



# Student Outcome

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



**Goal:** *Environmental Literacy*

**Student Outcome:**

*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*

## Management Approaches

- **Management Approach #1:** Increase professional development opportunities for educators (pre-service, teachers, and non-formal) to support the development and implementation of MWEEs.
- **Management Approach #2:** Increase the visibility and adoption of MWEEs as an educational best practice.





## What is a MWEE?



- Students participate in robust unit of study designed to increase understanding and stewardship of the Chesapeake Bay and its local watersheds
- Four essential elements:
  - Issue definition
  - Outdoor field investigations
  - Action Projects
  - Synthesis and Conclusions
- Underpinned by four supporting practices



## How You Can Help



- MWEE recognition and implementation is growing
- We need to reach more diverse and underserved districts
- This outcome is heavily influenced by local policies
- Education and Natural Resource leaders planning together have great potential to advance this work
- COVID-19 will have long range consequences on MWEE implementation



# Learn

*What have we learned in the last two years?*



## Successes and Challenges

### What Worked?

- 2018 Management Board Request to convene leaders
- Professional Development
- Credits to Incentivize Trainings
- Development of New Training Resources

### What Didn't?

- Professional Development Distribution
- Interdisciplinary Connections
- Lack of Administrator Buy-In
- Barriers to Public Lands



