# County Office of Education Environmental Literacy Community of Practice

2024-25 Virtual Meetings

CALIFORNIA ENVIRONMENTAL LITERACY INITIATIVE

# Agenda

- Welcome and Land Acknowledgement
- COE Role in Environmental Literacy Implementation
- Tools for Support
- Closing

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# Welcome

# Land Acknowledgement and Beyond

The Native Governance Center provides a [guide to going beyond land acknowledgment](). They recommend creating an action plan to support Indigenous communities into the future. Similar to a land acknowledgment, a plan will include information and research on the land you occupy, but it will primarily focus on action.

**Steps to create a plan include:**

- A self-assessment
- A resource assessment. What resources can you provide to support Indigenous people and nations?
- Research
- Specific, measurable actions
- Going public
- Reflecting on progress
- Staying humble

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# Where are we joining from?

Add a pin to the [padlet](#) to indicate where you are located!

"At first I thought I was fighting to save rubber trees, then I thought I was fighting to save the Amazon rainforest. Now I realize I am fighting for humanity."

— Chico Mendes

# We are connected

One thing you get…
One thing you give…
One thing you hope for…



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# What is CAELI?

The [California Environmental Literacy Initiative (CAELI)](#), led by Ten Strands, works statewide to change the education system so that it supports environmental literacy with a focus on equity, inclusion, and cultural relevance for all students.



A Blueprint For Environmental Literacy

Educating Every California Student In, About, and For the Environment
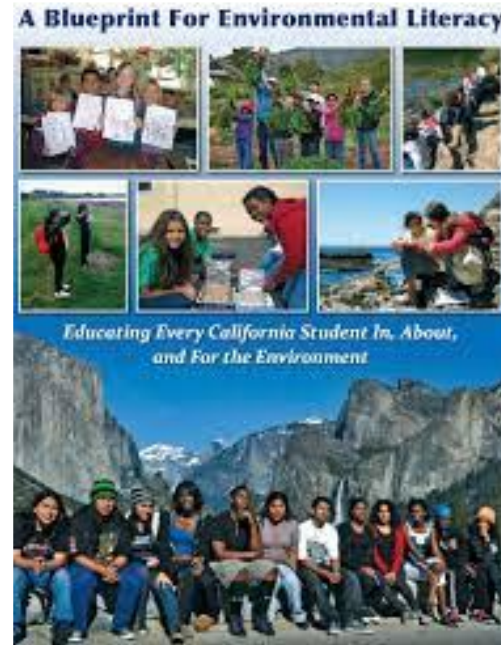
This collective impact network works with guidance from a leadership council composed of action oriented innovation hubs.

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# CAELI COE Innovation Hub

Members in the CAELI County Office of Education (COE) Innovation Hub have a role that provides some type of backbone support for environmental literacy, sustainability, and climate resilient efforts within their county region's K12 schools.
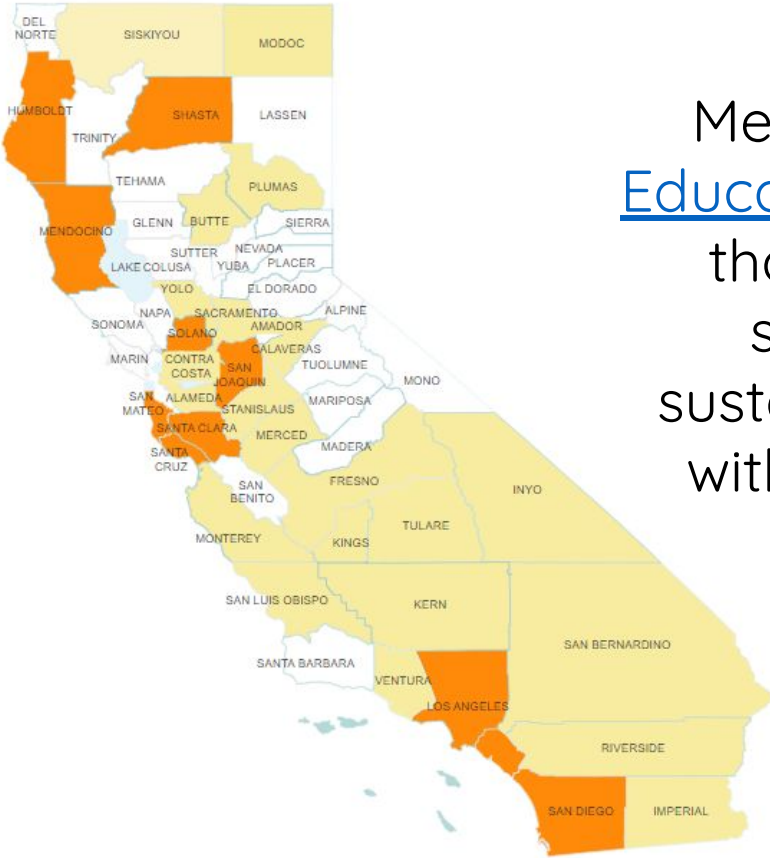
2023-24 Map of COE Engagement with CAELI
Yellow: COEs that engaged in the COP or other CAELI Programs
Orange: CAELI COE Innovation Hub - 24-25 adding Alameda and Stanislaus

