

Winter 2016 Environmental Education Leadership Workgroup Meeting



December 14th-15th

National Conservation Training Center (NCTC)

698 Conservation Way, Shepherdstown, WV 25443



*All slides from our presenters can be accessed on the Chesapeake Bay Program (CBP) Calendar at: <http://www.chesapeakebay.net/calendar/event/24539/>

Wednesday, December 14th

10:15 AM Education Workgroup: Where we have been and where we are now
Shannon Sprague, Chair

An overview of the environmental education workgroup, its affiliation to the Bay Program, and evolution of work can be found here:

http://www.chesapeakebay.net/channel_files/24539/presentation_to_cbp_education_workgroup.pptx

Updates:

- Education has enjoyed a long history in the Chesapeake Bay Program and we continue this work through the Environmental Literacy Goal and Outcomes of the Watershed Agreement. A history of education in the CBP can be found here: http://www.chesapeakebay.net/channel_files/24539/cbp_timeline.pdf
- Bay Backpack is a one stop shop for teacher trainings, trainings, the MWEE how to guide, and teaching resources for the classroom. Laura Collard from Maryland Association for Environmental and Outdoor Education (MAEOE) is managing the School Grounds for Learning project, which will bring information and training opportunities related to schoolyard projects to Bay Backpack. NOAA and MAEOE are hiring an intern in January to update the content on Bay Backpack, including getting School Grounds for Learning online.
- In April 2016, the group convened a well received Environmental Literacy Leadership Summit. We hope to do this again this coming year to continue focus on the opportunities presented by the *Every Student Succeeds Act*, which was signed on December 10, 2015 and replaced the *No Child Left Behind Act*. Under Title IV of this Act, \$2.6 billion dollars is available to advance “well rounded education”. Environmental Education is called out as an allowable expense, which could help us advance our region-wide Meaningful Watershed Education Experiences (MWEEs) work.

10:30 AM MWEE Guide

Amy Green, CBF

What are the key objectives of the MWEE Guide?

- Because the MWEE definition is a policy document, there was a need for a tool that would assist teachers and school districts in designing, planning, and implementing systemic and sustainable MWEEs.
- This new guide will incorporate the Environmental Literacy Model (ELM), which is a model developed by the Chesapeake Bay Foundation as part of Maryland Environmental Literacy Partnership (MELP) that is used to integrate environmental issues and civic action into academic curricular programs. To see how MELP works to advance environmental education in schools, visit www.melpeducation.org.
- The group participated in breakout sessions to provide comments on the How To Guide. A big take away from this work is that the guide needs to be more focused. The group recommended modifying the audience to be solely “teachers” to provide this focus. Once completed the group could determine what, if anything, would need to be added or changed to meet the needs of other audiences -- thereby determining if additional guides might be necessary.

1:00 PM Status of Sustainable School Projects

In Spring, 2015, Chesapeake Bay Trust and NOAA provided grants to five organizations to support Sustainable School efforts related to the Chesapeake Bay Program’s Sustainable School Outcome. Representatives from the projects were on hand to provide a status update for the projects.

Maryland: *Laura Collard, Maryland Association for Environmental and Outdoor Education*

- The project will support coordination and development of a Sustainable Schools Framework (framework) that can be used as a guiding document for further activities that can support organizational shifts. The framework would allow the LEA to review where policies and plans are in place and would identify overlaps and gaps
- **Next steps** – meeting in January to plan and outline a strategy; bring together participants in a workshop format to discuss the framework and collect aspects of sustainability that are working

West Virginia: *Vicki Fenwick-Judy for West Virginia Sustainable Schools Program*

- WV is building awareness for Sustainable Schools but faces the challenge of state buy-in for facility support. The state currently hosts the Kid Strong Conference, which is a large conference that focuses on health and wellness programs. Team attended, but didn’t seem like a great fit for the environmental literacy work. Will explore other opportunities.
- **Next steps** for WV are to work with EPA to begin to rebuild condemned schools with green practices in mind such as community gardens on school grounds and stormwater BMPS, while also bringing in the physical education and nutrition pieces.

Washington D.C.: *Grace Manubay for the District of Columbia Environmental Education Consortium*

- DC is developing a green school certification program and is currently developing workshops for public health and public transportation.
- **Next steps** for DC is to re-engage workgroups that were placed on hold due to a lapse in funding.

Pennsylvania *Holly Shields, National Wildlife Federation (NWF)*

- In PA, NWF and the Healthy Schools Partnership are hosting forums in spring 2017 to bring in health and wellness professionals to advance the Green Schools conversation. Meetings are scheduled in Harrisburg on February 17th and May 24th, 2017.
- **Next steps** for PA are to work on the various work plan tasks for the Sustainable School Outcome.

