**Education Workgroup Meeting**

# Thursday, February 22, 2018; 10:00AM-3:30PM

**Purpose:** This meeting reviewed the progress made towards the 2016-2017 Action Plan and the results of the2017 ELIT survey. The group discussed actions that we can take over the next two years to continue to advance the Environmental Literacy Goal. All meeting resources can be accessed on the [Chesapeake Bay Program Calendar](https://www.chesapeakebay.net/what/event/education_workgroup_meeting14).

**Welcome (Shannon Sprague, NOAA & Tom Ackerman, CBF)**

Session Goal: Overview of the agenda and summary of asks to the Management Board from the February 8th CBP Quarterly Progress Meeting.

Environmental Literacy team presented their needs to the Management Board for resource support to the three outcomes: Sustainable Schools, Student MWEEs, and Environmental Literacy Policy and Metrics:

Sustainable Schools

* 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

Student MWEEs

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 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

Environmental Literacy Policy and Metrics

* Approve revised language for **Education Directive** at next Management Board meeting; advance to PSC (Principal Staff Committee) 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 advance MWEE implementation
* State CBIG awards
* Fines/penalties
* US ED funding (Title II, Title IV)
* Other agencies: transportation, health, etc.

What is working well? What do we want to move forward? What are the gaps? How are we shifting with adaptive management?

**Decision:** The Management Board approved language for the 98-1 Directive that will move to the Executive Council in Summer, 2018 which will reflect where we need to move forward to meet the outcomes under the Environmental Literacy Goal.

Major asks in Directive include:

* Convening leaders at Environmental Literacy Summits
* Providing assistance to school district level work in funding, etc.
* Monitoring and storing progress via Environmental Literacy Tool
* Inventory of state and federal funding to advance mwee implementation, showing what funding sources already exist
* Sending a formal letter to U.S. Department of Education to support Sustainable Schools.
* Identify a coordinator at the federal level to be the lead for Sustainable Schools.
* Staffing for Student MWEE implementation
* The need to increase engagement with DE and NGSS

**Results of the Environmental Literacy Indicator Tool** (Shannon Sprague, NOAA)

Session Goal: Discuss what have we learned and how this should this inform our work.

The Chesapeake Bay Watershed Environmental Literacy Indicator Tool (ELIT) was developed to monitor the capacity and progress of public school districts toward meeting the Environmental Literacy Goal stated in the 2014 Chesapeake Bay Watershed Agreement: Enable every student in the region to graduate with the knowledge and skills to act responsibly to protect and restore their local watershed.

128 surveys were completed by LEAs in the watershed, which constituted 39% of all districts in the watershed. [The Environmental Literacy Tool Presentation](https://www.chesapeakebay.net/channel_files/26017/chesapeake_elit_2017_-__watershed_results_-_v_2.2_(3).pdf) highlights methodology, response rates by LEA, and results. Some major findings included:

* 23% of LEAs in the watershed are well prepared to implement MWEEs, 57% are somewhat prepared, and 20% are not prepared
* MD LEAs lead the well prepared category at 61% to implement high quality environmental education while states like DE and DC are on the cusp in being 100% somewhat prepared
* 41% of responding LEAs in the watershed have system-wide MWEEs in place, 34% have some MWEEs in place, and 26% have no MWEEs in place
* DC LEAs have 100% system-wide MWEEs in place followed by MD at 83% and DE at 50%
* There was consensus that the greatest need for improving EE was funding, with an average rating of 6.50 and a median of 7 (out of 7). Teacher Professional Development had an average rating of 5.36 and Curriculum Planning/Integration Support had a score of 5.02

Next steps and discussion points:

* Contractor, Jessica Sickler, is working on state level summaries which will be available in the coming weeks to help states create their two-year action plans.
* There is a need to do more with green schools certification programs to ensure this is an accurate reflection of the watershed - many schools are doing great work on this front but are not getting recognition.
* Last row on green schools table indicating total number of schools represents the total number of schools in the watershed was unclear to some workgroup members.
* Concern that sustainable schools data does not accurately reflect everything that is going on in school districts. Jessica is doing QAQC to ensure questions were received correctly by survey participants.
* Participants would like to save responses and come back to questions throughout taking the survey.
* Having a summary of responses sent back to the participants after completion of the survey.

**Discussion: Online Training for MWEE Guide** (Bart Merrick, NOAA)

Session Goal: Review outline for online training module and solicit participation in a team to continue development. Access the [Online Training Guide Presentation](https://www.chesapeakebay.net/channel_files/26017/mwee_ambassador_online_course.pdf).