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# COP Objectives

By sharing our resources and innovative practices, this COP intends to build the capacity of COEs to serve as regional backbone support for the following outcomes in each county:

- Supporting access to regular and ongoing environmental and outdoor learning experiences for students, by working with school districts, teachers, and community-based partners. This work centers on supporting those from the most vulnerable and marginalized communities.
- Supporting development of district-wide plans that include experiences for students at all grade levels, with an emphasis on low income students and students of color.
- Applying frameworks that integrate environmental literacy and sustainability into the curriculum, campus, community, and culture.
- Infusing sustainability principles and practices into COE core operations.

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- Welcome and Land Acknowledgement
- ==COE Role in Environmental Literacy Implementation==
- Tools for Support
- Closing

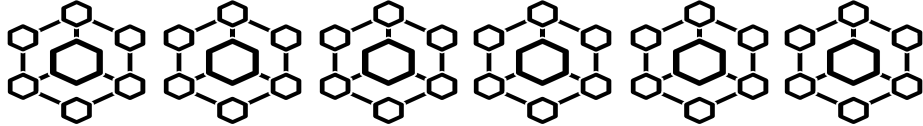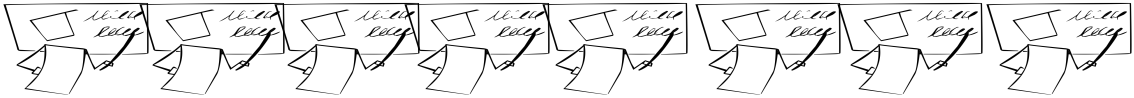# The County Office Role in Environmental Literacy Implementation

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# CA Education System Context: *Nested Systems*

| | |
|---|---|
| **58 County Offices of Education** | |
| **1,018 Districts** | |
| **10,010 Schools** | |
| **319,000+ Teachers** | |
| **5.85 Million Students** | |