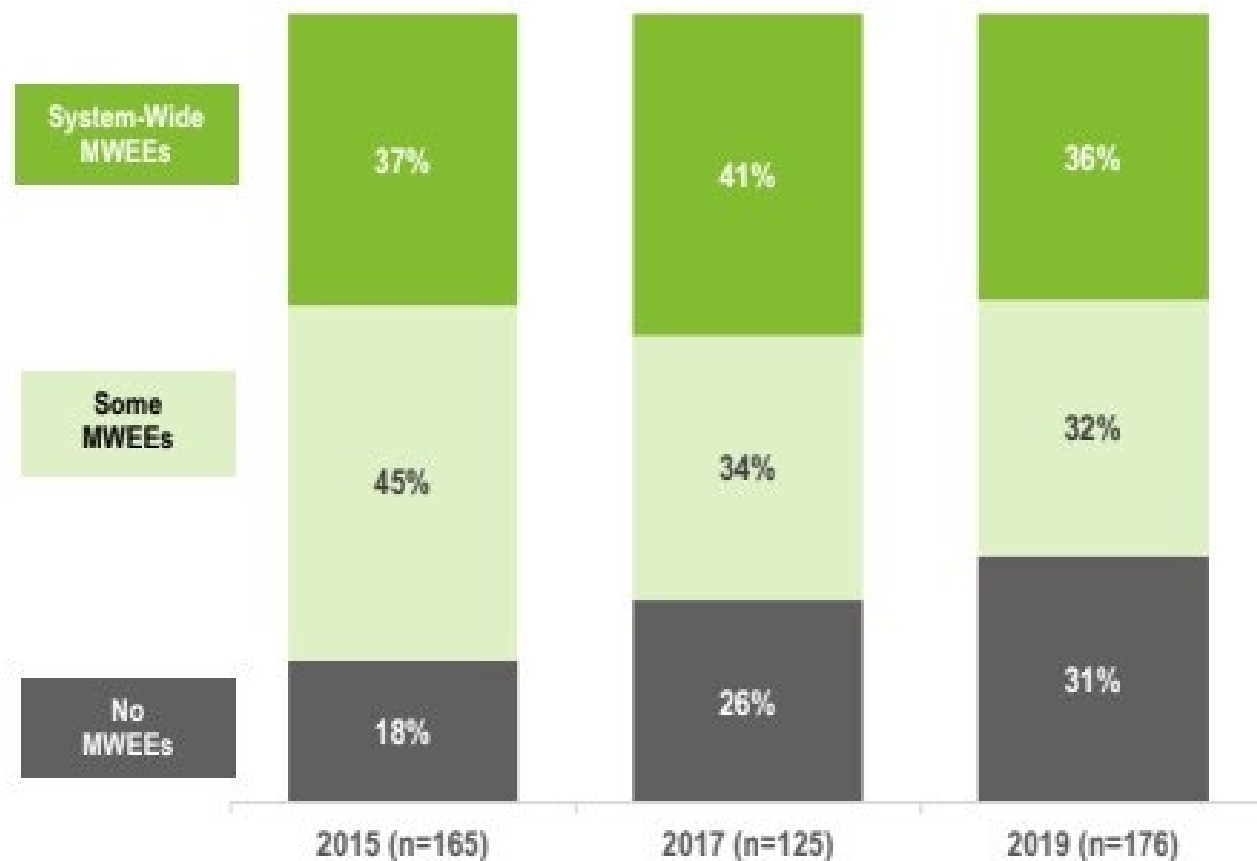


## What is our Expected and Actual Progress?

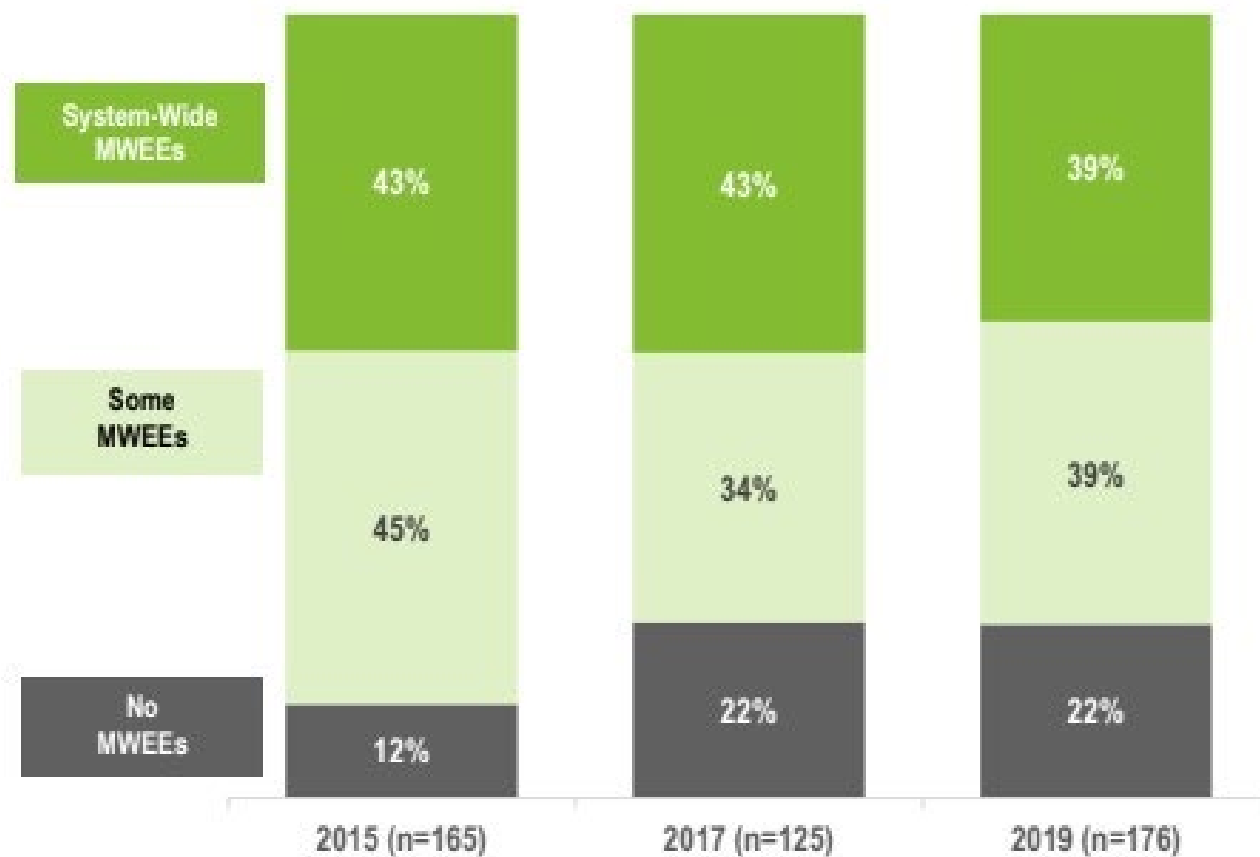
- There is no numeric target to measure the student outcome.
- The following graphs show a breakdown of MWEE Availability among participating Local Education Agencies (LEAs) by grade-band over time.
- The data is inhibited by a lack of participation in the Environmental Literacy Indicator Tool (ELIT) Survey. The graphs pulled from Chesapeake Progress show the relative proportion of LEAs that reported in 2017. Currently working to update graphs with 2019 data before MB meeting.



