

Education Workgroup’s Current Science Needs:

Outcome: Environmental Literacy Planning and Student

Need	Percentage of Local Education Agencies (LEAs) that are “Well Prepared” or “Somewhat Prepared” to implement environmental education program(s).
Completed?	Ongoing, every two years
More Specific Detail	Information from the Environmental Literacy Indicator (ELIT) tool was used to determine local education agency (LEA; also referred to as school district) capacity to provide systemic environmental education. The Chesapeake Bay Program (CBP) first screened data to include only LEAs that have 25% or more of their geographic area within the Chesapeake Bay Watershed.
Why is this needed?	Determining the degree of preparedness to offer MWEES in public schools across elementary, middle, and high grade bands enables the Education Workgroup and CBP leadership to determine workplan priorities.
Category	Monitoring/ Analysis
Other Goals/ Outcomes this Addresses	Environmental Literacy Goal
Engaged Resources	Fully, Education workgroup, selected contractor
Potential Resources	CBPO staff, state departments of education, local education agencies
Priority	High
Related STAC Recommendations	

Outcome: Sustainable Schools

Need	Quantify and support BMP installation and restoration at schools to contribute directly to Bay restoration goals.
Completed?	In progress, not quite complete
More Specific Detail	2018 GIT Funding awarded to hire a contractor to help develop a workplan implementation project for metric development and tracking of BMP installation and restoration at schools in the watershed.
Why is this needed?	Schools are often overlooked as viable options for BMP implementation, and

	even when BMPs are installed, this data is not often captured for CBP indicators and metrics.
Category	Monitoring/Analysis
Other Goals/ Outcomes this Addresses	CBPO staff
Engaged Resources	Fully, Education workgroup, contractor TBD
Potential Resources	CBPO staff, state agencies, local education agencies
Priority	High
Related STAC Recommendations	

Need	Research linkage between sustainable school certifications and overall costs savings
Completed?	New
More Specific Detail	Becoming a certified sustainable school has perceived perceptions that it will be costly and unattainable. However, sustainable schools often experience financial/cost savings, in addition to environmental health improvements. Acquiring research will assist with the recruitment of schools.
Why is this needed?	To better promote all of the benefits to becoming a certified sustainable school.
Category	Research
Other Goals/ Outcomes this Addresses	
Engaged Resources	Independent organizations that perform cost saving calculations
Potential Resources	Independent organizations, peer-reviewed journals
Priority	High
Related STAC Recommendations	

Outcome: Student

Need	Percentage of Local Education Agencies (LEAs) that have “system-wide, “some” or “no MWEE” availability at the elementary, middle and high School level.
Completed?	Ongoing, every two years
More Specific Detail	The information from the Environmental Literacy Indicator (ELIT) tool was used to determine student participation in Meaningful Watershed Educational Experiences throughout the Watershed.
Why is this needed?	The data collected here is used to measure progress in achieving the student outcome of offering a MWEE in elementary, middle and high school.
Category	Monitoring/ Analysis
Other Goals/ Outcomes this Addresses	Environmental Literacy Goal
Engaged Resources	Fully, Education workgroup, selected contractor
Potential Resources	CBPO staff, state departments of education, local education agencies
Priority	High
Related STAC Recommendations	