**Consider who in each level of the system has control of or influence in the decisions made regarding environmental literacy.**
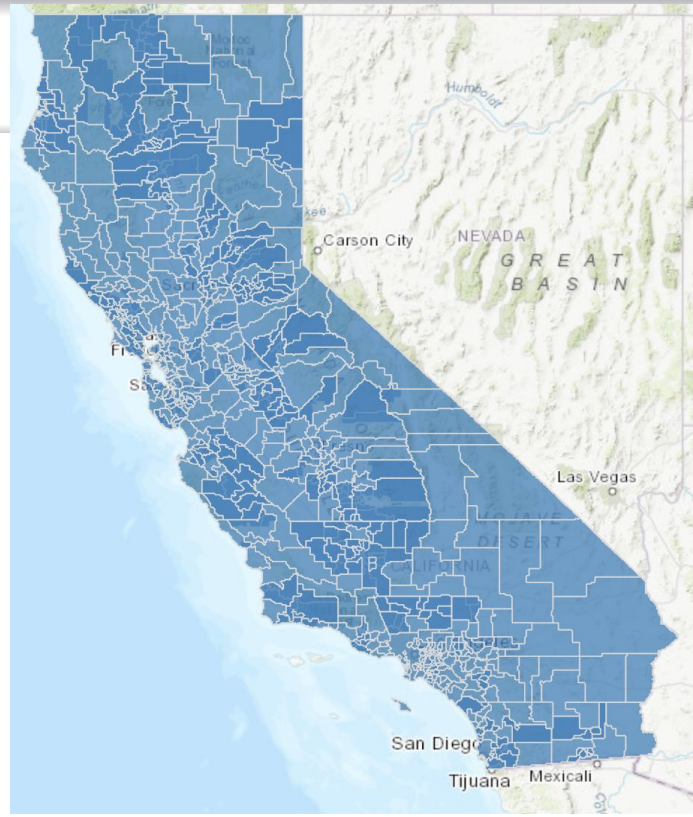
# CA Education System Context: *Nested Systems*

*Note that this data excludes private schools- statistics source: https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp*



**11 Service Regions and 58 Counties**



**School Districts:**
**Unified (345), Elementary (517), High (76)**

# Scale Findings: Grouped by Enrollment

| Category | Enrollment Size (2022-23) | Number of CA Districts |
|---|---|---|
| Extremely Large | More than 100,000 students | 2 districts |
| Very Large | 20,000 - 100,000 students | 64 districts |
| Large | 10,000 - 20,000 students | 97 districts |
| Medium | 5,000 - 10,000 students | 123 districts |
| Small | 2,500 - 5,000 students | 148 districts |
| Very Small | 1,000 - 2,500 students | 166 districts |
| Extremely Small | Less than 1,000 students | 406 districts |

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# Scale Findings: Enrollment Size and Reach
*Note that this data excludes private schools- statistics source: https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp*

# of Students Reached by Number of Districts

- **Large and Medium urban and suburban school districts** contain a significant portion of CA students:
  - 28 districts (2%) = 30% of student enrollment
  - 80 districts (7%) = 50% of student enrollment
  - 246 districts (24%) = 80% of student enrollment

- **Small to very small suburban and rural school districts** make up the other 20% of enrollment spread across <u>775</u> school districts.

