Education Workgroup Meeting, Quarter 3
SLIDES
Monday, August 5, 2024
10:00 am - 11:30 am Virtual meeting via Zoom Link
Or by phone +1 (646) 931-3860
Meeting ID: 829 2491 4650

Chesapeake Bay Program
Science. Restoration. Partnership.

AGENDA:

10:00 Welcome & Introductions

10:15 Listening Session Results & Developing Action Plans
- Presentation on the results of listening session series conducted by NOAA EL Intern, Apoorva Ajith - SLIDES
- Discussion
- Overview of SRS timeline and applying learning to our action plans

10:45 ELIT 2024 Promotion
- Recap ELIT process and timeline (see full folder for all resources)
- State Breakouts: Promotion discussion

11:10 GIT Project Updates
- Workforce Workshop
- High Quality Programs Rubric

11:20 Education Workgroup Newsletter
- Call for content that fits criteria

11:30 Adjourn

MEETING MINUTES:

ON THE CALL: Elise T, Meredith L, Apoorva A, Cassiopeia Camara, Coreen Weilminster, Payton Hesse, Krysta Hougen-Ryall, Vince Meldrum, Candace Lutzow-Felling, Chriss Kemmerer, Jemima Clark, Britt Slattery, Stephanie Tuckfield, Courtney Hallacher, Zachary Carey, Tom Ackerman, Laura Casdorph, John Wolf, Michelle Niedermeier, Laura Collard, Frank Rogers (WV), David Pragoff, Amy Wyant, Emily Stransky, Tammie Peffer, Grace Manubay, Olivia W., Chelsea McClure

Apoorva presented the preliminary findings and emerging themes from summer listening sessions. Final Listening Session Presentation - Google Slides

- **Purpose:** Hear community feedback on what community members envision for environmental literacy. Use feedback to inform priorities and work plans (for states and the Education Workgroup) moving forward.
- **Methods:** Listening Sessions, Exit questions, Feedback Forms
- **Data analysis:** Code recurring topics/ themes into the long form qualitative data. Analyze prevalence of codes to see most commonly and emphatically occurring themes and pull out quotes of interest to highlight.
- **(Preliminary) Emerging Themes:**
    - Integrating ELit
    - Standards
    - Support (Admin/Principal/ District)
    - Interdisciplinary Approaches
    - Climate Change
    - Teacher PD
    - Funding
    - Curriculum Integration
    - Clear language
    - State and local policy
    - Representation
    - Formal/nonformal partnership
    - Communication
    - Teacher Capacity
- **(Preliminarily identified) Challenges:**

DE	DC	MD	VA	PA
Rigidity in education system	Curriculum timing/ alignment	Admin/ District buy-in	Lack of state guidance	Disconnect between formal and nonformal education
Principal/ Admin buy-in	Teacher overload	Teacher capacity and workload	Admin/ District buy-in	Lack of teacher and admin training
Resources/structural limitations	Inconsistent support from admin	Inconsistent or unclear policy	Lack of collaboration	Difficulty in reaching educators

- **(Preliminarily identified) Opportunities:**

DE	DC	MD	VA	PA
Interdisciplinary Integration	Teacher PD	Teacher PD	Integration of ELIT into Curriculum	Integration of ELIT into Curriculum
Community and Parental Engagement	Integration of ELIT into Curriculum	Integration of ELIT and Climate Education	Opportunity for Partnerships	Improve Formal/ Nonformal Partnerships

Regional and cross-sector collaboration	Systemic Collaboration/Partnerships	Expanding Green schools	Teacher PD	Teacher and Admin PD

- Next Steps:
    - States and the Education Workgroup can host future listening sessions
        - Increase representation of different voices and accessibility in sessions
    - Report of findings will be available at the end of the summer for States and Education WG to review.
        - Report findings are intended to inform state and regional priorities and work plans.
        - The report will include resources to support future listening sessions.

