

Quarterly Progress Meeting - February 2018



Chesapeake Bay Program
Science. Restoration. Partnership.

Environmental Literacy Policy and Metrics

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Education Workgroup Chair*

Through the Chesapeake Bay Watershed Agreement, the Chesapeake Bay Program has committed to...



Goal: *Environmental Literacy*

Outcome:

Each participating Bay jurisdiction should develop a comprehensive and systemic approach to environmental literacy for all students in the region that includes policies, practices and voluntary metrics that support the environmental literacy Goals and Outcomes of this Agreement.



What We Want



- Advance Education Directive to Executive Council in 2018 that...
 - *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*
- Identify existing state funding that could advance MWEE implementation

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Setting the Stage:

What are our assumptions?



Logic Behind Our Outcome

Following the Decision Framework:



Factors Influencing

State-level leadership/advocacy
School district support
Education Reform
Funding
Culture disconnected from Nature



Logic Behind Our Outcome

Following the Decision Framework:

Factors Influencing

State-level leadership/advocacy

High level support for environmental literacy that flows from administrations/legislatures to school districts to create a shared vision for environmental literacy.

Funding

A major limiting factor is funding, including support for sustainable school initiatives, student projects, teacher professional development, and transportation.



Logic Behind Our Outcome

Following the Decision Framework:



Current Efforts and Gaps

There are effective “collective impact” strategies:

- State environmental literacy plans
- State-level working groups
- Backbone staff support at education and resource agencies
- Metrics, including encouraging school district participation in CBP ELIT survey
- Grant programs

**** BUT some states have few or none of these in place****



Logic Behind Our Outcome

Following the Decision Framework:



Management Approaches

- Identify and advocate for the local and state resources (policy, programs, and staffing)
- Support the development and implementation of clearly-defined, attainable objectives necessary for all students
- Promote the implementation of the Environmental Literacy Indicator Tool (ELIT) survey
- Maintain the Education Workgroup and related state workgroups that include state department of education participation

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Progress:

Are we doing what we said we would do?