* MWEE Guide resources from its release were shared at the Environmental Literacy Forum and walked ambassadors through the MWEE Toolbox
* The idea is to build a training tool on Chesapeake Exploration to train how to conduct MWEEs and there is a need for help in its design
* GIT (Goal Implementation Team) Funding from CBP will allow for the creation of videos on Bay Backpack which will also be integrated into Chesapeake Exploration

Goals of Training are to:

* Establish a cadre of mwee ambassadors to help their peers understand how to implement a MWEE and promote it
* Expand our capacity in other means through in person trainings, one on one mentoring, etc.
* Provide a venue for resources to live, for discussions to take place, and sharing among the community

Workgroup Responses to Goals:

* Is there an evaluation of the person’s learning after completing the training?
* Self check-how am I thinking about MWEEs as an individual?
* Sharing those models available such as Bay Backpack and Chesapeake Exploration and receiving feedback
* Peers helping peers is an overarching goal.
* Need for integration support in curriculum planning such as the driving questions and already derived standards
* How does this fit into the bigger picture of how this is fitting into all counties and the “who” system?
* Concern that teachers do not have the time to create their own MWEEs
* Many teachers have existing work that can be modified to fit criteria for a MWEE (“MWEE-ifying”)
* Need for a MWEE ambassador audit tool
* Videos will be helpful for in person professional development
* Have a well set vocab list of all language used in MWEEs
* In audit tool, have evaluation section that looks at overall objectives of the project and what might be missing
* What is the project management outline for a MWEE?
* Who are the MWEE ambassadors? Those looking to develop, MWEE-ify things-teachers, curriculum developers
* Concern with ambassadors is that this might be hard to manage and so we need structure
* We need to know who these people are (and have trained them all in the same way, using the same language and same tools) so we can connect them with the right people
* Curriculum writers and others – possibly by grade band
* Assure cross-state coordination / communication so not doing state-specific language, etc.
* Join the content development team to help develop all of this, put the course together / online tools, figure out how to structure the set of nine videos that will be online, and discuss how to use it – contact: [elise.trelegan@noaa.gov](mailto:elise.trelegan@noaa.gov)
* Will there be a pre- and post-evaluation tool for this? Bart says good idea
* Using Moodle to support the learning platform (participation in?) – the platform is NOAA’s Chesapeake Exploration
* Timeline? Start putting course together in spring 2018, videos done in August
* Tap Joe Davis (Baltimore County Public Schools), and Candace Lutzow-Felling (Blandy Farm) to share their exemplary MWEEs – to add to the library of models and examples that will be shared online
* Could a video take a mini-grant MWEE and show that? Yes
* CBT (Chesapeake Bay Trust) identifying the contractor award for filming the videos – in review now, should be announced soon – will start filming this spring and into summer.
* Envision videos being used – they will be 3-5 minutes each, intend for trainers to show them at different points during the trainings, to highlight different aspects of the MWEE, different examples. Telling the story is important / effective.

**State Round Robin Updates**

Session Goal: States presented quick 5-minute presentations highlighting their top 3-5 accomplishments and priorities moving forward. This prepared the workgroup to discuss the 2018-2019 Action Plan after lunch.

**Virginia** – slow-moving revision of science standards of learning – addressing students who have a gap in their science learning so they catch up. Dev content guidelines meant to become standards.

**Maryland** – aiming to develop a very “trim and fit” new action plan (fewer actions honed to policy-level kinds of things that can effectively advance ELit statewide).

**Washington D.C.** – field experiences – one hyper-local (5 min walk from school) and then a longer field trip with transportation. Have some new resources and a webinar “exploring nature on school grounds” – tool to help schools with a school gardens grant to implement it with more students from all grade levels.

**Delaware** –

Top 5 Accomplishments 2016-2017

* NGSS aligned pilot MWEE’s developed for high, middle and elementary school by team of formal and non-formal educators in Delaware
* NOAA BWET/DCIN MWEE Pilot- created alignment document for NGSS and Geographic Standards. Presented to Delaware Geographic Alliance.
* Growth in Green School Applications from 1 application in 2016 to 5 applications in 2017, also including first time applications from Kent County. Overall improvement in quality of Green School Applications, showing more growth in all three pillar areas. Growth in sustainable schools programs in Delaware- from 12 in 2015 to 20 in 2017.
* NGSS training for 50 non formal educators through Delaware Department of Education, Delaware State Parks, Delaware Children in Nature Coalition, Delaware Nature Society and NOAA
* Fist Delaware Children in Nature Summit and launch of the Delaware Association for Environmental Education / Delaware Children in Nature Awards for Excellence

2018-2019 Goals by outcome

*Student MWEEs*

-Through Delaware Children in Nature and Delaware Association for Environmental Education establish and develop the Outdoor Classroom Network in Delaware to connect schools and resources in the area and help promote, create and keep up outdoor habitats.