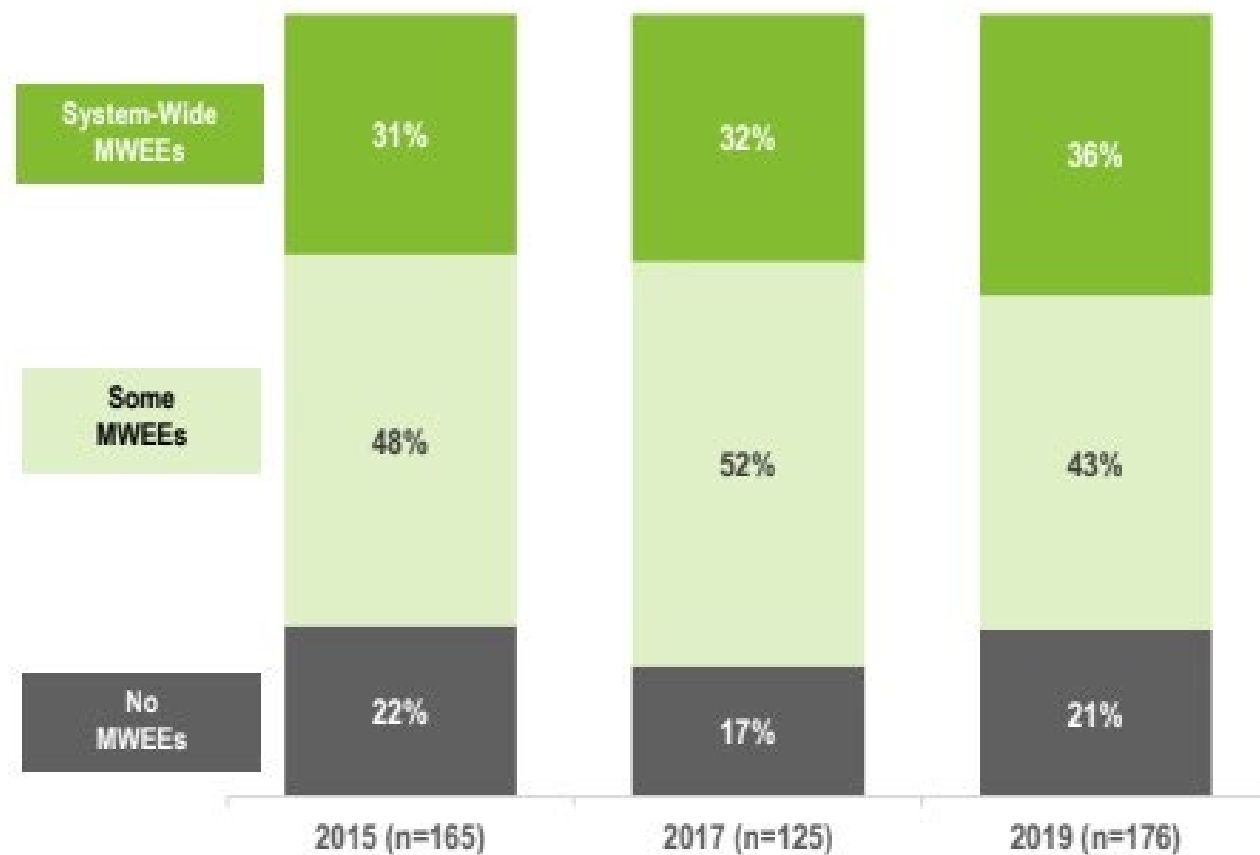
Changes in MWEE Availability in the Watershed: Elementary Grades (2015-2019)



