

QUARTERLY PROGRESS MEETING – [May 2020]  
*Chesapeake Bay Program*



# Environmental Literacy Planning Outcome

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*Through the Chesapeake Bay Watershed Agreement, the Chesapeake Bay Program has committed to...*



**Goal: *Environmental Literacy***  
Enable students in the region to graduate with the knowledge and skills to act responsibly to protect and restore their local watershed

# Environmental Literacy Goal

Planning Outcome =  
Policy, Metrics, & Planning

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graph TD; A[Planning Outcome = Policy, Metrics, & Planning] --> B[Student Outcome = MWEEs]; A --> C[Schools Outcome = Green School Certifications]; B <--> C;
```

The diagram is a flowchart with three main components in light gray boxes. At the top is a box containing the text 'Planning Outcome = Policy, Metrics, & Planning'. Two yellow arrows originate from the bottom center of this box, pointing downwards and outwards to two separate boxes below. The left box contains 'Student Outcome = MWEEs' and the right box contains 'Schools Outcome = Green School Certifications'. A horizontal yellow double-headed arrow connects the two bottom boxes, indicating a reciprocal relationship between them.

Student Outcome =  
MWEEs

Schools Outcome =  
Green School Certifications

## State and Federal Inputs

- \$\$ and guidance from US ED
- Direction from State Board



## State DOEs

- Standards of Learning
- \$\$ Programs



## Local School Districts

- Local curriculum & policies
- Teacher PD
- Centralized services



## Schools

- Manage buildings and ground
- Oversee individual teachers



## Teachers

- Implement curriculum & programs



## Students

- Learn and grow (and hopefully become stewards)

*Through the Chesapeake Bay Watershed Agreement, the Chesapeake Bay Program has committed to...*



