



SCHOOL DISTRICT PLANNING OUTCOME
[ENVIRONMENTAL LITERACY PLANNING OUTCOME]
 STEWARDSHIP GIT (GIT5)/ EDUCATION WORKGROUP

CHESAPEAKE BAY WATERSHED AGREEMENT OUTCOME LANGUAGE

PROPOSED DRAFT OUTCOME LANGUAGE:

Name: School District Planning Outcome

Continually increase the number of school districts that have policies and practices in place that support environmental education and sustainable schools.

EXISTING 2014 OUTCOME LANGUAGE:

Name: Environmental Literacy Planning 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.

PROPOSED TARGET (SMART, Directional, etc.). (Suggested time horizon of 2040 for achievement of draft output.)	New Target / Update of Existing Target	Date estimate for target being developed
By 2040, all jurisdictions reach their target for the number of school districts that are well prepared to deliver a comprehensive and systemic approach to environmental literacy.	Updated Target	Complete
By 2040, XX% of school districts in [INSERT JURISDICTION] are well prepared to deliver a comprehensive and systemic approach to environmental literacy.	New target(s)	May 2025

*Detailed activities will be included in an updated work plan

SUPPORTING INFORMATION

Rationale and context for proposed draft outcome language:

The updated outcome emphasizes school districts as the focus of the Chesapeake Bay Program’s effort to support systemic environmental education and sustainable schools programs. The revised language better acknowledges the local-control nature of education. Local school districts are responsible for curriculum development and implementation, teacher professional development, and policies related to school operations and receive support from State and Federal agencies. This emphasis is also expressed in the proposed outcome name change from “Environmental Literacy Planning Outcome” to “School District Planning Outcome.”

The inclusion of “sustainable schools” in the new outcome language reflects the reclassification of the former Sustainable Schools Outcome to a metric of success towards achieving the School District Planning Outcome. Tracking the implementation of school sustainability policies and green certifications (e.g., EcoSchools, LEED, Green Ribbon Schools) demonstrates the important role that sustainable

schools play in advancing the Environmental Literacy Goal, specifically in providing spaces for outdoor learning and examples of environmental action. Ensuring that sustainable schools remain visible in the revised Agreement will allow these programs to access funding and other critical resources to advance their programs and improve their ability to communicate the importance of their programs to schools and school districts.

The updated outcome with its associated target language is SMART and reflects the current needs and priorities of state and federal agencies and other formal and nonformal education partners in the region as determined by a robust engagement process. The proposed target is based on data from the Environmental Literacy Indicator Tool (ELIT), which is sent to all school districts in the region. The 2024 data collection represented 74% of public school students in the region. While most districts report that environmental education is embedded into their curriculum, many of these districts struggle to implement it ([2024 ELIT report](#)). For this reason, in addition to the output/target the Workgroup also plans to maintain metrics to track:

1. Actions that indicate progress towards the outcome, including those that serve as early markers of progress (e.g. % of districts with environmental literacy leads).
2. Number of sustainable schools.
3. State commitments and contributions towards the overarching target.

Methodology for data collection:

The Environmental Literacy Indicator Tool (ELIT) will continue to be used to measure and track progress towards the School District Planning Outcome. Using this tool, school districts indicate their capacity to deliver a comprehensive and systemic approach to environmental education by answering a series of questions about what is currently in place in their district. This information is used to create preparedness scores for each district which is then used to identify districts as “well prepared,” “somewhat prepared,” or “unprepared” based on their scores. The Education Workgroup will work with an evaluation expert to revise the tool to ensure that it accurately measures progress toward the outcome.

Links to documentation that provide Target justification/context and/or rationale (Optional):

- [Planning Outcome Two-Pager](#)
- [Sustainable Schools Outcome Two-Pager](#)
- [Chesapeake Bay Region 2024 Environmental Literacy Report](#)