



Education Workgroup Meeting, Quarter 1

[SLIDES](#)

Monday, April 7, 2025

10:00 am - 11:30 pm Virtual meeting via [Zoom Link](#)

Or dial in by phone: +1 646 931 3860

Meeting ID: 829 2491 4650

Passcode: 871059

On the call: Meredith L, Julie L, Shannon S, Elise T, Jessica S, Bart M, Krysta H-R, Betsy U, Ellen P, Stephanie B, Courtney H, Laura Collard, Laura Casdorph, Tom A, Zachary C, Candace L-F, Melinda P, Stephanie T, Anna D, Frank R, Britt S, Lacey (Larissa) Pasco, Lori S, Emily S, Michelle N, Chris K, Tammie P, Chelsea M, Karen M, Susan C, Grace M, Jemima C, Olivia W, Lindsey W, Coreen W, Payton H, Vince M, Adrienne F

ACTION ITEM SUMMARY:

- ☐ **Respond to [State Feedback on %s slides](#) by EOD Friday, April 11** – provide recommendations for realistic XX% targets for your jurisdiction for both draft outputs
 - ☐ Contact Elise Trelegan (elise.trelegan@noaa.gov) **by EOD Friday April 11**, if you would like to join a small working team for the development of the XX%s for both outputs
- ☐ Review 2024 ELIT State and LEA reports in this folder: [Public Files](#)
- ☐ Reach out to Julie Lawson (julie.lawson@dc.gov) if you would like to be involved in the [Workforce Outcome](#) development process. [Next meeting](#): Friday, April 11 – 2-3pm

MINUTES:

10:00 Welcome & Connections

State and Regional Capacity Building Updates – If you have updates that are relevant to the Education Workgroup membership (i.e. state policies, standards, frameworks, state-to-district communications/training, etc.) please add a brief update to the table below.

State / Jurisdiction	State or Regional Capacity Building Update
Regional	Recap of the EL Forum & Recording of Webinar
VA Env. Literacy Network	Restructured leadership from one main person to three: a Past-Chair, Current Chair, and Incoming-Chair. Should increase the effectiveness of the network
VA (B-WET Capacity Building Project))	First of 4 all-day ELit/Env. Lit Plan workshops, attended by science education leaders & environmental education community partners, scheduled for May 5th (Richmond)
PA ELit Network	PA spent 3 days in early March cataloguing and vetting instructional and assessment resources to support STEELS. The

	EL&S Team focused on providing resources that support MWEEs! Now working on implementation descriptors
NY	State Ed is calling to order a state EE advisory committee to create NOT learning standards, but look at competencies for grades & across standards. I am on the committee and it is a bit lost in weeds (EE vs Climate Education) but step forward. Current tools to look at are NAAEE Learning Standards, MD Elit, NJ Climate Framework, and WA EE Standards.
DC	Continuing conversations that started at the forum. Updating the Environmental Literacy Framework, which identifies learning standards that support environmental literacy.
MD	Zach-Progress on their B-WET grant. Starting to think about direction for the work over the next two years. Learning Lab planning is happening now! BWET MELCB, work over the 2 years (had launch meeting in April), Learning Labs & review of the State Specific E-lit Data- with some notable areas for improvement. Payton- Virtual E-Lit Collab with LEAs leads in April- Approval for Prof Learning Session (90 min), Scien & SS- Student Civic Engagement & Action around Env topics. Planning for the 2025-26 school year, meeting with stakeholders & strategic plans for MELCB- workshop E-Llit leads & partner orgs as well. E-Lit Plan template for LEAs! Asks for feedback.
DE	Also continuing conversations that started at the EL Forum. Most recently with a focus on potential ideas for a DE B-WET proposal

10:10 Bay Program Outcomes Update

- The disposition recommendations for the three Environmental Literacy Outcomes received **100% support** in the Management Board [consensus vote](#) process. Thank you to all of our workgroup members who helped develop our outcome disposition recommendations and briefed their leadership to achieve this positive reception. PA & VA added thoughtful comments around indicators and ensuring that the way we track our work does not add to district/state workloads.
 - Student Outcome - Update
 - EL Planning Outcome - Update
 - Sustainable Schools Outcome - Reclassify
- Public Comments to date for EL:
 - Prioritize Environmental Education and Public Engagement
 - Maintain funding for environmental literacy programs to ensure long-term community involvement in conservation.
 - Integrate environmental education into school curricula with hands-on learning experiences.