## *Goal: Environmental Literacy*

### *Planning Outcome:*

*Each participating Bay jurisdiction should develop a comprehensive and systematic 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 this Agreement.*



## How You Can Help



- Slow but steady progress is being made

- COVID-19 has the potential to severely impact the effort

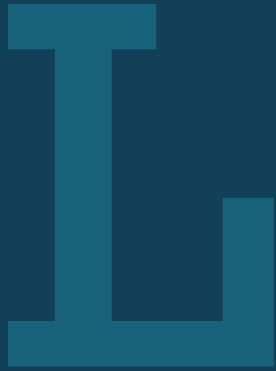
- We need:

  - To better connect regional and state environmental literacy efforts*

  - Ensure appropriate DOE leadership*

  - Identify funding to support MWEEs*

  - Continue to improve MWEE data collection*



# Learn

*What have we learned in the last two years?*



## Successes and Challenges

### What Worked?

- Analysis of ELIT Survey Data
- State Working Groups
- Leadership Summit

### What Didn't?

- Participation in ELIT Survey
- Environmental Literacy Plans

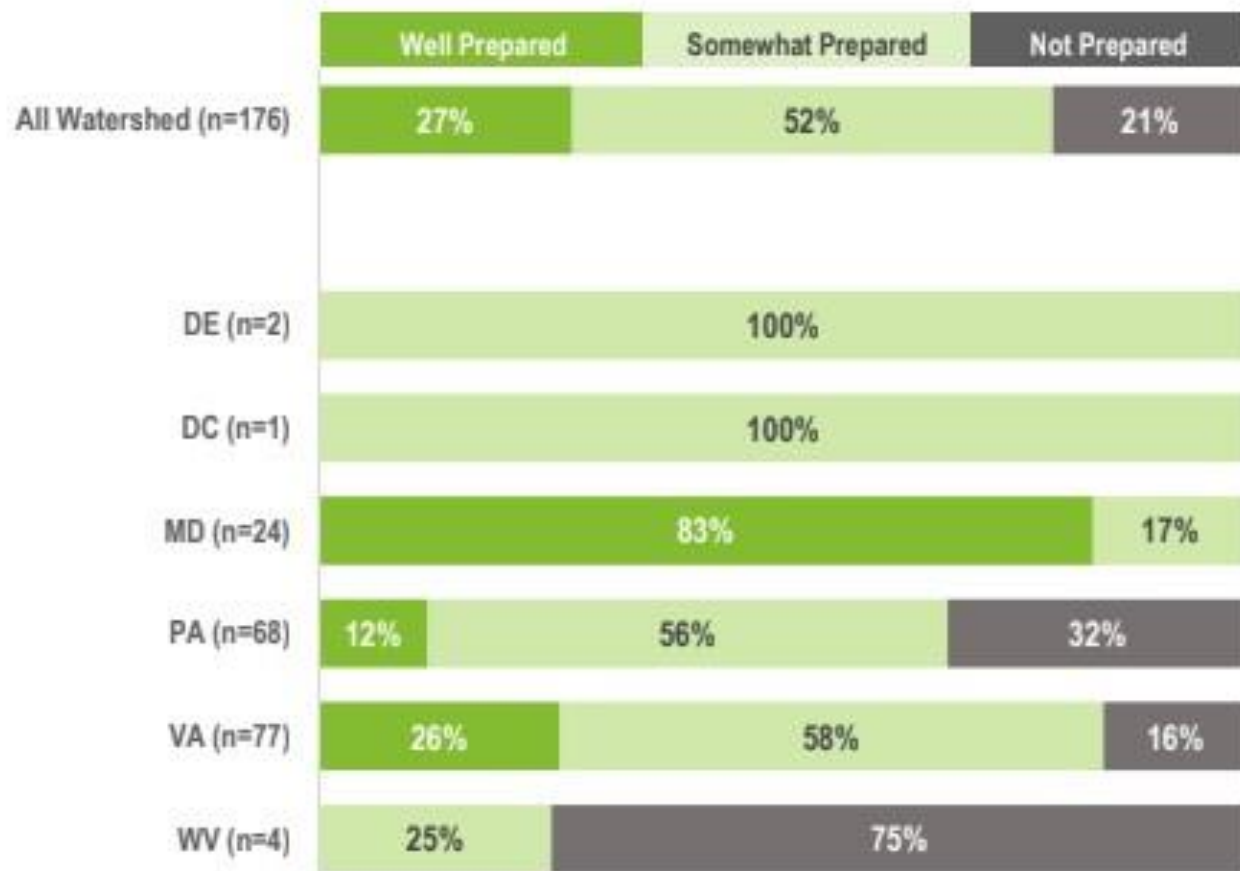




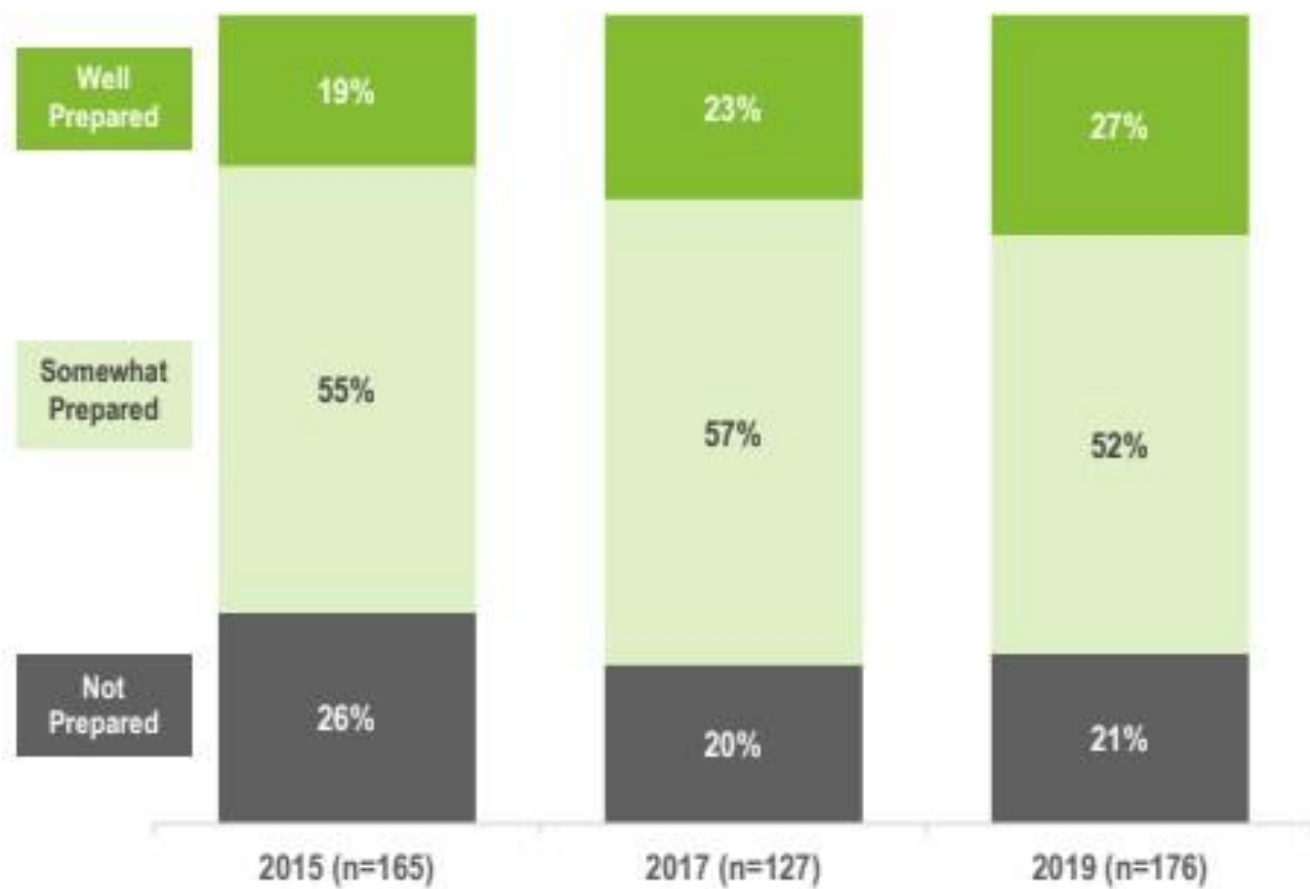
## What is our Expected and Actual Progress?

- No numeric target identified, but showing positive trends
- 73% of students in the watershed were represented by the 2019 ELIT data
- Participation in the survey increased slightly from 2017 to 2019 (from 128 to 136 districts with 328 districts total in the watershed)
- Pennsylvania saw greatest increase in responses (from 74 to 98 districts)
- Virginia saw largest decrease (from 105 to 76 districts)

## Self-Reported Levels of Preparedness to Implement Environmental Education Among LEAs



Changes in Environmental Literacy Preparedness Over Time (2015-2019)





## On the Horizon

- Change in school operations due to COVID-19
- Uncertain budgets
- GIT funded project to create a “network of networks”
- New state learning standards
- ELIT school year 2020-2021 data collection