**County and Regional Support is CRITICAL for the vast majority of school districts in California**

**School Districts:**
**Unified (345), Elementary (517), High (76)**

# Why COEs as Leaders for Change?



STATE

COUNTY

DISTRICT

SCHOOL

CLASSROOM and TEACHERS

STUDENT

**BROADER COMMUNITY**
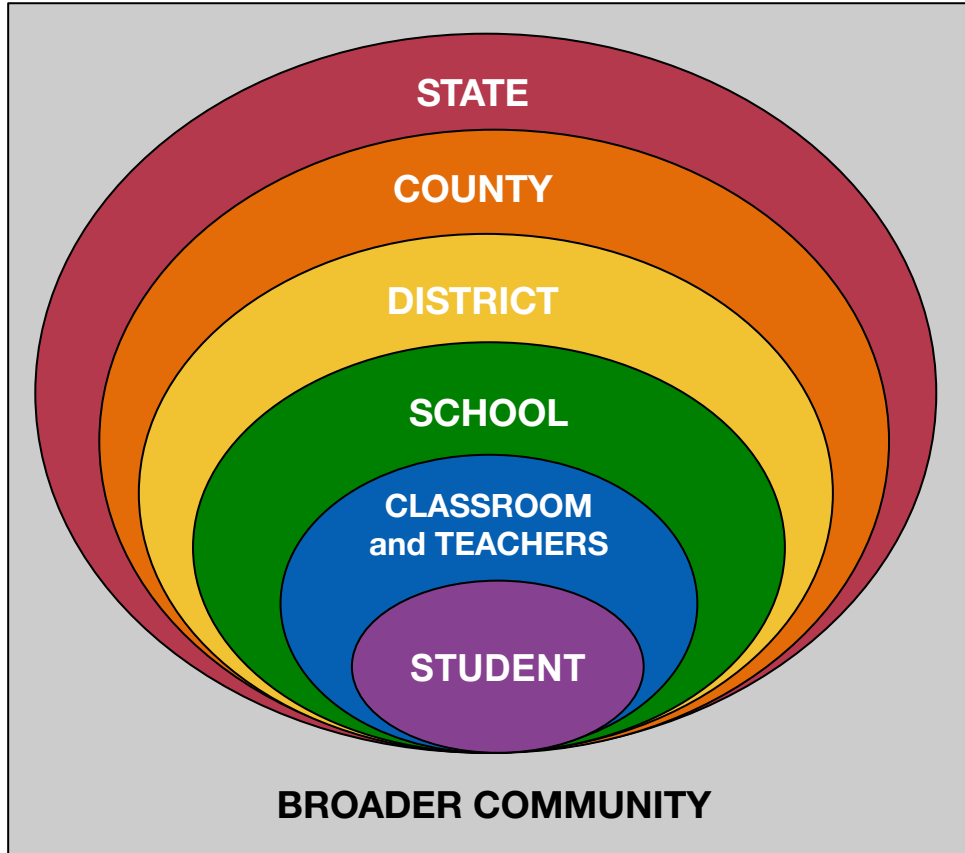
- COEs are already a trusted regional backbone support between the CDE and Local Education Agencies (LEAs) - *a.k.a. Districts* as they are in the formal education system
- COEs have a county-wide lens that is grounded in equity and inclusion.
- COEs serve as an intermediary between other governmental and non-governmental (NGO) agencies that are interested in supporting schools with programs and resources, and are well-positioned to form cross-sector partnerships that efficiently coordinate and deploy targeted resources to school communities.

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# Environmental Literacy in the System

## 4Cs Sustainable and Climate-Resilient Schools Whole Systems Integration Framework

*Adapted from Sustainable Schools Project & Plymouth University: Andra Yeghoian - 2013*

| CAMPUS | CURRICULUM | COMMUNITY & CULTURE |
|---|---|---|
| Operations across the buildings and grounds model sustainable and resilient practices, minimize disruptions for learning, and serve as a lab for learning. | Curriculum integrates Environmental and Climate Literacy as well as principles and practices for Solutionary Teaching and Learning. | Evidence within the "walk" and the "talk" of the school community for prioritizing sustainability and resiliency. And strategic partnerships with community based organizations. |

### STAKEHOLDERS

Students    Faculty and Staff    Administrators    Community Partners

# Environmental Literacy in the System

**4Cs Sustainable and Climate-Resilient Schools Whole Systems Integration Framework**

*Adapted from Sustainable Schools Project & Plymouth University: Andra Yeghoian - 2013*

| CAMPUS | CURRICULUM | COMMUNITY & CULTURE |
|---|---|---|

What types of services to districts/schools does your COE already provide in each of these pillars?

Where does your work tend to live? What services do you regularly provide to districts/schools?

Where might environmental literacy connect to the services you already offer in your COE?

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WEBINAR SERIES:

# A Call to Action for Education Leaders

Discussions, resources, and effective strategies for integrating environmental literacy across school systems.

