



Chesapeake Bay Program
Science. Restoration. Partnership.

STAC Science Needs: Next Generation Stewards

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Environmental Literacy Planning



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



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. Collect data and create a visualization that shows "feeder" programs that support sustainable schools efforts; this supports the 2023-2024 action plan management approach to create a more intentional pathway of increasingly sophisticated programs.**

Status of the resource

- **Why Needed: Sustainable Schools Indicator**

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

Questions?



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