**Outcome Parts – Group A** (all have numeric target or defined state) and **subset of Group B** (quantitative component added)

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| --- | --- | --- | --- | --- |
| **No.** | **Goal** | **Outcome** | **Part** | **Piece of Information** |
| 1 | Sustainable Fisheries | Oyster | "Restore native oyster habitat and populations in 10 tributaries by 2025 and ensure their protection." |  |
| 2 | Sustainable Fisheries | Forage Fish | "Continually improve the Partnership’s capacity to understand the role of forage fish populations in the Chesapeake Bay." |  |
| 3 | Vital Habitats | Wetlands | " … and enhance the function of additional 150,00 acres of degraded wetlands by 2025." |  |
| 4 | Vital Habitats | Stream Health | "Improve health and function of ten percent of stream miles above the 2008 baseline for the Chesapeake Bay watershed." |  |
| 5 | Vital Habitats | Brook Trout | "Restore and sustain naturally reproducing brook trout populations in Chesapeake headwater streams with an eight percent increase in occupied habitat by 2025." |  |
| 6 | Vital Habitats | Forest Buffer | "… and conserve existing [riparian forest] buffers …" |  |
| 7 | Vital Habitats | Forest Buffer | "… until at least 70 percent of riparian areas throughout the watershed are forested." |  |
| 8 | Vital Habitats | Tree Canopy | "Expand urban tree canopy by 2,400 acres by 2025." |  |
| 9 | Toxic Contaminants | Toxic Contaminants Policy and Prevention | “Continually improve practices and controls that reduce and prevent the effects of toxic contaminants below levels that harm aquatic systems and humans.” |  |
| 10 | Toxic Contaminants | Toxic Contaminants Policy and Prevention | "Build on existing programs to reduce the amount and effects of PCBs in the Bay and Watershed." |  |
| 11 | Healthy Watersheds | Healthy Watersheds | "100 percent of state-identified currently healthy waters and watersheds remain healthy." |  |
| 12 | Stewardship | Citizen Stewardship | "Increase the number and diversity of trained and mobilized citizen volunteers with the knowledge and skills needed to enhance the health of their local watersheds." |  |
| 13 | Stewardship | Local Leadership | "Continually increase the knowledge and capacity of local officials on issues related to water resources and in the implementation of economic and policy incentives that will support local conservation actions." |  |
| 14 | Stewardship | Diversity | "Identify minority stakeholder groups that are not currently represented in the leadership, decision-making and implementation of conservation and restoration activities …" |  |
| 15 | Stewardship | Diversity | " … and create meaningful opportunities and programs to recruit and engage them in the Partnership's efforts." |  |
| 16 | Environmental Literacy | Student | "Continually increase students' age-appropriate understanding of the watershed through participation in teacher-supported, meaningful watershed educational experiences and rigorous, inquiry-based instruction, with a target of at least one meaningful watershed educational experience in elementary, middle and high school depending on available resources." |  |
| 17 | Environmental Literacy | Sustainable Schools | "Continually increase the number of schools in the region that reduce the impact of their buildings and grounds on their local watershed, environment and human health through best practices, including student-led protection and restoration projects." |  |
| 18 | Environmental Literacy | Environmental Literacy Planning Outcome | "Each participating Bay jurisdiction should develop a comprehensive and systematic 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." |  |
| 19 | Climate Resiliency | Monitoring and Assessment | "Continually monitor and assess the trends and likely impacts of changing climatic and sea level conditions on the Chesapeake Bay ecosystem” |  |

Part 1

Instructions:

1. For each numbered Outcome part, identify the piece of information that the Partnership would ideally use to track our progress. What piece of information would enable us to talk about how we’re doing towards this part of an Outcome?
2. Write this piece of information in the column next to the Outcome part.
3. Make a note of parts where identifying this one piece of information was difficult—bring to group discussion.

Discussion:

* Where did you encounter challenges in identifying this piece of information?
* Were there any parts where you would want multiple pieces of information?
* Where would pieces of information fall within the Indicator Framework?

Part 2

Instructions: For each Outcome part,

1. Consider the Effort Required for a given piece of information that you identified on one Post-It note. What kind of work, time, or money would be needed to develop an indicator around such information?
2. Consider the Multi-Outcome Benefits that piece of information may provide. Connections among different goals should receive special consideration.
3. Write the number of the corresponding Outcome part on the grid below.
4. Repeat for all Outcome parts.

Discussion:

* How did you make decisions?
* Are items ordered within each box?
* What factors did you consider?
* How many multi-Outcome benefits did you identify? Multi-Goal?

**Effort Required**

A Lot A Little

**Multi-Outcome Benefits**

None Many