"Call to Action" Overview

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# State Priority Areas

## STATE PRIORITIES

| Planning Guidance | CONDITIONS OF LEARNING | ENGAGEMENT | PUPIL OUTCOMES |
|---|---|---|---|
| **LCAP**<br>**Local Control Accountability Plan**[5] | Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that helps them develop critical thinking skills and prepares them to be civically engaged and college and career ready. | Students are provided with motivating programs, coursework, and opportunities where they feel respected, included socially and emotionally, and cared for both in and out of the classroom. Families, schools, and communities work closely together to build a strong framework for student achievement. | Student achievement means improving outcomes for all students to ensure student success. |
| **CA MTSS**<br>**California Multi-Tiered System of Support**[6] | All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment. A **Universal Design for Learning** approach meets the needs of diverse learners through multiple means of representation and expression. | Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school, and the school responds to family interests and involvement in a **culturally-responsive** manner. | All students are provided with a continuum of services that address their academic, behavioral, **social-emotional learning**, health, and well-being needs. |
| **Environmental Literacy**<br><br>**SB 720 (2018)**<br>"Environmental education: environmental principles and concepts"[7] | Educators should "ensure that environmental literacy curriculum and learning experiences are made available on an **equitable basis** to all pupils and that [they] reflect the linguistic, ethnic, and socioeconomic **diversity** of California... [to] provide a critical foundation of skills and knowledge to help pupils compete in a growing job market where science, mathematics, engineering, technology, and language arts proficiency are highly sought after." | Educators have access to partnerships that provide the necessary training and resources to support the delivery of environmental literacy curriculum to California students. SB 720 directs state leaders to "assist in building and supporting partnerships and regional and statewide networks of public and private agencies and organizations, including county offices of education, school districts, and private partners, such as not-for-profit organizations, and **community-based education** providers that support the advancement of environmental literacy in California." | For all students, standards-based "environmental literacy constitutes an important curriculum content area, and also provides **problem solving skills** and hands-on, **real-world** learning experiences that have been demonstrated through educational research to enhance pupils' achievement across many subject areas, promoting understanding and engagement in learning." |

- Environmental Literacy initiatives support district LCAPs and MTSS by improving the Conditions of Learning, Engagement, and Pupil Outcomes.

- Environmental Literacy can improve **equity by addressing root causes of disparities amongst student groups.**

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# Teacher Call to Action Overview



A Teacher Call to Action for Environmental Literacy

- Introduction
- Part 1: The Imperatives for Environmental Literacy
- Part 2: Voices from the Field
- Part 3: Roadmap for Environmental LIteracy Instruction

Each section includes content and reflection questions.

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Supported by Ten Strands

SCAN ME

**State Seal of Civic Engagement Environmental Literacy Implementation Guide**

CREATED BY THE
California Environmental Literacy Initiative's
County Office of Education Innovation Hub

# State Seal of Civic Engagement Overview



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# Criteria

**Criteria 1: Academics**
  Be engaged in academic work in a productive way.

**Criteria 2: Civics**
  Demonstrate a competent understanding of U.S. and California constitutions; functions and governance of local governments; tribal government structures and organizations; the role of the citizen in a constitutional democracy; and democratic principles, concepts, and processes.

**Criteria 3: Civic Engagement Projects**
  Participate in one or more informed civic engagement projects that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.

**Criteria 4: Self-Reflection**
  Demonstrate civic knowledge, skills, and dispositions through self-reflection.

**Criteria 5: Character**
  Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society.

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# CRITERIA 1: ACADEMICS
Be engaged in academic work in a productive way.

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| CDE General SSCE Implementation Guidance | Environmental Literacy Examples and Resources for SSCE Implementation |
|---|---|
| Being enrolled in and attending classes, and on track to graduate or earn a Certificate of Completion | • Complete coursework that includes California's Environmental Principles & Concepts and environmental topics across content areas<br>• Complete CTE courses and pathways addressing environmental topics as identified in the Green Economy Overview by Industry Sector<br>• Complete coursework with strong environmental content, such as AP Environmental Science, or AP Human Geography. |
| Demonstrating academic improvement for all students, including English Learners, homeless youth, those in foster care, incarcerated, and/or in alternative school settings | • California's curriculum frameworks provide guidance for implementing the state's standards in ways that are accessible to every student. These appendices support civic engagement and environmental literacy.<br>  ○ History- Social Studies Framework Appendix E: Educating for Democracy: Civic Education in the History–Social Science Curriculum |

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# STUDENT SNAPSHOTS
## Expanding Engagement from Local to Global

These snapshots illustrate civic activities that California students have engaged in with an environmental literacy lens. The scale of civic engagement is represented in grade-appropriate levels, beginning with school-based civics in kindergarten and connecting to global action in high school.

