

The chairs and coordinator of the Education Workgroup respectfully request the following of the Management Board to better coordinate partnership activities toward the Sustainable Schools Outcome:

1. Designate new leadership to coordinate the actions under the Sustainable Schools Outcome. The coordinator would be responsible for convening a meeting of sustainable schools partners at least two times per year (virtually or in-person) to discuss opportunities, gaps, and progress toward the biennial Action Plan, and would representing these interests on monthly Education Workgroup leadership team meetings. In addition, the coordinator would track and work with state sustainable schools partners to represent Chesapeake Bay Program interests and help those groups identify areas where regional collaboration through the Chesapeake Bay Program would be helpful to advance this outcome, and what actions and strategies the partnership could take to facilitate this.

To date, staff at the NOAA Chesapeake Bay Office have loosely coordinated the sustainable schools outcome. Given the disciplines that encompass school sustainability (reducing environmental impacts, improving student health, increasing environmental literacy), NOAA feels another federal agency, such as EPA, is better equipped to oversee this effort.

2. Work with their state departments of education and other partners to identify appropriate staff to participate in regional conversations convened by the Chesapeake Bay Program (2-3 per year) about the Sustainable Schools outcome. As appropriate, these staff should also be connected to state sustainable schools initiatives to ensure consistency with state priorities. Appropriate members could include representatives from the following fields:
 - a. Student health and wellness
 - b. School facilities management (indoor and outdoor)
 - c. Food systems and nutrition
 - d. School infrastructure and construction

The current membership of the CBP Education workgroup is comprised primarily of K-12 education professionals whose expertise is in environmental literacy among other education disciplines. There is little representation from individuals representing two of the three sustainable school pillars: student health and wellness, and management of the physical school building and grounds. These individuals may come from state or local government, businesses, academia, or non-governmental organizations.