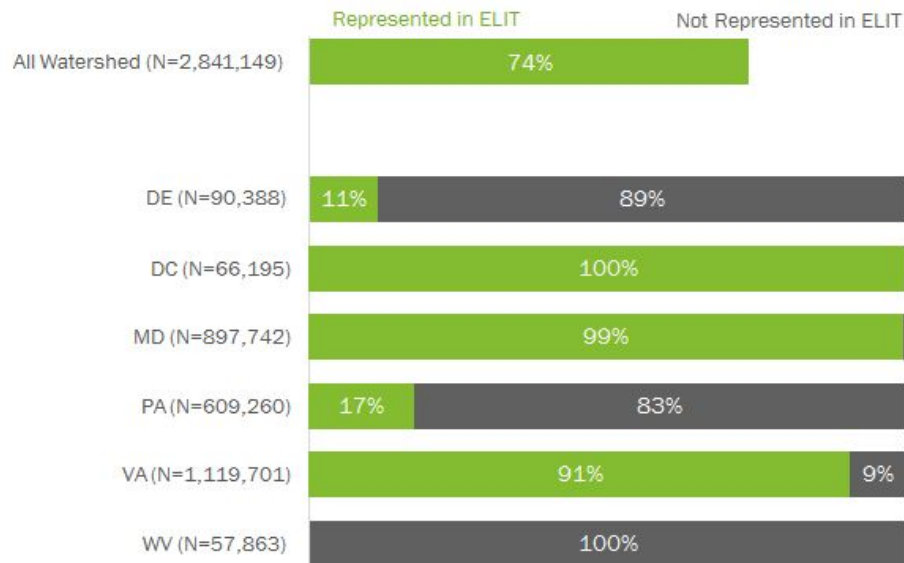


Environmental Literacy Indicator Tool

ELIT Response Rate: % of LEAs

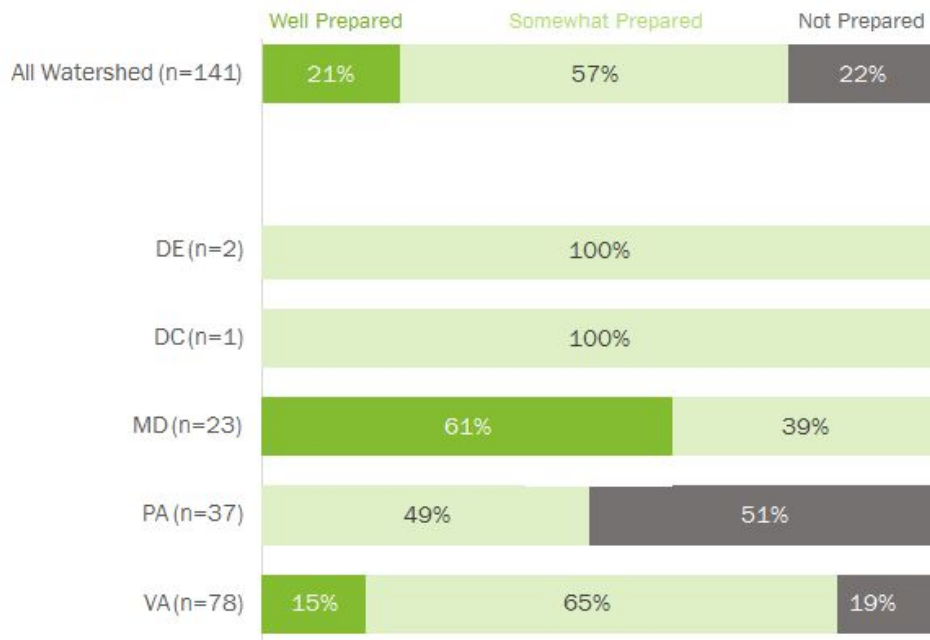


ELIT Response Rate: % of Enrolled Students within LEAs





What is our progress?



Status of Individual Indicator Elements





Are we on track?

- No specific target identified
- Proportion of LEAs “somewhat prepared” increased from 2015 to 2017
- Proportion of LEAs “unprepared” decreased from 2015 to 2017



Analysis

Critical actions to date:

- ELIT Survey: raised awareness and drove accountability
- Regional Collaboration: Sharing best practices and lessons learned on collective impact
- Outreach to school districts about environmental literacy planning that includes MWEEs

Critical actions moving forward:

- Better engaging state DOE leadership
- + everything listed above

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Challenges:

Are our actions having the expected effect?



Challenges

- Because of competing priorities, the priority of environmental literacy at State Education Agencies often fluctuates with changes in leadership and/or mid-level management
- No functioning partnership structure in place in some states, which results in existing capacity in state agencies (e.g. education, natural resource, transportation, health, etc.) not being leveraged to advance EL outcomes
- Low participation in ELIT survey in some states means we have limited understanding of how to support EL efforts

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Adaptations:

How should we adapt?

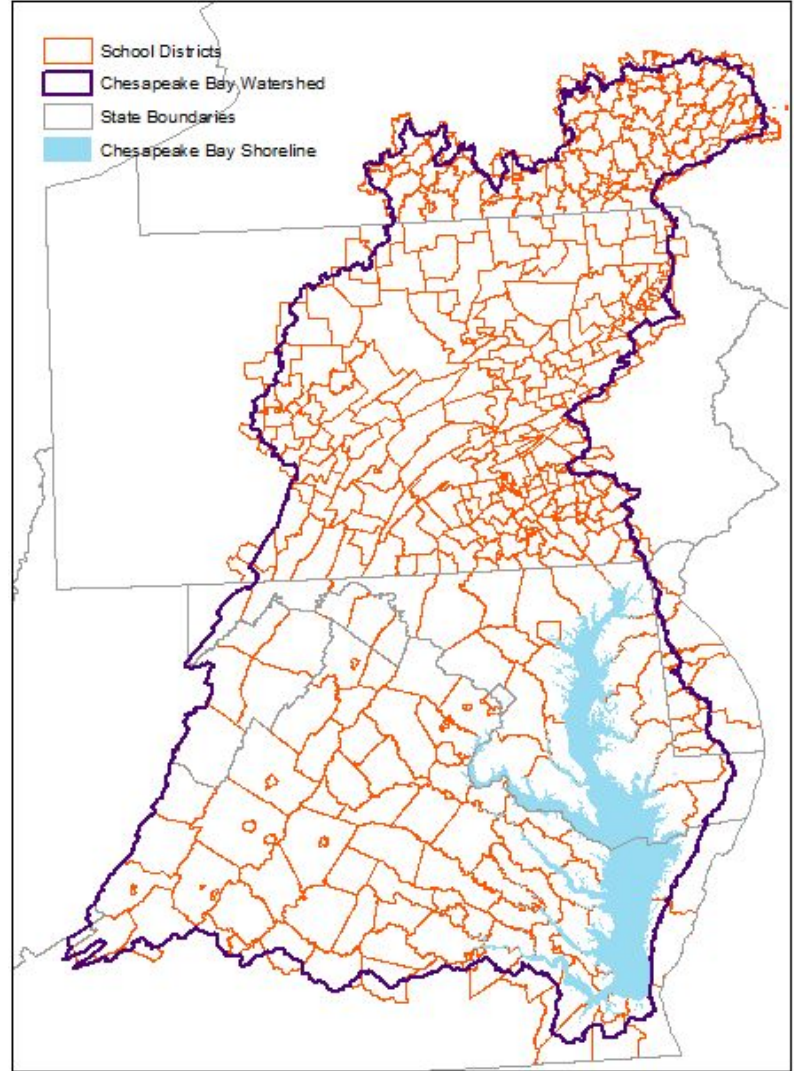


Based on what we've learned, we plan to...