**K-2nd Grade**
**Home or**
**School Campus**

**3-5th Grade**
**Neighborhood or**
**Community**

**6-8th Grade**
**Local or**
**Regional**

**9-12th Grade**
**State, National, or**
**Global**



PHOTO CREDIT: MANDY BREUER



PHOTO CREDIT: SAN MATEO COUNTY OFFICE OF EDUCATION



PHOTO CREDIT: SOLANA BEACH CITY COUNCIL



PHOTO CREDIT: SARA BROWNLEE
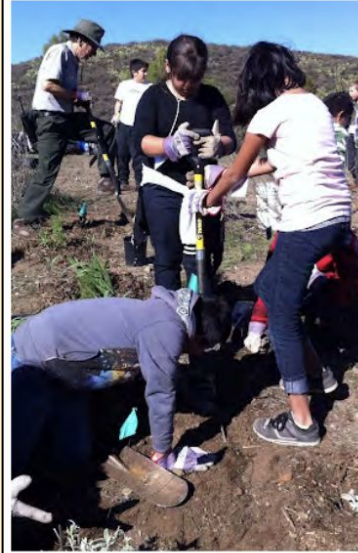
# Types of Work that Community-Based Partners (CBPs) Might Focus On

- Curriculum
- Content Expertise
- School Programs (field trips, on site, virtual, residential)
- Teacher Workshops
- Funding
- Student Internships
- Volunteer and Community Programs
- Technical Assistance

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# TYPES OF CBPs

## WHAT TYPES OF ORGANIZATIONS MIGHT MAKE UP A CBP NETWORK?

- After school/expanded learning program providers
- Early learning providers
- Healthcare providers (e.g., hospitals, doctors, clinics)
- Higher education
- Industry/business
- Local curriculum providers
- Municipal/county/ district natural resource management agencies

- Air quality
- Energy
- Mosquito and vector control
- Waste management
- Transportation
- Water, including stormwater
- Museums, aquariums, and zoos
- Nonprofit environmental education organizations
- Open spaces, parks, and recreation

- City parks
- County and regional parks
- National parks
- Open space trusts
- State parks
- PreK–16 education liaisons (curriculum and facilities)
- Residential outdoor science schools
- Social service/youth development organizations

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# CAELI Community-Based Partner Hub

Increasing access to impactful environment-based learning for all of California's K-12 students