- A 60-day public comment period regarding the revisions to the Watershed Agreement at large will occur this summer (July 1 - Sept 1). [PSC Presentation](#)
- **Final outcome language is due to the MB by April 25.** Our current Outcome statements are in good shape, but our SMART Outputs need support to determine the XX%s.
 - Please respond to [state/jurisdiction slides](#) by **EOD April 11.**
 - Contact Elise (elise.trelegan@noaa.gov) if you would like to join a small working group to develop the XX%s targets.

DRAFT OUTCOMES

Student Experiences	District Planning
OUTCOME: Continually increase the number of students who are participating in inquiry-based environmental literacy instruction.	OUTCOME: Continually increase the number of school districts that have policies and practices to support environmental education and sustainable schools.
OUTPUT: By 2035, XX% of the student population will be enrolled in a school district that offers a curriculum-embedded MWEE, with a target of at least one MWEE each in elementary, middle, and high school.	OUTPUT: By 2035, the number of school districts in each state that are more prepared to deliver a comprehensive and systemic approach to environmental literacy will increase by XX% points, with a state target of XX% being well prepared.

There are conversations happening within the Bay Program around potentially restructuring Goals/Outcomes. Environmental Literacy could be positioned within a broader “People” focused Goal. These conversations are still in early development. Reach out to Elise/Shannon if you would like to learn more about this.

Potential Restructuring of Goals/Outcomes

- ▶ Conversation about 4 major goals instead of 10

- ▷ Water Quality
- ▷ Living Resources
- ▷ Land
- ▷ People

- ▶ How do we account for Goals, Outcomes, Outputs, and Indicators? What gets included in the Agreement versus in Action Plans?



- Lindsey W – I had heard chatter around incorporating tribes more into the Agreement, potentially as signatories, have there been any updates/developments on that front?

- The Indigenous Conservation Council is advocating for the revision of the Agreement to include signatory status, jurisdictional funding to support new Indigenous Guardians programs, a new tribal lands metric and the incorporation of Indigenous Knowledge as foundational to the way the Bay Program operates. ([source](#))
- One of the novel outcomes proposed to the Management Board involves indigenous knowledge: Braiding Knowledge Streams ([slide 7](#))
- Julie L – There are conversations happening about how the Braiding Knowledge Streams Outcome and/or indigenous knowledge may be elevated to a more overarching level, for example, as a Principle of the Agreement. However, how principles should be operationalized is an important unanswered question since the principles page has historically received little direct attention/implementation. (Principles can be found on page 4 of the [Watershed Agreement](#))
- Jemima – Will there be more listening sessions this summer or share-outs to the larger EL/ EE community about where we are in the Agreement revision process? Now is a good opportunity to expose more people to the Goals and Agreement in general since it is not common knowledge. Sharing the process and deliberateness of the changes would be a great example to share of accepting feedback and working collaboratively as a group.

10:20 Workforce Outcome Presentation – Julie Lawson

Julie presented about the new **Workforce Outcome** which is being drafted.

- If you would like to join the development team/process reach out to Julie at julie.lawson@dc.gov
- There will be a [working meeting](#) to draft outcome language Friday, April 11, 2-3pm.
- View the [Workforce Outcome 2-pager](#) that was submitted to MB.

Workforce Outcome Background:

- Created through a combination of factors such as: conversations around how to revise the Diversity Outcome to better measure progress and meet the needs of the Bay Program, recognition of the inability of federal partners to work on the Diversity Outcome under the current administration, and repeatedly reported workforce development needs from states/jurisdictions to fill training and implementation gaps.
- [Workforce Action Team](#) developed a [Landscape Analysis](#)
- Received 100% support from the Management Board
- Lots of overlap between Workforce Outcome and CTE

10:30 2024 ELIT Results – Jessica Sickler – [SLIDES](#)

- Jessica presented about regional trends in the Environmental Literacy Indicator Tool data from 2024. View a regional summary in the [slides](#) and review State and LEA reports in this folder: [Public Files](#)

Key regional takeaways were:

- Preparedness for Environmental Literacy:
 - In 2024's ELIT results, 19% of LEAs with reported data hit the mark of being well prepared.

