



Student Outcome

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



Goal: *Environmental Literacy*

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



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
- Four essential elements:
 - Issue definition
 - Outdoor field investigations
 - Action Projects
 - Synthesis and Conclusions
- Underpinned by four supporting practices

Management Approaches

- **Management Approach #1:** Increase professional development opportunities for educators (pre-service, teachers, and non-formal) to support the development and implementation of MWEEs.
- **Management Approach #2:** Increase the visibility and adoption of MWEEs as an educational best practice.

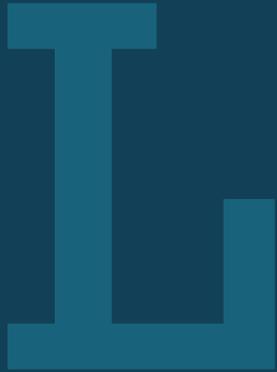




How You Can Help



- MWEE recognition and implementation is growing
- We need to reach more diverse and underserved districts
- This outcome is heavily influenced by local policies
- Education and Natural Resource leaders planning together have great potential to advance this work
- COVID-19 will have long range consequences on MWEE implementation



Learn

What have we learned in the last two years?



Successes and Challenges

What Worked?

- 2018 Management Board Request to convene leaders
- Professional Development
- Credits to Incentivize Trainings
- Development of New Training Resources
- Outdoor Learning Network Initiative

What Didn't?

- Professional Development Distribution
- Interdisciplinary Connections
- Lack of Administrator Buy-In
- Barriers to Public Lands



What is our Expected and Actual Progress?

- There is no numeric target to measure the student outcome.
- The following graphs show a breakdown of MWEE Availability among participating Local Education Agencies (LEAs) by grade-band over time.
- The data is inhibited by a lack of participation in the Environmental Literacy Indicator Tool (ELIT) Survey.



On the Horizon

- State and federal education funding
 - Growing specific sources
 - Identifying environmental literacy as an “allowable use” for existing funding (Education and Environmental)
 - Organizing expertise and funding to engage under-resourced districts
- COVID-19
 - MWEEs can’t be fully delivered via distance learning
 - Field trip policies when school returns
 - MWEEs can be conducted on the school yard

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Adapt

How does all of this impact our work?



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



- Build connections between education and natural resource leaders
- Continue to promote MWEEs as a best practice regionally and nationally
- Identify new funding sources for underserved districts
- Encourage MWEE PDs in pre-service and in-service teacher trainings
- Adapt to post-pandemic school system policies



Help

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



Help Needed



- Promote Administrator buy in at the school district and school building level by making MWEEs a state education priority.
- Increase in-service and pre-service teacher professional development in MWEE implementation by increasing funding opportunities and engaging key higher education partners.
- Build strategic statewide efforts to reduce barriers to schools using public lands for investigations and action projects by convening education and natural resource leaders and promoting model solutions across states.

QUARTERLY PROGRESS MEETING
Chesapeake Bay Program



Discussion