## Changes in MWEE Availability in the Watershed: Middle School Grades (2015-2019)

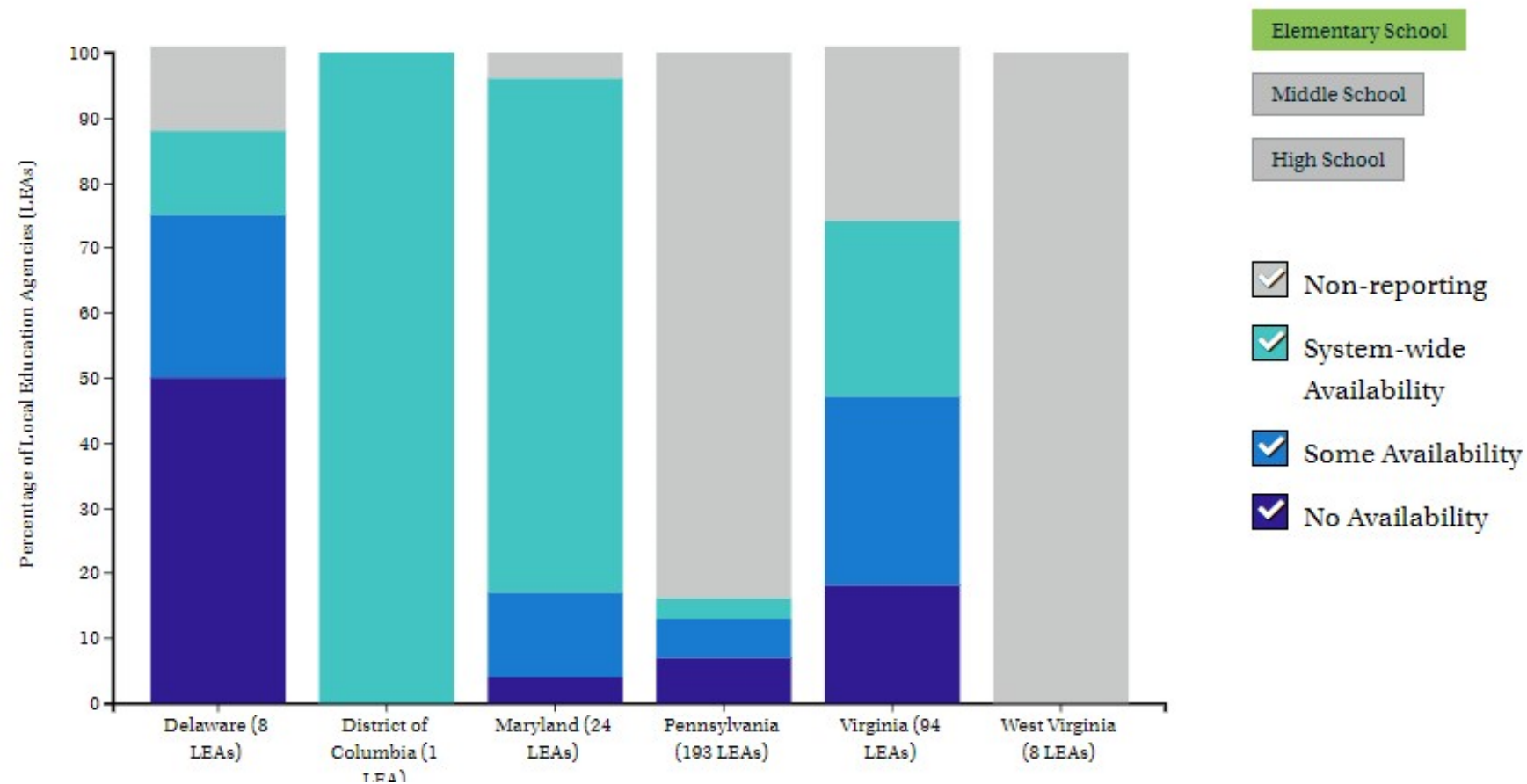


### Changes in MWEE Availability