



Chesapeake Bay Program
Science. Restoration. Partnership.

STAR Science Needs: Next Generation Stewards

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Completed Science Needs

- **Need: Quantify and support BMP installation and restoration at schools to contribute directly to Bay restoration goals**
- **Description:** 2018 GIT Funding awarded to hire a contractor to help develop a workplan implementation project for metric development and tracking of BMP installation and restoration at schools in the watershed.
- **Why Needed:** Schools are often overlooked as viable options for BMP implementation, and even when BMPs are installed, this data is not often captured for CBP indicators and metrics.

Status of the resource

- **Full resources**
- Partial resources
- No resources

In Progress Science Needs

- ELIT survey being administered by Sickler Consulting through Oct 2022
- Actions taken to date
 - *NOAA secured OMB PRA clearance*
 - *EPA contracted with Sickler Consulting*
 - *NOAA worked with Sickler Consulting and states to determine state-specific questions and distribute survey*
- Next Steps:
 - *Sickler Consulting will synthesize data and create findings documents*
 - *Data will be used to update indicators*
 - *GIS team will create new layers and update Diversity dashboard*

Environmental Literacy Planning

Recurring Science Needs

- Need: **Percentage of Local Education Agencies (LEAs) that are “Well Prepared” or “Somewhat Prepared” to implement environmental education program(s).** (every 2 years)
- Description: Select questions from the survey are used to create a composite score to determine LEA (or school district) capacity to provide systemic environmental education. Survey is administered every two years; shifted from 2021 to 2022 due to COVID.
- Why Needed: Indicator for Environmental Literacy Planning.

Status of the resource

- **Full resources**
- Partial resources
- No resources

New and Emerging Science Needs - High Priority

- Need: **Better articulation of the green career/workforce pathways**
 - What interventions can increase awareness of green jobs?
 - Which populations of students are underrepresented in green jobs? How can we increase diversity and representation?
 - Which skills and competencies are helpful for green jobs and CBP jobs?
 - Why Needed: Significant workforce opportunities in the environmental and climate fields are emerging; we need to ensure a strong and diverse candidate pool. This will support the proposed Workforce Action Team.
 - Current resources:
 - NPS conducted preliminary research on green career interventions
 - Compilation of green career resources (i.e. [Green Learning Agenda](#), Brookings.edu)
- | Status of the resource |
|------------------------|
| ▪ Full resources |
| ▪ Partial resources |
| ▪ No resources |

Student

Recurring Science Needs

- Need: **Percentage of Local Education Agencies (LEAs) that have “system-wide, “some” or “no MWEE” availability at the elementary, middle and high School level.** (every 2 years)
 - Description: Select questions from the Environmental Literacy Indicator Tool (ELIT) survey used to determine student participation in Meaningful Watershed Educational Experiences at each grade band level. Survey is administered every two years; shifted from 2021 to 2022 due to COVID.
 - Why Needed: Indicator for student outcome
- Status of the resource
- **Full resources**
 - Partial resources
 - No resources

New and Emerging Science Needs - High Priority

- Need: **Determining evidence-based criteria to highlight how MWEEs are advancing K-12 student outcomes (with an emphasis on academic achievement and 21st century skills)**
- Why Needed: State departments of education are increasingly relying on evidence-based practices to support decision making. For environmental literacy to be prioritized, we need to be able to demonstrate how they support goals for learning (student achievement, 21st century skills, social emotional learning, etc)
- Current resources:
 - [NAAEE's benefits of EE for K-12 students literature review](#)
 - [NOAA B-WET MWEE research list](#)
 - NOAA B-WET evaluator

Status of the resource

- Full resources
- **Partial resources**
- No resources

Sustainable Schools

Recurring Science Needs

- **Need: Number and distribution of certified sustainable public and charter schools that have been recognized by the following programs: U.S. Green Ribbon Schools, NWF Eco-Schools, MD Green Schools, PA Pathways to Green Schools and VA Naturally Schools. (every 2 years)**
- **Description:** Every two years data is collected from the programs listed above and entered into a database maintained by the Chesapeake Bay Program. Data collection effort supported by EPA contractor.
- **Why Needed:** Sustainable Schools Indicator

Status of the resource

- **Full resources**
- Partial resources
- No resources

Questions?



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