



# Pennsylvania's Environmental Literacy Plan Update

Mid-Atlantic Environmental Literacy  
Workshop

November 14th & 15th 2012

# Environmental Literacy Plan

- A. School Systems
- B. Life Long Learners
- C. Sustainable Practices, Healthy Living and the Environment
- D. Funding and Implementation

# Environmental Literacy Plan

- E. Partnerships
- F. Early Childhood Education
- G. Pre-Service Education
- H Professional Development (formal and non-formal)

# Developers

- PA Fish and Boat Commission
- State System of Higher Education (McKeeever Center)
- Slippery Rock University
- Elizabethtown College
- Waste Management, Inc.
- PA Association of Environmental Educators

# Developers

- Whitaker Center
- PA Game Commission
- Earth Action
- PA Department of Education
- State College School District
- Green Wood Charter School
- PA Department of Environmental Protection

# Developers

- PA Conservation Districts
- PA Center for EE
- PA Department of Conservation and Natural Resources
- PA Audubon Society

Recommendations	Action Steps	Main Responsible Parties
<p><b>A. School System</b></p> <p><b>Recommendation 1</b></p> <p><b>Use of the K-12 mandated Environment and Ecology Standards as the educational framework.</b></p>	<p>Ensure that school districts are meeting the Chapter 4 curriculum requirements that address required content standards to be taught at the primary, intermediate, middle, and high school levels.</p> <p>Formative assessment reflects achievement at each grade levels to proficiency in relationship to all standard areas in Chapter 4 including environment and ecology.</p> <p>In addition to the opportunities that exist within the school system to meet these Standards, attention should be given to partnering with outside entities to provide initial and additional experiences for students to address the E&amp;E Standards.</p>	<p>Pennsylvania Department of Education</p> <p>Individual School Districts</p> <p>Individual School Districts, Environmental partners at the federal, state, regional and local levels</p>

Recommendations	Action Steps	Main Responsible Parties
<p><b>B. Life Long Learners</b></p> <p><b>Recommendation 1</b></p> <p><b>Provide learners with experiences that address environment and ecology concepts and real world issues at the local, state, and national levels.</b></p>	<p>Involve learners in experiences that are place-based, hands-on, project-based, service learning and/or citizen action.</p> <p>Provide opportunities for learners to review all available information on local environmental issues, to deliberate, to share in the decision –making process and to practice personal and civic action.</p> <p>Provide experiences that empower learners and encourage individual voice.</p>	<p>Individual School Districts, higher education facilities, conservation districts, cooperative extensions, environmental non-profits, informal education providers, governmental agencies (regional, state and federal), businesses, industries, and/or families.</p>



Recommendations	Action Steps	Main Responsible Parties
<p><b>C. Sustainable Practices, Healthy Living and the Environment</b></p> <p><b>Recommendation 1</b></p> <p><b>School buildings, grounds and operations are models of sustainability for the community, making continual progress towards net-zero environmental impacts, including carbon, solid and hazard waste, composting, wildlife habitat and water conservation.</b></p>	<p>Enhance students' ability to learn by providing an environment with natural light, high indoor air quality, good acoustics, and good nutrition.</p> <p>Incorporate environment and ecology lessons throughout the curriculum using the building as a tool for illustrating how human-made environments interact with natural systems.</p>	<p>PA Department of Education, Schools (public/private), Department of Environmental Protection, Community leaders, Sustainable businesses, Contractors/Architects.</p>

Recommendations	Action Steps	Main Responsible Parties
<p><b>D. Funding and Implementation</b></p> <p><b>Recommendation 1</b></p> <p>Existing federal education funds will be reviewed for the purpose of determining how funding can be integrated into an implementation plan.</p>	<p>Review Title II, Title IV, Title V, IDEA, STEM, and other sources of federal funding.</p>	<p>Pennsylvania Department of Education, all state and federal agencies, others as appropriate.</p>

Recommendations	Action Steps	Main Responsible Parties
<p><b>E. Partnerships</b></p> <p><b>Recommendation 1</b></p> <p><b>To sustain current partnerships to appropriately and effectively foster environmental literacy.</b></p>	<p>Utilize all current technology and communication tools to sustain current partnerships.</p> <p>Create networking opportunities to foster partnerships.</p> <p>Utilize the PA Grant System to assist in funding of partnership actions (Act 71).</p> <p>Encourage partners to provide the needed resources to offer environmental education opportunities to teachers, students and general audiences (conferences, seminars, workshops, courses, etc.)</p> <p>Recognize (e.g., awards, showcase, press releases, newsletters, etc.) existing successful partnerships and their programs.</p>	<p>Environmental and science education groups, conservancies, conservation districts, county parks and recreation groups, social organizations, community entities, businesses including utility companies and local, state and federal agencies.</p>

Recommendations	Action Steps	Main Responsible Parties
<p><b>H. Professional Development</b></p> <p><b>Recommendation 1</b></p> <p><b>Determine needs and identify barriers to participation in professional development</b></p>	<p>Conduct needs assessments.</p> <p>Based on results of the needs assessment, align strategies for delivering professional development.</p>	<p>Audience specific Environmental Educators, Council, Pennsylvania Department of Education, Providers.</p> <p>Providers, Facilitators based on outcome of the evaluation (Pennsylvania Department of Education, Professional Development Providers).</p>

Highlight a significant accomplishment from Plan in the last 12 months:

DEP's State Energy Plan (SEP) will include contracting with an education provider to integrate energy education into formal k-12 curriculum.

Identify a significant barrier to advancing a key aspect of the plan:

Funding streams have not yet recovered from the downturn in the economy. School Districts, NGOs and State Agencies have put EE too low on their list of priorities. EE programs, field trips and professional development have been cut.

Highlight a future plan/activity to occur in the next 12 months:

The federal Green Ribbon Schools program has been and will continue to be promoted heavily by PDE, DEP, DCNR, and the Governor's Green Government Council.



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