Bay Program Education Workgroup Meeting

Quarter 1
January 27, 2025

Breakout & Connect

Where are you dreaming about being with all of this cold weather?!

Guidance on Outcome Development

- ▸ Focus on work where the CBP Partnership has an important, specific role to play

- ▸ Look for opportunities to reduce the number of outcomes (e.g. delete, combine)

- ▸ Assess whether actions are more appropriate as outcomes or indicators

- ▸ Create SMART Outcomes (Specific, Measurable, Achievable, Realistic, Time-bound)

Timeline

- Summer 2024: Listening Sessions focused on priorities

- December 2024: GIT 5 Outcome Assessment Survey

- January 8, 2025: NAT Feedback

- January 2025: State Meetings

- January 27, 2025: Workgroup Meeting to finalize recommendations

- February 2025: Outreach to State Agency Leadership

- March 13, 2025: Report out to Mgmt Board

- March 27, 2025: Mgmt Board finalizes recommendations

- April 2025: Finalize %s for measurable targets in outcomes

Student Outcome →
Student Experiences Outcome

Recommendation: Keep with revisions

Continually increase the number of students who are participating in inquiry-based environmental literacy instruction. ***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.***

Indicators*:
- ▸ Percent of student population enrolled in districts w/ 1 MWEE [NEW - ELIT DATA]
- ▸ Percent and/or Number of districts that have 0, 1, 2, 3+ MWEEs [ELIT DATA]
- ▸ Percent and/or Number of districts with MWEEs in each grade band [ELIT DATA]
- ▸ Progression of districts from simple to more complex programming [NEW - ELIT DATA]

*All of these are out of the total student population and/or total school districts in the region (not just those reporting)

Tier 1:	Opportunities might include: ● Using school grounds for learning ● Exposure to new environments ● Development of environmental identities ● Teacher-directed service learning	No evidence that students in this grade have these experiences
		Some schools or classes in this grade participate in these experiences
		All students in this grade participate in these experiences
Tier 2:	Opportunities might include: ● Investigations into local issues ● Student directed action ● Environmental career awareness or skill-building	No evidence that students in this grade have these experiences
		Some schools or classes in this grade participate in these experiences
		All students in this grade participate in these experiences
Tier 3:	Meaningful Watershed Educational Experiences (MWEEs) **All of this language is DRAFT and will be workshopped**	No evidence that students in this grade have these experiences
		Some schools or classes in this grade participate in these experiences
		All students in this grade participate in these experiences

Planning Outcome →
District Planning Outcome

Recommendation: Keep with revisions

Continually increase the number of school districts that have policies and practices to support environmental education and sustainable schools. ***By 2035, the number of [reporting?] 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.***

Indicators:
- Number of districts responding to ELIT survey [ELIT DATA]
- Progression of districts from not prepared to well prepared. [ELIT DATA]
  - \# of school districts with plans that support EL/SS or that include this content within other plans [NEW - ELIT DATA]
  - \# of school districts with policies that support EL/SS [NEW - ELIT DATA]
- Sustainable Schools certifications [REPORTED BY PROGRAMS]

Leadership	● An established program leader (at the district and school levels) for EE is in place (ELIT)	In place
	● Regular communication among staff responsible for EE implementation is in place (ELIT)	Not In Place
Professional Development	● A support system that enables teachers and admin to engage in regular high-quality PD related to EE is in place (ELIT)	In place
		Not In Place
Community Partnerships	● Established community partnerships to support implementation of EE is in place (ELIT)	In place
		Not In Place
Sustainable Schools	● Schools participating in SS programs (Green Schools, EcoSchools, Green Ribbon)	In place
	● Schools reducing the impact of their buildings/grounds on environment	Not In Place
Funding	● Established financial resources to support EE experiences and PD in the EL plan are in place	In place
		Not In Place

Some of this language is DRAFT and can be workshopped

CBW ELIT: What we've seen so far...

Indicator Discussion:
Choose an outcome and discuss

- What indicators are important for us to understand related to progress?
- Which of these are important for external stakeholders?
- Which of these are more appropriate as internal indicators?

State/Regional Updates & Announcements

On Tap for April Meeting:

- ▸ 2024 ELIT Data Review
- ▸ Continued discussion on outcomes, indicators, and needed changes to ELIT

** Q2 meeting will be on **4/7 from 10-11:30am**