# Education Workgroup Meeting Minutes

**Friday, July 13, 2018; 10:00AM-3:00PM**

**Location:**

Fish Shack (Green Building), Chesapeake Bay Program Campus

410 Severn Ave. Annapolis, MD 21403

**Purpose:** This meeting familiarized members the 2018-2019 Workplans and engaged them in the implementation of this work. The workgroup also heard from the team working on the online MWEE training about their progress.

**Summary of Actions and Decisions**

# Action: Workgroup members should work with state agencies and governors to develop talking points for their states to be shared with the Principals Staff Committee.

**Action:** Workgroup members will review the workplans and let Shannon, Drew, and Tom know if they would like their name added to the actions.

**Action:** Workgroup members from VA and WV should reach out to Elise if they wish to be involved in helping to develop state content for Module 2 of the Online Training Guide for MWEEs.

# Minutes

# 10:00 Welcome & Introductions

**10:10 Upcoming Executive Council Meeting** (Shannon Sprague, NOAA & Tom Ackerman, CBF)

# The Executive Council Meeting will be held August 7th in Baltimore, MD at the Frederick Douglas-Isaac Myers Maritime Museum.

# The Executive Council consisting of the governors of the six watershed states, the mayor of the District of Columbia, the chair of the Chesapeake Bay Commission and the administrator of the U.S. Environmental Protection Agency, establishes the policy direction for the restoration and protection of the Chesapeake Bay.

# There was a possibility of having an Education Directive brought forward at the meeting, but not all states were willing to sign onto the Directive (consistent with them not signing onto the outcomes). This is a larger governance issue for the Chesapeake Bay Program as ther is no precedent for signing Directives without full approval and more than half of the outcomes do not have full support across the states.

# In the absence of a Directive, the Principal Staff Committee (level under Chesapeake Executive Council) has agreed to convene state Superintendents of Education and their natural resource counterparts, and federal agency and non-profit leaders every two years to talk about Environmental Literacy. This will be announced at the Executive Council Meeting.

# At these meetings, the group can look for commitment to the other two items that were listed in the Education Directive: convening state level working groups and collecting and using data to support equitable and strategic decisions.

# Discussion: What information should the Principal Staff Committee highlight for advancing the Environmental Literacy Goal?

# Amy Green-Showing a personal and illustrative interview video with a teacher that connects core values of the Bay Program to Environmental Literacy. Have one teacher tell about how she looks to the Bay Program to conduct her MWEEs.

# Frank Rodgers/Kellee Waddell-WV Sustainable Schools Program would be best vector for getting sustainable schools content in from the Bay Program, adding language to reduce non-point source stormwater runoff and making schools flood resilient would appeal to WV and would be a place to insert MWEE language into WV sustainable schools. Determine a way to have MWEE regional participation in the Bay Program below the governor level that supports education.

# Tonyea Mead/Steve Kerlin-What are some successes of environmental literacy and share them out by state. How can we make science a priority in schools, especially at the elementary level? Emphasizing connection of LEA and math. Key words should be inserted in the language: 21st century learning, STEAM, Interdisciplinary learning, outdoor impactful experiences play-spaced learning.

# Lorna Rosenberg-Using sustainable schools as a means to reduce energy consumption, costs, and health benefits via efficient operations and tree plantings to improve air quality.

# Britt Slattery/Coreen Weilminster, Bonnie Smith-Developing side bar for each of the states to share 3-5 structures in place that request support from the Principal Staff Committee.

# Laura Collard/Judd Pittman-Think about environmental literacy as 21st century learning jobs, connecting to the workforce, highlighting cost savings and health benefits through sustainable schools, and supporting professional learning. Be intentional about sharing work with underserved populations and help make the connection between skills and environmental literacy in building the workforce.

# Use of infographics to illustrate the work being done in environmental literacy.

# Betsy Ukeritis- Focus on quality meaningful experiences over quantity and make sure the MWEE definition is understood.

# Helen Fischel-Celebrate any numbers or impacts from environmental literacy and develop a one pager that showcases successes by state.

# Action: Workgroups should work with state agencies and governors to develop talking points for their states to be shared with the Principals Staff Committee.