in the Watershed: High School Grades (2015-2019)



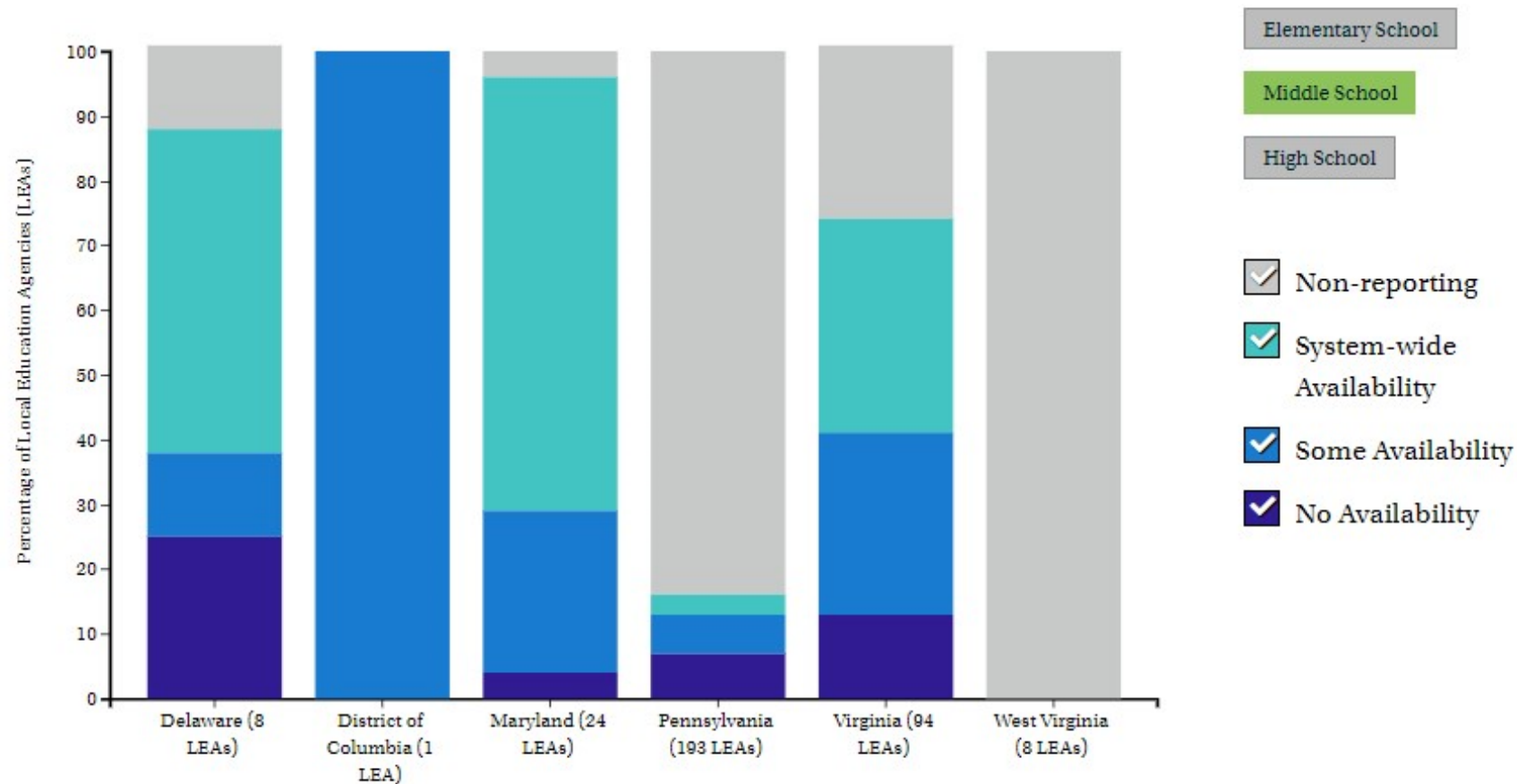
# MWEE Availability in Watershed Jurisdictions (2017)

