not being leveraged to advance EL outcomes
- Low participation in Environmental Literacy Indicator Tool (ELIT survey) in some states means we have limited understanding of how to support environmental literacy efforts
- Outreach to school districts about environmental literacy planning that includes MWEEs
- A major limiting factor is funding, including support for sustainable school initiatives, student projects, teacher professional development, and transportation

### Management Board Ask:

- Approve revised language for Education Directive at next Management Board meeting; advance to PSC for 2018 Executive Council Agenda
  - Adds state education secretaries as formal members of the PSC
  - Focuses PSC agenda on formal education at least once every 2 years
  - Maintains interagency state workgroups
- Provide inventory of existing state/federal funding that could help advance MWEE implementation
  - State CBIG awards
  - Fines/penalties
  - US ED funding (Title II, Title IV)
  - Other agencies: transportation, health, etc.



### Environmental Literacy Planning Current Efforts and Gaps

	Envi Literacy Plan	State Working Group	Dedicated DOE staff	>50% response	Dedicated funding
DC	✓	✓	✓	✓	✓
DE	✓	✓			
PA	✓				✓
MD	✓	✓	✓	✓	✓
VA		✓		✓	

## Student

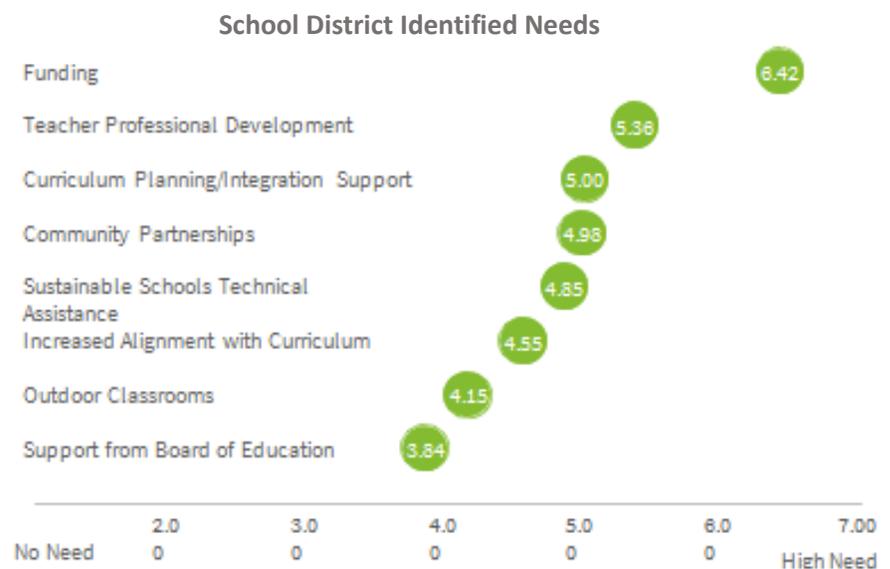
**Outcome:** Continually increase students' age-appropriate understanding of the watershed through participation in teacher-supported meaningful watershed educational experiences and rigorous, inquiry-based instruction, with a target of at least one meaningful watershed educational experience in elementary, middle and high school depending on available resources.

### What is a MWEE?

- Students participate in robust unit of study designed to increase understanding and stewardship of the Chesapeake Bay and its local watersheds
- Definition based on environmental education research (2012 STAC workshop)
- Four essential elements: issue definition, outdoor field experiences, action projects, synthesis and conclusions

### Challenges:

- State Department of Education MWEE support -- some value it, others ignore it, some are in the middle
- State Department of Education staffing -- often no dedicated staff
- Resource Agency staffing -- education staff generally not focused on MWEEs
- Competing priorities -- Principals and teachers have many priorities related to testing, new standards, 21st century skills, etc. and MWEE is seen as an additional task
- Many teachers do not have the training/confidence/support they need to implement this type of inquiry-based and outdoor learning
- Insufficient funding to reach almost 3 million students



### Management Board Ask:

- Ensure appropriate and sufficient staff at state agencies to meaningfully advance student MWEEs
  - **Virginia:** 2 Dept. of Education positions in budget language; Fill gap left by VA Ofc of EE
  - **Pennsylvania:** Dept. of Education position lapsed 2012; Multi-agency FTE hire anticipated 2018
  - **Delaware:** Limited engagement from Dept. of Education; opportunity to connect with Next Generation Science Standards
  - **Maryland:** Dept. of Education staffed by contract position

## Sustainable Schools

**Outcome:** Continually increase the number of schools in the region that reduce the impact of their buildings and grounds on their local watershed, environment and human health through best practices, including student-led protection and restoration projects.

### What is a “Sustainable” School?

1. Reduce environmental impact and costs;
2. Improve the health and wellness of schools, students, and staff; and
3. Provide effective environmental and sustainability education.

### Challenges:

- Coordination across stakeholders is lacking
- Disconnect between school sustainability and environmental literacy
- Technical assistance for schools going through the certification process is lacking
  - Multiple organizations offer certification (also an opportunity)
- Perception that sustainability is unattainable
- Establish sustainable schools in areas of high restoration value
- How schools can be used to help jurisdictions meet their water quality requirements

Indicator Data:					
Sustainable Schools in the Chesapeake Bay Watershed					
Jurisdiction	Number of Sustainable Schools by school year		Total Schools	Percent Sustainable Schools of Total Schools	
	2015-2016	2016-2017			
DC	4	4	247	2%	
DE	0	0	23	0%	
MD	410	503	1377	37%	
NY	0	0	205	0%	
PA	1	1	990	0%	
VA	86	102	1365	7%	
WV	0	0	103	0%	
<b>TOTAL</b>	<b>501</b>	<b>610</b>	<b>4310</b>	<b>14%</b>	

### Management Board Ask:

- Send formal letter from Management Board to US Dept. of Education supporting Green Ribbon Schools Program
- Identify coordinator for Sustainable Schools team from EPA or other appropriate agency
- Provide a list of appropriate state representatives for CBP Sustainable Schools team