**10:30 Overview of Workplans**

Session Goal: Familiarize members with the 2018-2019 work plans. Access the [Environmental Literacy Workplans Presentation](https://www.chesapeakebay.net/channel_files/27682/environmental_literacy_workplan_actions_powerpoint.pdf) highlighting new management approaches and actions. The Leadership Team, comprised of state agency leads worked with the Environmental Literacy Coordination Team (Shannon Sprague, Tom Ackerman, Kevin Schabow, and Drew Pizzala) to prioritize a list of state priorities that aim to achieve the Environmental Literacy Goal by 2025.

* [**Environmental Literacy Planning Workplan**](https://www.chesapeakebay.net/channel_files/27682/env._literacy_planning_workplan_final_(1).pdf)(Shannon Sprague, NOAA)
* [**Student MWEEs Workplan**](https://www.chesapeakebay.net/channel_files/27682/env._literacy_students_workplan_final_(1).pdf)(Tom Ackerman, CBF)
* [**Sustainable Schools Workplan**](https://www.chesapeakebay.net/channel_files/27682/env._literacy_sustainable_schools_workplan_final_(2).pdf)(Lorna Rosenberg, EPA)

# 11:00 Workplan Breakout Discussions

# Session Goal: Engage interested workgroup members in projects identified in workplans with

# a focus on the actions assigned to the Workgroup.

# [Environmental Literacy Planning Workplan Discussion Notes](https://www.chesapeakebay.net/channel_files/27682/el_planning__policy_breakout_session.docx)

* [**Student MWEEs Workplan Discussion Notes**](https://www.chesapeakebay.net/channel_files/27682/student_mwees_breakout_session.docx)
* [**Sustainable Schools Workplan Discussion Notes**](https://www.chesapeakebay.net/channel_files/27682/sustainable_schools_breakout_session.docx)

**1:00 Workplan Next Steps**

# Session Goal: Report on next steps and identified needs from the breakout sessions.

# Environmental Literacy Planning Main Points

# Discussion focused on what actions are the highest priorities-district frameworks and curriculum integration, idea of local partnerships doing this work, securing resources, increasing visibility and creating recommendations.

# Dug into the ELIT data and looked for opportunities to integrate the CBP’s Environmental Justice Screen (EJ Screen) and census data to make decisions, creatively focus resources, figure out the answers we don’t know, update the next round of ELIT survey by removing unhelpful questions.

# Develop webinars to help build consistent language and communication strategies.

# Are we talking about outdoor education or environmental literacy?

# Are we marketing MWEEs to only teachers and students or just to states and districts?

# Sustainable Schools Breakout Main Points

# Make baybackpack.com the one stop shop for all Sustainable Schools content. Laura Collard and Lorna Rosenberg will make sure everything is represented correctly and that everything that needs to be present on the site is there.

# Investigate partnering with other Goal Implementation Teams at the Chesapeake Bay Program (CBP) to integrate Sustainable Schools into projects.

# Outreach to influence who at the state level we need to reach out to make Sustainable Schools more robust. Who are the external partners who could benefit this outcome? i.e. Pew Charitable Trust, talk to the School Board about how this can be integrated so it is not something “extra.”

# Involving NGOs, PTOs, teachers, curriculum writers in the logic model to tackle action items.

# MWEES Breakout Main Points

# Discussed language in the Management Strategy and ownership of actions, how to reach out to partners

# Priority actions highlighted by the group:

# PD for educators

# Visibility for MWEEs-consistent language and communication

# Levels of engagement in environmental literacy at the watershed wide and local levels-teacher representation for MWEEs, school board and curriculum writers, PTA support.

**1:30 Online Training for MWEE Guide** (Elise Trelegan, NOAA)

Session Goal: Review and discuss progress for the online training modules and new MWEE

videos. The Online Training is the next iteration of the MWEE Guide that will support and enhance content existing Guide. The Online Training offers context examples to help formal and non-formal educators develop and implement MWEEs. Access the [MWEE Online Training Presentation](https://www.chesapeakebay.net/channel_files/27682/mwee_online_program_powerpoint.pdf) for overview of the platform and module objectives.