- Questionable support from State education agency leadership in some states

A large, stylized, blue letter 'A' is centered on a dark blue background. The letter has a thick, blocky font with a slight shadow effect. The background is divided into horizontal bands of color: a dark blue band at the top, a medium blue band in the middle, and a light green band at the bottom.

# Adapt

*How does all of this impact our work?*



## Based on what we learned, we plan to ...

- Continue Leadership Summits
- Provide comments on relative state standards
- Assess impact of COVID-19 on 2020-2021 school year operations
- Create more intentional connection between regional and state policy efforts
- Encourage state departments of education and natural resources to connect regularly
- Engage state leaders to encourage participation in ELIT Survey
- Support discussion around increased use of state funding





# Help

*How can the Management Board  
lead the Program to adapt?*



## Help Needed

- Better connect regional and state environmental literacy efforts, and ensure appropriate state leadership to aid in ongoing decision making and support
  - Update a preliminary network analysis of state environmental education networks
  - Single point of contact at the leadership level





## Help Needed

- Identify funding to support MWEE efforts
  - Support the collection of district level data to create refined funding estimates
  - Develop a funding strategy using state funding estimates and list of existing funding/programs



## Help Needed

- Distribute data from ELIT to aid in decision making, and increase participation in 2021.
  - Distribute ELIT results to state education and natural resource leaders
  - Encourage development of communication strategy for 2021 data collection



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# Discussion