Local Education Agencies' Self-Identified Rate of MWEE Availability



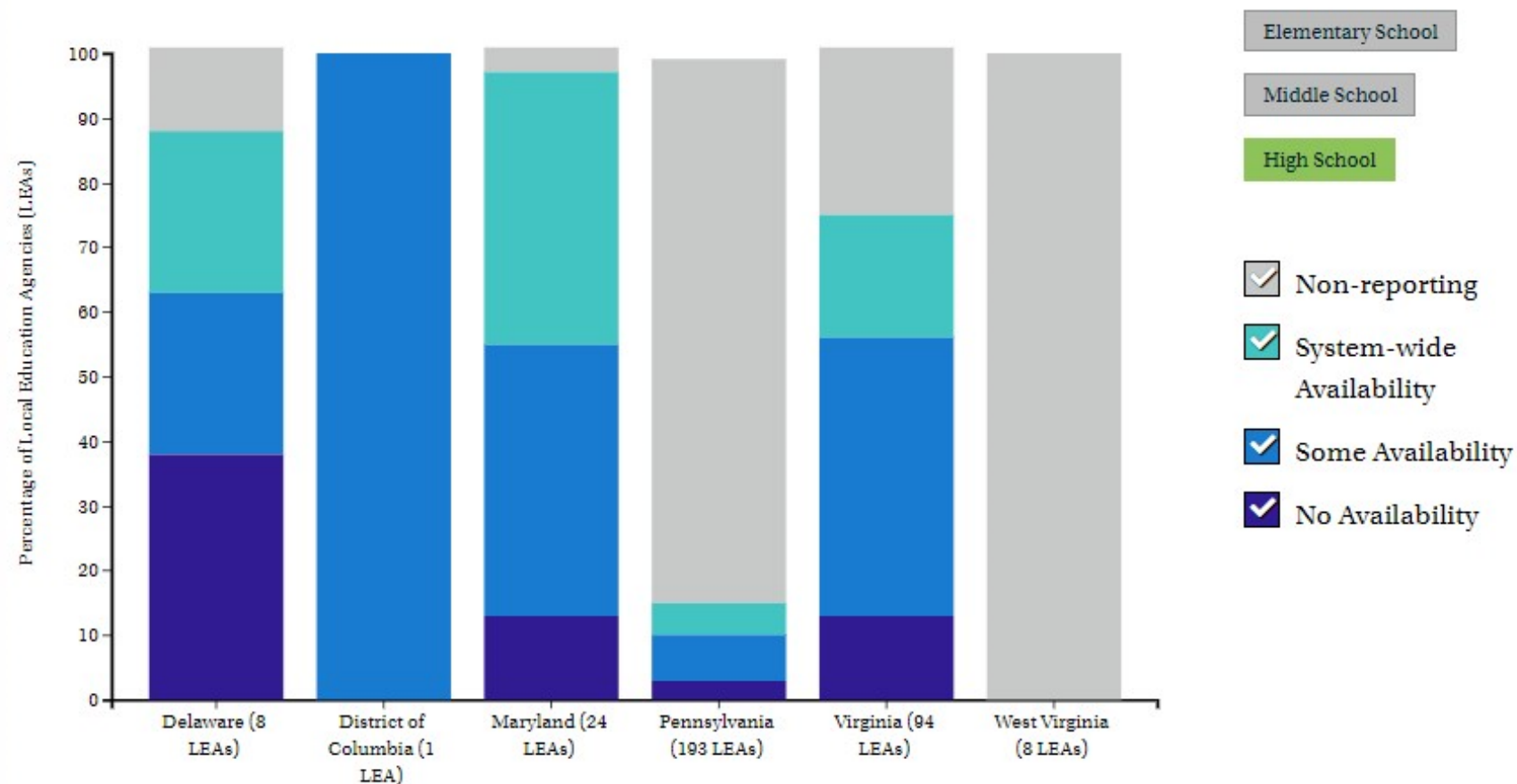
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## On the Horizon

- State and federal education funding
  - Growing specific sources
  - Identifying environmental literacy as an “allowable use” for existing funding (Education and Environmental)
  - Organizing expertise and funding to engage under-resourced districts
- COVID-19
  - MWEEs can’t be fully delivered via distance learning
  - Field trip policies when school returns
  - MWEEs can be conducted on the school yard





# Adapt

*How does all of this impact our work?*



**Based on what we  
learned, we plan to ...**



- Build connections between education and natural resource leaders
- Continue to promote MWEEs as a best practice regionally and nationally
- Identify new funding sources for underserved districts
- Encourage MWEE PDs in pre-service and in-service teacher trainings
- Adapt to post-pandemic school system policies



# Help

*How can the Management Board  
lead the Program to adapt?*



## Help Needed



- Promote Administrator buy in at the school district and school building level.
- Increase in-service and pre-service teacher professional development in MWEE implementation.
- Build strategic statewide efforts to reduce barriers to schools using public lands for investigations and action projects.

# QUARTERLY PROGRESS MEETING

## *Chesapeake Bay Program*



# Discussion