- Questions/ Discussion:
    - Candace Lutzow-Felling – can we receive the raw data?
        - We did not tell participants that their data would be shared, so if we do share data it will be needed to be scrubbed of personally identifying information.
        - Elise - We could likely scrub any personal data (names, email, district, etc)
        - Candace - Having respondents organized by formal vs. nonformal would be helpful - to see, for example, where the 'lack of collaboration' challenge for VA is coming from.
        - Tammie Peffer - Ditto on the request for scrubbed data.
    - Frank - What is the difference between "Teacher PD" and "Teacher capacity"? Isn't that two sides of the same coin?
        - Teacher PD - what people want teachers to be trained in, how they want teachers to be trained, what they want teachers to take away from those training opportunities
        - Teacher capacity - teachers are overworked and overwhelmed
    - Frank - I would be interested in seeing a refined geographic distribution of participants and responses across the region/within a state as well. Like the PA response, was that 20 people from Lancaster and one person from Beddington?
        - Payton - If possible, having that geographic breakdown would be helpful from MD as well even if it's general like Western, Eastern, etc.
        - Apoorva - Some participants noted where they were from more specifically, but we were primarily looking at state level.
    - Coreen Weilminster – Apoorva and NOAA staff...was there anything in particular that surprised you from these sessions, or anything particularly new that is emerging?
        - Elise - Through some of the listening sessions that we had with organizations that the Chesapeake Bay Program isn't working with right

now, I was excited to hear that there is a lot of alignment with their work both in the K12 space and in communities. These conversations further validated the need for us to continue thinking about what partners are in our communities and at the state level that we could collaborate with to advance the work.

- Elise - The conversations also reiterated that we do not have all of the right people at the table right now to achieve high impact actions for sustainable schools. If we're going to be effective, it's going to require increase engagement with Departments of Education, school districts, and beyond
- Meredith - In conversations with nonformal organizations, there were a lot of comments about challenges and opportunities in intergenerational education.
- Olivia - I heard a confirmation that folks who aren't very involved in the Bay Program aren't very aware of the differences between the three outcomes. So going forward we may need to reevaluate how we communicate what those three outcomes are.
- Olivia - Also, there's maybe a perception that the EPA, as the main agency working in the Bay Program, is kind of directing the States what to do. So going forward, it would be good to have a different narrative about how the agreement is written, and how the States in signing onto it are equal partners, and that a lot of the achieving of those outcomes is actually occurring at the state and local level.
    - ○ Laura Collard - Anything from afterschool programs and their connections with students?
        - Talking about afterschool and weekend programs came up in conversations with the focus organizations, but less in the state discussions.
    - ○ Payton Hesse - Estimated date of when the report will be available?
        - End of next week (est. between August 9th-15th).
- Comments:
    - ○ Frank, *Cacapon Inst. WV* – WV #1 challenge is state and admin buy-in. Thanks everyone for letting WV listen in.
    - ○ Amy Wyant - NY participated but we were rolled in with others
    - ○ Payton Hesse - Thank you Apoorva, your work on this is so appreciated!
    - ○ Frank (WV) - interested in seeing refined data by locations within states as well
    - ○ Payton - geographic breakdown within MD would be helpful as well

Biennial Progress Review 2024-2025 Timeline:

- ➢ **Aug-Dec 2024:** Continue actions, reflect on progress, gather feedback for Action Plan priorities going forward
- ➢ **Dec. 2024:** States assess progress towards goals → color-code progress in Action Plan spreadsheets with red/yellow/green
- ➢ **Jan. 2025:** EWG core team prepares for Management Board presentation – will share slides with workgroup + state networks for feedback
- ➢ **Feb. 2025:** EWG core team presents to Management Board
- ➢ **Mar.-May 2025:** EWG develops Action Plans in collaboration w/ state networks
- ➢ **End of May/ Beginning of June 2025:** EWG core team submits Action Plans to Chesapeake Bay Program

Biennial Progress Review Timeline next steps:

August 2024 – December 2024:

- ➢ *Conduct **additional listening sessions** for feedback towards priorities and planning* (optional)
- ➢ *Continue to work towards Action Plan goals*
- ➢ *Prepare to assess progress towards actions - red/yellow/green spreadsheets (by mid-Dec)*
- ➢ *Prepare to draft new Action Plans in the spring*