**Overview**          Community-Based Partners          Programs

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County Office Case Studies

# General Implementation Stages



Gaining Buy-In and Emerging Efforts

Systemic Sustainable Implementation

Assessing and Planning, and Strategic Implementation
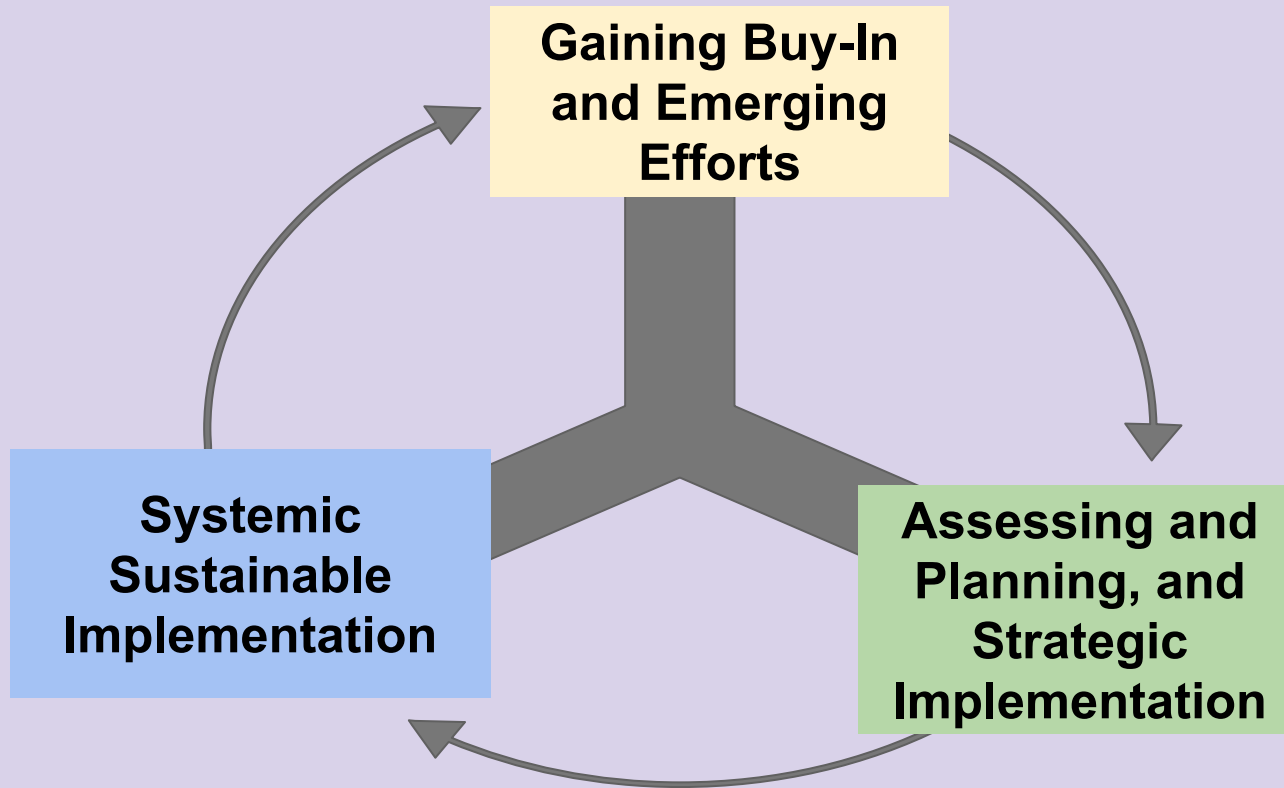
Many COEs are seeing their change happen across these phases.

Phases are fluid.

A little action can go a long way!

Buy-in is crucial.

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# Leadership Case Studies

**2024**

# Call to Action: Educating for a Green Economy

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# Career and Technical Education (CTE)

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# Breakout Rooms

# Possible Discussion Questions:

- Which resources have you used?
  - How did you use it?
  - With whom?
- Which resources are new to you?
  - How might you use them?
  - With whom?

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# Closing

**County Office of Education Environmental Literacy Community of Practice**

MEETING 1
August 29, 2024

**Suite of Tools and Resources Available to Support Environmental LIteracy**

MEETING 2
October 31, 2024

**Curriculum Integration**

MEETING 3
December 12, 2024

**Community Based Partner Networks**

MEETING 4
February 27, 2025

**Expanded Learning**

MEETING 5
April 24, 2025

**Youth Programs**

Please register here for all 2024-2025 meetings!

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# Thank You COE Innovation Hub

**Amity Sandage**, Environmental Literacy Coordinator, Santa Cruz County Office of Education

**Julie Hilborn**, Environmental Literacy Coordinator, San Mateo County Office of Education

**Anthony Quan**, STEM Coordinator, Los Angeles County Office of Education

**Maia Steward**, Continuous Improvement Specialist, Mendocino County Office of Education

**Summer Belloni**, Environmental Literacy Program Manager, Solano County Office of Education

**Jose Marquez,** STEM Coordinator, Stanislaus County Office of Education

**Monica Dennis,** Program Manager for STEAM & Expanded Learning, Alameda County Office of Education

**Tamara Basepayne,** Coordinator Outdoor Education and Environmental Literacy, Durham Ferry STEM Programs, San Joaquin County Office of Education