-Increase awareness of the MWEEs in Delaware Schools through statewide MWEE workshop for educators

*Sustainable Schools*

-Promote Green Ribbon Schools annually and receive at least 5 applications per year

*Environmental Literacy*

-Create an E Lit team from DCIN Partners to revise and plan for the next steps for DE E Lit plan

**Pennsylvania** – tough budget year, EE grant program is \*not\* gone, have been directed to continue funding them this current year – EE mini grant program (up to $3K grants) is temporarily suspended but working on it for 2019. Their money comes from envi’l fines – so they had fewer fines (which is kind of a good problem). “Tablow Tool” to leverage policy decisions.

**West Virginia** – moving from grassroots working with individual teachers into a systemic approach working down from principles and teachers funding was lost and superintendents are reconstituting this so offices remain open. MWEE has been a big subject on leadership calls over the past year and are working to get support by CBP

**New York** – connective to park grant ($1,000) that provides reimbursement for teachers and after school programs to go to state parks and DEC facilities for field trips-covers transportation costs, etc. taking a look at child obesity and movement to get kids outside and more active. This is in the works with the governor.

PD – series of workshops starting in March, working w/ Green Apple Schools and Keystone Energy Professional Development in 6 areas of the state, one on MWEEs, a series on stormwater management in June.

**School Grounds for Learning Presentation** (Laura Collard, MAEOE & Julie Dieguez,

Wild Child LLC for MAEOE)

Julie and Laura gave an overview of the school project resources on baybackpack.com ([view presentation](https://www.chesapeakebay.net/channel_files/26017/ed_workgroup_sg4l_presentation_02.2018.pdf)). This is an online guide to implement hundreds of action projects in and on school grounds and how to be successful in implementation and making them sustainable. MAEOE library houses these resources on Bay Backpack as well.

**Action:** Go back to your states and share this resource.

**Discussion: 2018-2019 Action Plan**

Session Goal: Identify 2018-2019 priorities and breakout into groups to discuss and prioritize SMART actions and management approaches to support this work. Goal is to reduce number of actions on the state action plans. Process has been reaching out to the states to see what projects are happening, what could be taken off, and choosing actions that are specific, measurable, reportable, and achievable through workgroup actions. What are the factors influencing us to put together these plans and what are the challenges? Access the anticipated [2018-2019 Management Approaches](https://www.chesapeakebay.net/channel_files/26017/2018-2019_management_approach_edits_round1.docx) based on the workgroup’s discussion. The Steering Committee will be building on this draft over the next two months and will submit a revised 2018-2019 Workplan to the CBP Management Board in June.

**3:30 Adjourn**

**Attendees**

Shannon Sprague, NOAA, Chair

Tom Ackerman, CBF, Co-Chair

Drew Pizzala, CRC, Stewardship Team Staffer

Britt Slattery, MD DNR

Laura Collard, MAOE

Julie Dieguez, Wild Child LLC (MAEOE)

Judd Pitmann, PDE

Bert Myers, PA DEP

Vince Meldrum, Earth Force

Steve Kerlin, Stroud Water Research Center

Susie Gilley, VA DGIF

Elise Trelegan, NOAA

Angel Burns, DE DNREC

Betsy Ukeritis, New York State Department of Environmental Conservation

Candyce Lutzow-Felling, VA Blandy Experimental Farm

Mark Scallion, Pickering Creek Audubon Center

Page Hutchinson, VA DOF

Cindy Etgen, MD DNR

Coreen Weilminster, CBNERR-MD

Amy Green, CBF

Bart MErrick, NOAA

Donna Balado, MSDE

Kelley Aitken, Frederick County, VA Public Schools

Chris Petrone, University of Delaware

Doug Levin, Washington College

Kevin Shabow, NOAA

Tara Baker, CBT

Cassie Doty, UMCES

Grace Manubay, DC Office of the State Superintendent of Education

Rebecca Davis, DC Environmental Education Consortium

Trinh Doan, DC DOEE

Sarah Nuss, CBNERR-VA

Anne Petersen, VA DOE

Susan Cox, US Forest Service