Beyond 2025 Timeline Clarifications – Britt Slattery

- This past year has been spent developing overarching preliminary recommendations that go to the highest levels of the Bay Program (goes to the governors at the Executive Council meeting) in December. What we work on and how we work on it is next years work. The information that Apoorva's gathering and any future listening sessions can help us understand where the professional community thinks we should go with environmental literacy. But the ultimate decisions are up to the Principals Staff Committee (the agency heads) and then ultimately the Executive Council. The Executive Council is composed of the governors, the mayor of DC, and EPA.
- There's no need to change the language in the outcomes right now but we can use the information gathered to inform work plans. It's unclear how the Agreement will change or be revised going forward.

Shannon Sprague and Kevin Schabow are on the Beyond 2025 Steering Committee, as am I (Britt) and my Superintendent Wendy O'Sullivan, and Brittany Hall from our office who is involved in EWG. Between us, we are working hard to look out for education and "people" concerns.

Environmental Literacy Indicator Tool (ELIT) Updates – Elise Trelegan

- **Goal:** Get as many school districts and divisions reporting as possible this year. We can utilize the state networks to help increase reporting.
- ELIT collects information around Environmental Literacy Planning, MWEEs, and strongest areas of need for improvement.

- **Your Role:**
  - CBP will manage overall data collection and analysis
  - State DOEs will coordinate data collection within their state
  - Other state networks / partners can be helpful in encouraging or supporting the completion of ELIT
- **Timeline:**
  - **Now**:
    - Update your list of names and contact info at each district who will be best poised to complete ELIT
    - Use a provided template to send invitations to complete ELIT
  - **Oct**: Send reminder*
  - **Nov:** Send final reminder* (closes on 11/30)
  - **Dec**: ELIT data processing
  - **Jan**: ELIT Reports available
    * can request detailed report of districts that haven't yet responded

- Everything you need is in the ELIT Google Folder: https://drive.google.com/drive/folders/1_AiEQ56h5B61-STyuQQXCySwTu1bzm1Q?usp=drive_link
  - You can view the ELIT questions in the pdf version. Clicking the survey link automatically generates a survey that will have to be cleared out later.
  - Please encourage school districts to complete the workbook first before going into Qualtrics.

GIT Funded Project Updates

Career and Workforce Development Project and Workshop – Britt Slattery

There are 3 main parts to this project:

1. Landscape Assessment – education and available training providers
2. Development of an interactive career network mapping tool
3. Development of a database of providers

The report with findings and recommendations can be found here: 🖹 CBP Report -Final.pdf
- Examples from findings and recommendations can be viewed here: SLIDES 13, 14, 15

Contact Britt and/or Bart Merrick if you want to help think through the K-12+ workforce questions, or if you know someone whose work capacity would be helpful.

- britt_slattery@nps.gov
- bart.merrick@noaa.gov

High Quality EE Programs Rubric Update - Elise Trelegan
- Sarah Haines and Juliann Dupuis working on this
- It is a rubric and a tool to help nonformal education providers better align with school district priorities.
- The project involved listening sessions and interviews with people at multiple levels in formal education and collaboration with Departments of Education.
- The conclusions were developed into a rubric which is almost complete and will be shared out soon.

- The rubric has been run past Maryland and Delaware's resources for how they're describing high quality educational materials. We recognize that these outdoor field experience programs are not curriculum and we have tried to align the language as much as possible to the language being used by formal education.
- If there are any other resources that should be included in this process, please email Elise Trelegan - NOAA Federal as soon as possible. The rubric development process will be wrapping up soon. It will receive a last look from our Department of Education and affiliate leads pretty soon.
- We will dive deeper into this/ have an opportunity for you to learn more about this at our next Education Workgroup meeting.

Bay Backpack Newsletter + Blogs Update - Meredith Lemke

- Bimonthly Newsletter - next one is mid-August
- Contact Meredith if there's anything large scale or regional that you would like to share.
- Blogs – contact Meredith (lemkem@chesapeake.org) if you have any projects, successes, etc. that you would like to write a blog about.