**Jennifer Mutch**, Environmental Literacy Coordinator, Santa Clara County Office of Education

**Katie Beck**, STEM Coordinator, Orange County Department of Education

**Olivia Kernen,** Coordinator, Humboldt County Office of Education

**Crystal Starr Howe**, Environmental Literacy Coordinator, San Diego County Office of Education

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# Gots & Needs

Please take a moment to fill out your:

**Gots** → Something that inspired you or you will carry forward from today.

**Needs** → Something you are hoping to discuss or learn with the CoP this year.

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Overview

Community-Based Partners

Clear Filters

Search

Location
Statewide

Topic
All

Programs

**CAELI PARTNER PORTAL**

Increasing access to impactful environment-based learning for all of California's TK-12 students

3-5    6-8    9-12    Educators    Community Members    Sort By: Date: Newest first    Hide map

COES, let us know if you'd like a free micro-site! croyer@tenstrands.org

**Community-Based Partners (30 of 186)**

MIDPENINSULA REGIONAL OPEN SPACE

**Midpeninsula Regional Open Space District**

1 program

Los Altos

MARINE SCIENCE INSTITUTE
DISCOVERING OUR BAY SINCE 1970
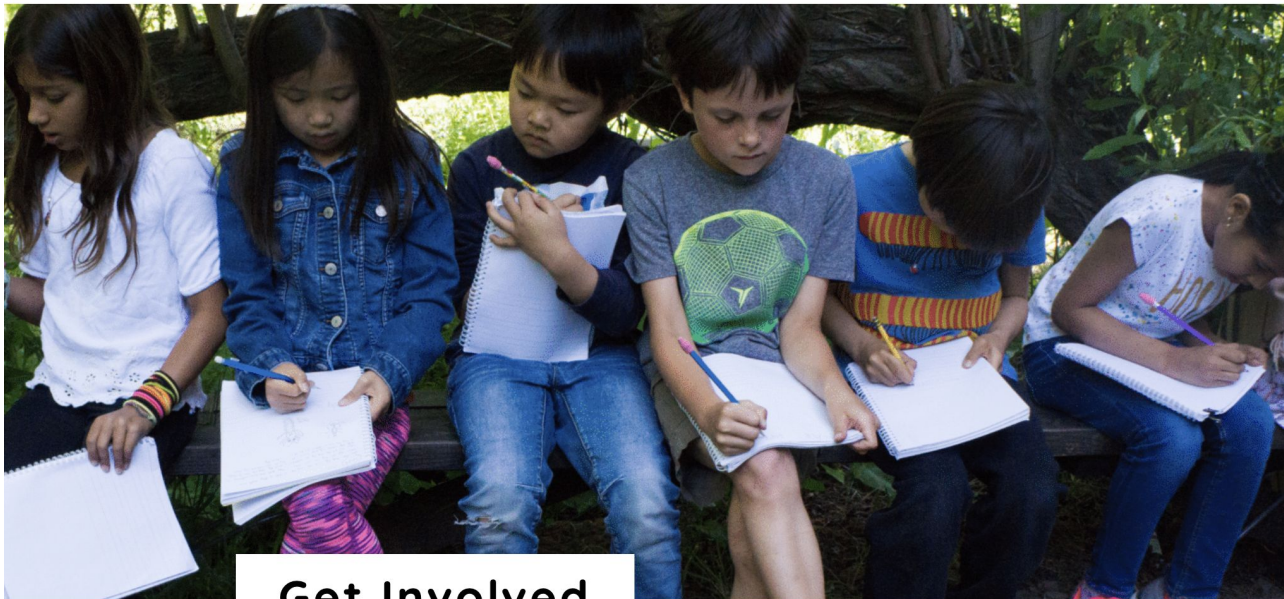
**Marine Science Institute**

7 programs

Redwood City

sca.

**The Student Conservation Association**

No programs available

Berkeley

# Get Involved

STAY IN TOUCH   MEMBERSHIP LEVELS   JOIN CAELI   ENGAGE WITH US

IN THEIR WORDS

Sign up for the newsletter at

## ca-eli.org