- Over time, this indicator has stayed stable – there have been minimal fluctuations between years and overall since 2017.
- There was substantial improvement when we limit to paired data. Although most LEAs are stable from year-to-year.
- MWEEs by Grade Band:
 - **Elementary School:** In 2024, 31% of LEAs with reported data hit the mark of having system-wide MWEEs at the elementary school level. This year seems to be a slight recovery after minor dips in 2019 and 2022 – although it has also been quite stable. System-wide MWEEs in ES increased by 9 points from 2022 among districts reporting in both years.
 - **Middle School:** In 2024, 33% of LEAs with reported data hit the mark of having system-wide MWEEs at the middle school level. This year seems to be a slight recovery back to 2019 levels – although it is also a largely stable indicator. System-wide MWEEs in MS increased by 10 points from 2022 among districts reporting in both years.
 - **High School:** In 2024, 30% of LEAs with reported data hit the mark of having system-wide MWEEs at the high school level. At high school, the data indicated a rebound back to 2019 levels – after a relatively big dip in 2022. The greatest improvement was at the HS level, increasing by 13 points for districts with data in each year.

3 Big Overall Takeaways:

1. Indicators are slow to change. Systemic changes are slow and take a lot of time to move forward.
2. Elements of MWEEs are not equally easy to implement fully – this affects calculation of preparedness.
3. High School MWEEs are complicated and notoriously difficult to define, answer, and measure.

Discussion:

- Laura C - It's interesting to see the consistency of data despite staffing changes over the last few years. I see that there's some sort of stability in terms of the MWEE incorporation
 - Elise - This relates to what was noted in both the 2022 and 2024 ELIT, which is that a few things that are early indicators of district preparedness are having a point of contact at the school district level and having community partners.
- Tom A- Are we planning on integrating this data into a GIS layer?
 - Elise - Yes - we're working on updating the GIS map on Chesapeake Progress. Likely another few weeks and it will be up, Tom!
- Susan C - Is anyone doing schoolwide PD? Something that helps teacher develop scope and sequence for the school?
 - A lot of NGOs are doing so in partnership with school districts.

State takeaways from 2024 ELIT Results:

- **VA:** Highest response rate ever for VA, impressive since only about 60% of divisions are even in the watershed. 76% of divisions responded, but that represented 91% of

students in VA. Progress across the board. One thing that stood out as well was that needs have shifted slightly; the highest need was funding and now it's PD.

- **PA:** Lowest response rate despite more people out working with the schools than ever. One positive is that our level of work is coming up. We had some new schools participate.
- **MD:** Our LEAs are reporting that they have system-wide MWEEs largely in all 3 levels. Gained some insight on levers we can touch on at the state level to help with MWEEs, e.g., we can support systems for increasing high quality PD and infusion of EL into appropriate areas of curriculum. On the B-WET side there are plans for providing Learning Labs with MWEEs in the curriculum.

10:50 State Breakouts

- **Respond to State Feedback on %s slides by EOD Friday, April 11** – provide recommendations for realistic XX% targets for your jurisdiction for both draft outputs
- Join the team to determine outcome numbers – reach out to Elise by EOD April 11.
 - Folks joining the development team for output %s:
 - Tammie Pepper (PA)
 - Laura Casdorph (VA)
 - Lor Schoenwiesner (VA)
 - Vince Meldrum (DC and VA)
 - Adrienne F (DC)
 - Grace M (DC)
 - Melinda P (DC)

11:20 2025 Environmental Literacy Summit

- Focus on the new outcomes and how each state is moving them forward
- Consider: distributed model of engagement
 - State-by-state in person meetings followed by short half-day virtual meeting

Olivia - The state by state model could work out. The OLP hosts a leadership meeting in the fall and maybe that could be our state summit. Putting that idea out there if other states have similar convenings they could lump in with this.

11:30 Adjourn

**** Q3 meeting will be on 7/7 from 10-11:30am**