* Module 1 is in its final stages and will be up on Chesapeake Exploration and piloted to have different educators who were not involved in the production of the Online Guide.
* Module 2 is more state specific and is in early stages for development
  + MD developed a syllabus for program of study that has course objectives, driving questions, and lessons. The same template is being used in PA.
  + MD and PA are both working to get certification credit for teachers who take the online or in-person trainings.
  + Steve Kerlin - First enactment of model is being planned right now with PA DCNR for field based educators across the state. Hoping to use the online modules as learning resources that wrap around in-person trainings-2 happening this fall, one in winter, and one in spring. two day face to face workshops:

1. How to become MWEE ambassador-want to develop certificates to incentivize doing the training
2. Water education skills day

* Amy Green and Donna are leading efforts for MD-developed a syllabus for study that has lessons, objectives, driving questions. The same format is being used in PA. Both teams are working on getting certification credit and is part of the incentive for educators taking the course. Some states are making this a state requirement to attend these workshops.
* Elise-There will be opportunities to cross the online training with in-person facilitated trainings where participants can take quizzes and have discussions.

**Action:** Workgroup members from VA and WV should reach out to Elise if they wish to be involved in helping to develop state content for Module 2 of the Online Training Guide for MWEEs.

* Module 3 is looking at how participants can embed MWEEs into environmental literacy plans.

**Questions/Ideas?**

Amy Green-What does the word “ambassador” mean? Answer: Ambassadors are expected to have gone through modules and have facilitated other groups who make use of these key development of those resources and support their use. This can be the foundation to support other workshops and programs. Ambassadors will ensure consistency in trainings across the watersheds.

Britt Slattery-Have someone in each state deliver the training. Hold in-person training in conjunction with the Online Training to engage a targeted audience and have ambassadors disseminate content to the states. The videos and trainings shoe consistency but have flexibility to be tailored on a local scale.

Steve Kerlin-Module 1 of the Online Training could serve as a workshop given to staff since it is broad enough to communicate the MWEE elements but is not overly technical.

The workshop should not be too prescriptive and always have a human component to it.

Amy Green/Shannon Sprague-Formalize the support structure and ensure we understand MWEEs the same way.

Tom Ackerman-From the formal educator perspective, have MWEE ambassadors in each jurisdiction or each school to lead programs. From the non-formal educator perspective, make the case that we need to do curriculum integration around MWEEs.

Laura Collard-Incorporate the MWEE Ambassador concept into sustainable schools-have green leaders, ambassadors for sustainable schools, need people who can go to school boards and talk about environmental literacy. Have someone be able to talk holistically about what we do rather than having solely MWEE Ambassadors.

Shannon Sprague-This is a MWEE training but the training can make the cross between the other environmental literacy outcomes. An additional module to the MWEE Online Tool could help better inform the other outcomes.

Tom Ackerman-MWEEs are the approach to learning and the bigger goal is environmental literacy. Connect workforce readiness to environmental literacy. If we prepare students to be environmentally literate, it better prepares students for the workforce while educating them how to be environmental stewards. We provide MWEEs as the vehicle to get teachers and students to this level.

Kevin Schabow-Who is the audience and can the Online Training also be used for curriculum or outreach tools?

Steve Kerlin-Have one module for sustainable schools and one for informal educators.

Coreen Weilminster-Need another module specific for informal educators-what is the role for an ambassador in an informal education setting?

Betsy Ukeritis-Have we tied the Online Training in with the NOAA B-WET evaluation system out of Michigan? What extent have professional development programs been collected and provided automatic results for individual grantees.

Kevin Schabow-Goes to B-WET grantees around the country as well as teachers of B-WET grantees. Results are forthcoming. Responses that come in do inform the MWEE projects and what kinds of projects are done, and help determine how the NOAA B-WET RFP gets modified every year.

Steve Kerlin-If we are collecting MWEE Ambassador modules, some questions from the survey can serve as base questions that get asked at the end of the course before receiving a course certification.

