



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.

Why is this outcome important?

This position is supported by the National Science Foundation's Advisory Committee for Environmental Research and Education, which stated in a 2003 report that "in the coming decades, the public will more frequently be called upon to understand complex environmental issues, assess risk, evaluate proposed environmental plans and understand how individual decisions affect the environment at local and global scales. Creating a scientifically informed citizenry requires a concerted, systematic approach to environmental education."

**Current conditions:**

All states have efforts under way to promote Meaningful Watershed Educational Experiences (MWEE) for students and related professional development for teachers.

How was the outcome derived? Who came up with it?

The Mid-Atlantic Elementary and Secondary Environmental Literacy Strategy, released by the Education Workgroup in June 2012, outlined how the federal government should support state efforts to advance environmental literacy. The priorities identified in the strategy provide the basis for the goals and outcomes proposed for the new agreement and intentionally build on the Chesapeake Bay Program's Meaningful Watershed Educational Experience (MWEE) commitment.

What was the basis or baseline?

The Workgroup is in the process of piloting a new set of voluntary metrics to track progress toward the new goals and outcomes. A full baseline is expected for the 2014-15 school year, but because of the voluntary nature of the metrics, it will be limited to those local education agencies who respond.

For more:

<http://www.chesapeakebay.net/publications/title/mid-atlantic-elementary-and-secondary-environmental-literacy-strategy>