Delaware: *Katie Bartolotta, Delaware Valley Green Building Council (not attending, provided written update)*

- DE formed a pilot project, “Delaware Pathways to Green Schools,” to assist schools in reaching the goal of applying to be a Green Ribbon School. The program does energy audits at each school and gives students exposure to different methods of energy conservation and stormwater BMPs.
- **Next steps** for DE are to continue building statewide programs and increase state funding.

1:30 PM State Work Plans

State reps discussed progress towards work plan actions and highlighted lessons learned/challenges/opportunities to be discussed by the group. Click on links to view presenters’ slides by state.

Delaware

Delaware is pushing forward on milestones that align closely with BWET. Angel Burns was hired to be the new Children in Nature Coordinator for Delaware. Delaware anticipates 3 new applicants to Sustainable Schools programs and is taking a hard look at integrating Environmental Literacy into their CTE pathways as a new avenue.

Maryland

http://www.chesapeakebay.net/channel_files/24539/md_elit_update_2016.pptx

Virginia

http://www.chesapeakebay.net/channel_files/24539/va_elit_update_2016.pptx

Washington, D.C.

http://www.chesapeakebay.net/channel_files/24539/dc_elit_update_2016.pptx

Pennsylvania

http://www.chesapeakebay.net/channel_files/24539/pa_elit_update_2016.ppt

West Virginia

http://www.chesapeakebay.net/channel_files/24539/wv_elit_update_2016.pptx

3:15 PM Roundtables on Issues/Challenges/Opportunities from State Report Outs

Break out groups were held for the following four topics as identified by the group during conversations throughout the course of Day 1:

- 1. Environmental Education Networks:** The discussion around state environmental education (EE) networks focused on two major points. First, there is still a need in states to convene EE providers, both formal and non-formal, but these networks or associations look different across the region. Secondly, a current trend or goal is for these in association to work with partners to provide an EE certification. These certifications usually target non-formal providers, and possibly pre-service teachers, and a best practice should be to include a university-level partner.
- 2. MWEE How To Guide:** The group discussed revisions to the guide. Major take-aways included: (1) The group did not like the term “issues” so we should strive to minimize its use in the finished guide; (2) The group recommended modifying the audience to be solely “teachers” to provide this focus; (3) Should work on more graphics for the document to convey main ideas.
- 3. Agriculture and Wellness:** This session explored techniques and examples to reach additional audiences and partners beyond science such as agriculture, physical education, health, career and technology educators. States offered successful programs as examples such as Delaware’s Farm, Food and Fitness and FFA projects. They also suggested ways in which to integrate meaningful watershed education and environmental literacy into existing programs such as STEM and career and technology initiatives and alignment with these standards/competencies.
- 4. Sustainable Schools:** This discussion focused on how to better engage different sustainable school stakeholders, such as facilities managers and the health community. One suggestion was to reach out to the Association of School Business Officials to see if sustainable school information could be disseminated at state-level ASBO conferences like they are in Maryland.

5:00 PM

Adjourn

Thursday, December 15th

9:00 AM Review of Chesapeake Bay Program Indicators

Laura Free, EPA

To view slides for the Chesapeake bay Program Indicators, visit

http://www.chesapeakebay.net/channel_files/24539/enviromental_literacy_draft_indicators_12-7-2016.pptx

- Indicators assess progress towards the 2014 Chesapeake Bay Watershed Agreement. The Environmental Literacy Goal has three outcomes: Environmental Literacy Planning, Student, and Sustainable Schools. Indicators are reported out via the Chesapeake Bay Program's Bay Barometer Newsletter and can be seen in greater detail at Chesapeake Progress (<http://www.chesapeakeprogress.com>).
- Sustainable Schools: The group finalized the Sustainable Schools indicator as presented.
- Environmental Literacy Planning:
 - Flip so "not prepared" is on top.
 - Flip color scheme. Light for "not prepared", darker as more prepared, no color for non-reporting. This will make it get lighter from bottom to top.
- Student MWEEs:
 - The group really wants to get to # of students if at all possible.
 - For student outcome, we want to include LEAs who did not report as well as those who did, incorporate percentage of students served into the graph.
- General concerns:
 - There is a desire to show how many LEAs are reporting versus not reporting.
 - Would like to show how much confidence we have in the data, especially in places like PA where the response rate is low.
 - Delaware data is inaccurate due to the data collection methods. We should consider not including it in the baseline.
 - Each state would like a place to tell their story (e.g. response rate, number of students, progress towards goals, etc.).
 - The blue gradient is hard to see. Would be interested in a different color scheme that is still compatible with the website.
 - How do we get more consistent data across the watershed and compare change over time?