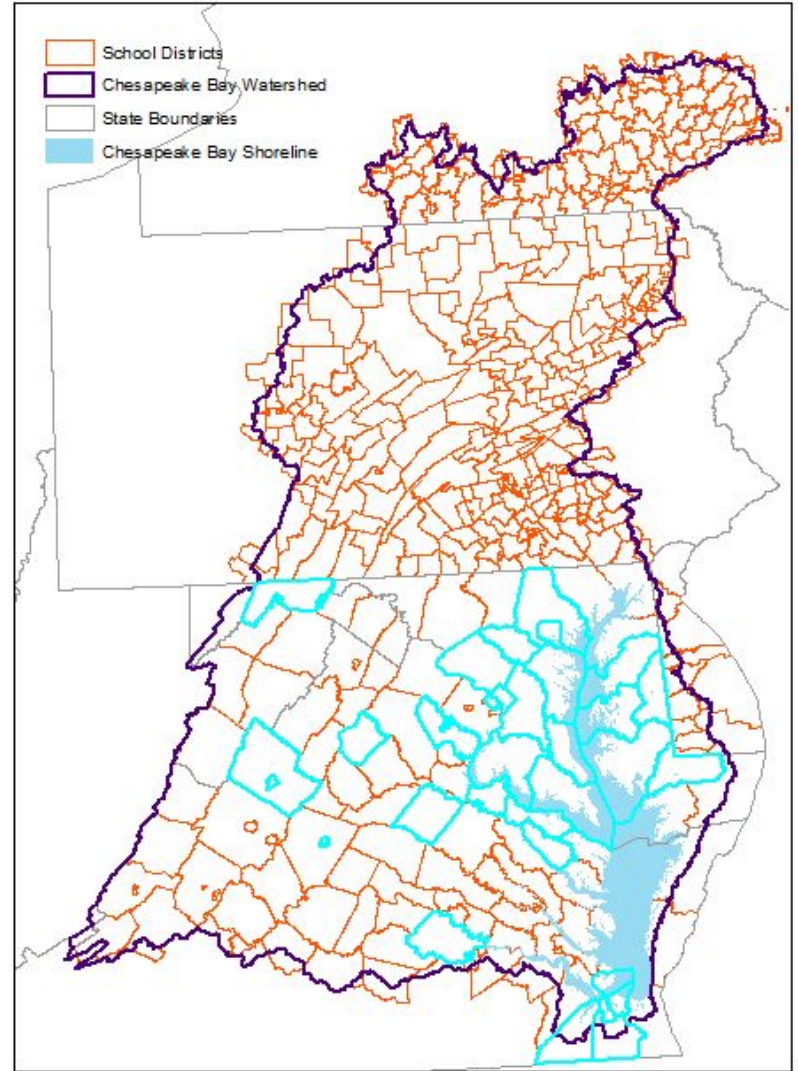
- Reduce the number of Management Approaches and Actions; Focus on collaborative actions
- Continue to push for high level support within state education agencies
- Work with states towards cross-agency “Collective Impact” efforts that include appropriate leadership and organization, metrics, and support
- Encourage the distribution of the ELIT survey to better understand school district needs



