**2018-2019 Management Approaches**

**ENVIRONMENTAL LITERACY PLANNING AND METRICS Outcome**

* **Support environmental literacy curriculum integration at the district level**
  + Encourage and support the development of environmental literacy committees at the local level to develop K-12 environmental literacy frameworks that integrate MWEEs
  + Share the examples/frameworks among districts
* **Promote the implementation of the Environmental Literacy Indicator Tool (ELIT) and related data visualization tools to ensure equitable access to environmental literacy programming for all schools/students (working with existing data)**
  + Create a list of data/overlay needs to would help us make more targeted decisions; identify existing data
  + Environmental Justice considerations
  + Natural Resource considerations
* **Encourage state and local networks to efficiently disseminate information about environmental literacy programs and practices**
  + Promoting funding opportunities that exist through networks
  + Conduct a network analysis of environmental literacy regional/state/local network and use this information to strengthen the regional network. Bay Backpack’s role?
* **Identify and advocate for local and state resources (policy, programs, and staffing)** 
  + Encourage the development of student, parent, and teacher-led efforts to give voice to environmental literacy efforts
  + Work with Chesapeake Bay Funders Network to create new funding opportunities
  + Identify criteria for excellence and recognize excellence in MWEEs -- excellence in each element? Excellence in partnerships? Schools or districts? Use audit tool?

**STUDENTS Outcome**

* **Support professional development for educators (pre-service, teachers, and non-formal) to achieve systemic E. Lit that reaches every student with standards based MWEEs.**
  + *Create online MWEE training (States could help develop state-specific training as part of overall MWEE training)*
  + *Conduct MWEE Ambassador training – tie it to badging or projects to get PD point for recertification*
    - *Ambassadors that have been trained and can serve as coaches/champions of the MWEE and support system for educators developing and implementing MWEEs*
  + *PD that is standards aligned, sustained, job embedded (coaching model), including ongoing support for participants (Best practices in PD, informed by state PD standards, informed by other best practices in PD research (PLT, NAAEE), aligned with MWEE*
  + *Use BayBackpack as mechanism/approach to sharing PD opportunities and promote the identified options*
    - *BayBackPack could link out to specific state offerings*
  + *ID existing PD channels to intentionally connect with (inservice, pre-service, nonformal)*
* **Identify and share tools, materials, and examples that support the integration of environmental literacy (MWEE as an approach to Env. learning) into the curriculum**
  + Develop/Identify Exemplars of MWEE units including examples of student work and scope and sequence
  + Vet exemplar materials with practicing teachers (and possibly students?)
  + Including MWEE instructional videos
  + Engage school system supervisors and other important “gate-keepers”
  + MWEE and Ed. Approaches matrix (responsive to state/LEA approaches) - identifying within Exemplars which educational approaches are being implemented
* **Strategic approach to connecting partners in each state**
  + Identify/build networks in each state of EE providers, state agencies, formal educators, school boards and other associations
* **Determine effective means to measure impact for student outcomes, implement measurement and analysis, and use it to provide direction for program growth.** (academic achievement, student stewardship, etc.) -- **OR** find out which other groups are collecting and analyzing this info and USE their data related to ...

**SUSTAINABLE SCHOOLS Outcome**

* **Promote, strengthen, and coordinate “sustainable school” state certification and recognition programs consistent with high-quality, objective, and agreed-upon criteria such as the U.S. Department of Education Green Ribbon School program.**
  + Convene state-level meetings among sustainable school programs to facilitate cross-program coordination and increase school’s pathways to sustainability
  + Broaden CBT Mini-grant program to focus on sustainable schools
* **Broaden stakeholder engagement at the state and regional level to go beyond Environmental Literacy Constituents.** 
  + Conduct targeted outreach to high-level state agency staff and leadership from other sustainable school stakeholder organizations to broaden awareness, build partnerships, and increase support
  + Explore and strengthen approaches for utilizing MS4 and other stormwater and environmental funds to implement BMPs on school grounds
* **Promote, develop, and disseminate information and resources**
  + Develop and disseminate replicable school and school division sustainability plans that clearly outline components of school sustainability, best practices
  + Collect and disseminate studies and literature about sustainable schools benefits, includes cost savings, student health, student achievement