10:15 AM Environmental Literacy Indicator Tool (ELIT) Review and Update

Jessica Sickler, Consultant

- The Education Leadership Team is determining how to move forward with the next round of ELIT survey implementation. This conversation centered around what worked, what challenges we faced, and how we can best modify the instrument based on this information. The team also discussed how best to get data from each state.

- Issues identified during the initial development of ELIT can be found here:
[http://www.chesapeakebay.net/channel_files/21540/final_report_for_cbt-noaa_sept_29_2014_\(2\).pdf](http://www.chesapeakebay.net/channel_files/21540/final_report_for_cbt-noaa_sept_29_2014_(2).pdf)
- Lessons learned:
 - Respondents provided solid data for the EL Planning questions
 - In many cases, respondents did not provide data on student enrollment.
 - Respondents did not provide accurate data for the Sustainable Schools section

What are the next steps?

- EL Planning
 - Remove the sustainable schools question from the EL planning section
 - Change question 2 to emphasize multi-grade, multi-disciplinary
 - Remove “and student MWEEs” from question 4
- Student MWEEs:
 - Remove enrollment data
 - Remove “experience” from from “System-wide MWEE experience in place...” because it is redundant
 - Add CTE to H.S. electives list
- Sustainable Schools:
 - Remove all existing questions
 - Add question about whether or not LEA has a “goal” for sustainable schools
 - Ask if LEA has received district level sustainable schools certification or if they are planning to pursue it
 - Ask for facilities contact
- Jessica Sickler will work with states to create data collection plan for each state based on the brainstorm that the group did at the meeting.

1:00 PM Policy and Engagement Efforts

- The group discussed where we are with policy and leadership engagement efforts coming out of the April 20th Leadership Summit of 2016 and how we will keep moving forward.
- Brainstorm on topics for the 2017 Environmental Literacy Leadership Summit:
 - Have discussions:
 - How we are broadening the MWEE beyond science by integrating Career Technical Education (CTE), English Language Arts (ELA), and mathematics at the elementary school level
 - Increasing public access to natural areas in communities and increase public transportation within these areas
 - Supporting ELIT data collection
 - Sharing stories (including natural resource leaders)
 - State education leaders explain how states are implementing ESSA and where environmental literacy fits in.

- Outside of school, we want to know if kids are doing MWEEs with partners and non-academic affiliates.
- Include students to share their experiences
- Strategizing ways to ensure continuity of MWEEs
- Resources for sustainable schools
- Statistics on states
- Using schools to meet MS4 and stormwater requirements

The Chesapeake Executive Council will convene in spring, 2017 to discuss the Chesapeake Bay Program Initiative (98-1). The workgroup will collaborate on a summary report to be signed off by the governor at the 2017 Environmental Literacy Summit Meeting. See the Chesapeake Bay Program Education Initiative at http://www.chesapeakebay.net/content/publications/cbp_12107.pdf

The next step for the workgroup is to pick a date in early April. The meeting will weave in ELIT data and have CBF student leaders share their experiences and what had inspired them to follow career paths in conservation and environmental education.

2:30 PM Adjourn

Attendees

Frank Rodgers, Cacapon Institute

Donna Balado, Maryland State Department of Education

Vicki Fenwick-Judy, The Mountain Institute

Kevin Schabow, National Oceanic and Atmospheric Administration

Tom Ackerman, Chesapeake bay Foundation

Shannon Sprague, National Oceanic and Atmospheric Administration

Amy Green, Chesapeake Bay Foundation

Holly Shields, National Wildlife Federation

Drew Pizzala, Chesapeake Bay Program

Grace Manubay, Office of the State Superintendent of Education

Jessica Sickler, Consultant

Maya Garcia, Office of the State Superintendent of Education

Naamal DeSilva, District of Columbia Environmental Education Consortium

Chris Kemmerer, Pennsylvania Department of Conservation and Natural Resources

Margaret Harrison, District of Columbia Public Schools

Ann Devine, Pennsylvania Department of Environmental Protection

David Pragoff, Delaware Naturalist

Dave Bauman, Pennsylvania Department of Education

Jon Wickert, Delaware Department of Natural Resources and Environmental Control

Estelle Ruppert, Pennsylvania Association of Environmental Educators

Angel Burns, Department of Natural Resources and Environmental Control

Christen Miller, Virginia Department of Conservation and Recreation

Lorna Rosenberg, Environmental Protection Agency

Ann Regn, Virginia Department of Environmental Quality

Laura Free, Environmental Protection Agency

Suzie Gilley, Virginia Department of game and Inland Fisheries

Laura Collard, Maryland Association for Environmental and Outdoor Education

Anne Petersen, Virginia Department of Education

Britt Slattery Maryland Department of Natural Resources

Page Hutchinson, Virginia Department of Forestry