**2:15 CBP Funding Opportunity (Drew Pizzala, Chesapeake Research Consortium)**

Session Goal: Workgroup members will share ideas for this year’s Chesapeake Bay

Program funding opportunity that identify and remove key barriers that hinder accomplishment of management strategies and workplans. Access the [2018 GIT Funding Process for Projects Presentation](https://www.chesapeakebay.net/channel_files/27682/2018_goal_implementation_team_git_funding_powerpoint.pdf) and the [FY 2018 GIT Project Request Form](https://www.chesapeakebay.net/channel_files/27682/fy2018_git_project_request_for_ideas_(06.14.18)_(1)_(2)_(2).docx).

Shannon Sprague: Better support and quantify BMP installation and other restoration activities that contribute to CBP indicators/metrics at schools in the watershed (4,000 schools representing hundreds of thousands of acres)

Specifically, the group will:

* Work with the other GITs to identify opportunities that schools can be used to help meet their indicators/metrics
* Use GIT information and data from existing state and US sustainable schools recognition programs to determine what is feasible from schools;  set target goals for what schools can realistically contribute toward the goals (e.g. # acres of habitat, # linear feet of stream buffers, etc. for water quality, tree canopy, even fish passage, as appropriate);
* Work directly with school systems to identify barriers, best practices, needs, and challenges for implementing projects;
* Work w/ the Education Workgroup and professional communities to improve access of schools to technical assistance, in coordination with experts in subject areas through the GITs;
* Use all of the above to develop guidelines for how this can be included in a school district sustainability guide (including how this supports CBP indicators/metrics) and a plan for how to ensure that this data is captured by states and local governments for their reporting requirements

Tom Ackerman-Connecting schools with what we call “nearby nature” generating a map of access sites, bus routes, park equity analysis close to schools where MWEEs can be conducted. Connecting to a crowd source layer where educators could identify good sites for doing different types of analysis and. Links can be embedded to lesson activities and sites.

Vince Meldrum-Measure the environmental impact on school grounds, i.e. emissions from buses left on, encourage less idle time, measure impacts on stormwater, etc.

Coreen Weilminster-Environmental Literacy story map to tell what is happening in environmental literacy across the watershed.

Frank Rodgers-Urban tree canopy action project at schools. Schools receive funding to plant trees. Use school properties as places to meet state climate change goals/connect student action projects to numerical goals in other CBP GITs and workshops.

Britt Slattery-Professional Development to give to teachers to teach about trees and environmental issues. Fund a statewide sustainable schools coordinator.

Select a number of agricultural communities and offer trainings on environmental literacy, water quality, and the Bay TMDL. Have schools sign up and receive money to do the training.

Toolbox for stewardship to showcase resources that are increasing the number of environmental stewards.

Training that gives success of the program/progress that has been made to give presentation.

# 3:00 ADJOURN

# Attendees

# Shannon Sprague, Chair, NOAA

# Tom Ackerman, Chair, Chesapeake Bay Foundation

# Drew Pizzala, Staffer, Chesapeake Research Consortium

# Laura Collard, MAEOE

# Ann Faulds, Pennsylvania Sea Grant

# Helen Fischel, Delaware Nature Society

# Amy Green, Chesapeake Bay Foundation

# Steve Kerlin, Stroud Water Research Center

# Bart Merrick, NOAA

# Grace Manubay, D.C. Office of the State Superintendent of Education

# Barbara McGuiness, U.S. Forest Service

# Judd Pittman, Pennsylvania Department of Education

# Frank Rodgers, Cacapon Institute

# Lorna Rosenberg, U.S. EPA

# Mark Scallion, National Audubon Society

# Kevin Schabow, NOAA

# Holly Shields, National Wildlife Federation

# Britt Slattery, Maryland Department of Natural Resources

# Bonnie Smith, U.S. EPA

# Elise Trelegan, NOAA

# Ariel Trahan, Anacostia Watershed Society

# Stephanie Tuckfield, Maryland Department of Natural Resources

# Betsy Ukeritis, New York State Department of Environmental Conservation

# Kellee Waddell, Experience Learning

# Coreen Weilminster, Chesapeake Bay National Estuarine Research Reserve