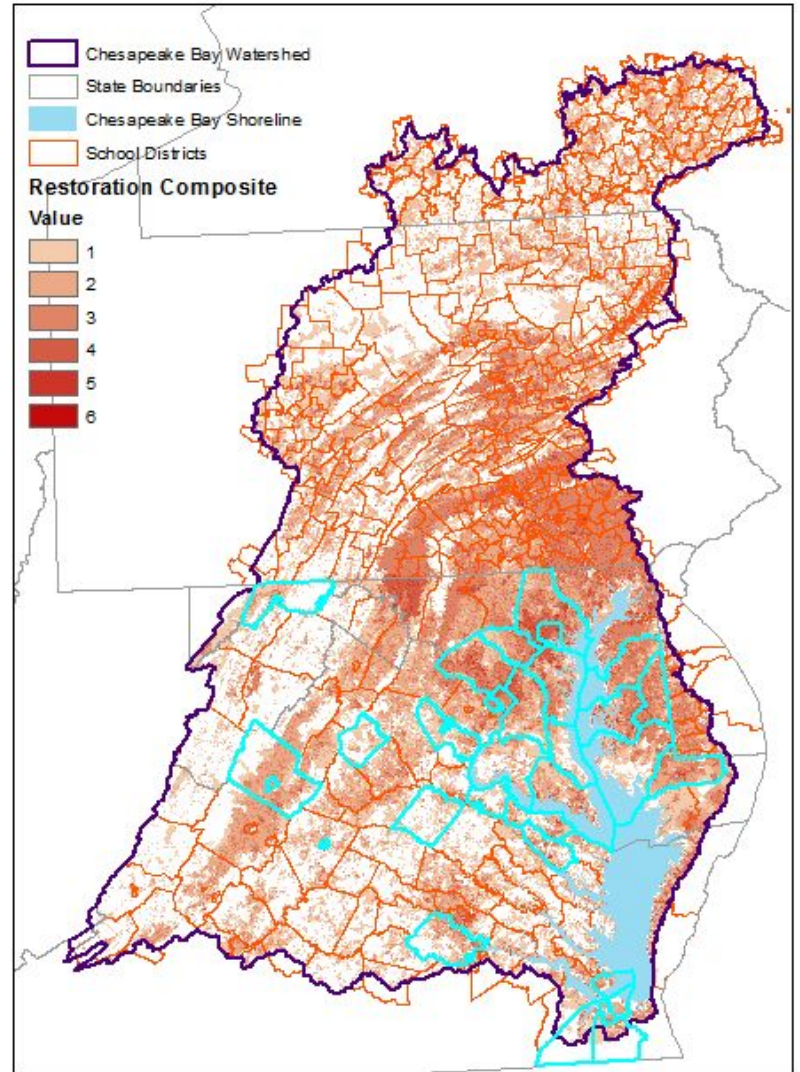
Cross-Outcome Considerations



Cross-Outcome Considerations



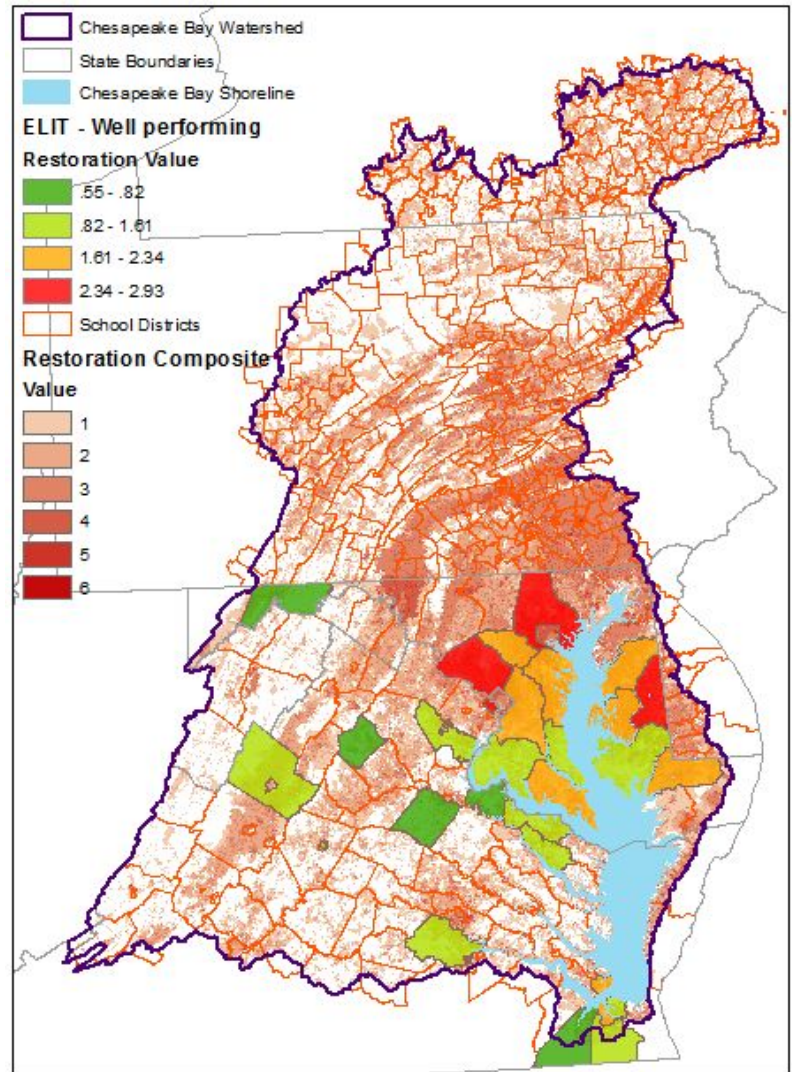
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Graphic depicts well-prepared school districts with highest value Cross GIT restoration scores.

Caroline, Baltimore County and Montgomery County are well-prepared districts with a high restoration score.





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 - *State CBIG awards*
 - *Fines/penalties*
 - *US ED funding (Title II, Title IV)*
 - *Transportation/Health Programs*

Discussion