

San Mateo County's Environmental Literacy and Sustainability Initiative (ELSI) Theory of Action

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Overview: The purpose of this document is to outline the theory of action for one of the first county offices of education in the state of California that launched a comprehensive environmental literacy initiative. Since the launch of this initiative in Summer 2017, the movement has catalyzed sustainable and climate ready schools across San Mateo County school communities. The theory of action includes details on vision, mission, strategic goals, and an overview of programs, services, and partnerships.

I. INSPIRATION AND CORE STRUCTURE OF THE SAN MATEO COUNTY ENVIRONMENTAL LITERACY AND SUSTAINABILITY INITIATIVE (ELSI)

The San Mateo County Office of Education (SMCOE) is one of the first county offices of education in California to launch a comprehensive Environmental Literacy and Sustainability Initiative (ELSI) that provides "backbone support" to local schools and districts for environmental literacy, and sustainable and climate-ready schools efforts.

The roots of environmental literacy in San Mateo County stems from the rich history of success with environmental education in the "San Mateo Outdoor Education," program. This high-quality residential outdoor education program has been serving 4-6th graders across San Mateo County for over 50 years. Inspired by the California Blueprint for Environmental Literacy (2015), and a new environmental literacy professional development program being piloted in San Mateo County in 2015-16, SMCOE leaders sought to double down on environmental education by launching a comprehensive Environmental Literacy Initiative in 2017-18 to support stakeholders in school communities to integrate *environmental literacy* across all facets of an institution (campus, curriculum, community, and culture). By the third year of this initiative (2019-20), SMCOE had grown this initiative into a department within the Superintendent's office, added the explicit language of *environmental sustainability* to the initiative title, as well as *climate resilience* to the mission of these efforts, and embedded "sustainability" as one of the [core practices](#) for the county office strategic plan. The following vision, mission, goals, and outcomes culminate to be the theory of change for this work.

VISION: K-12 school communities in San Mateo County are models of sustainability and climate resiliency, and equip students with the tools, resources, and life experiences to create an environmentally sustainable, socially just, and economically thriving world.

MISSION: SMCOE's Environmental Literacy and Sustainability Initiative (ELSI) provides "backbone support"¹ to San Mateo County schools in prioritizing environmental literacy, and integrating environmental sustainability and climate-ready practices across a school's campus, curriculum, community, and culture.

STRATEGIC GOALS: The following are the current goals for ELSi:

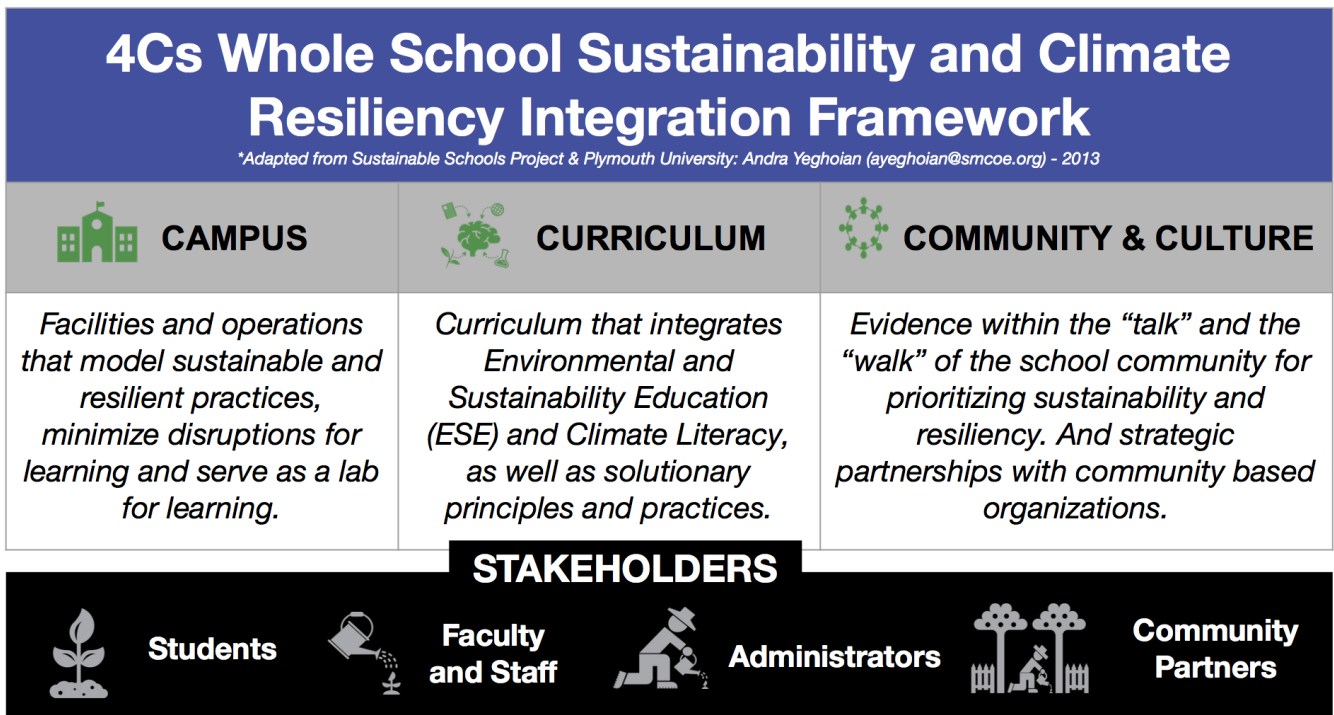
¹ Backbone organizations serve as coordinating bodies that bring together a diversity of stakeholders and lead a synchronized effort to achieve a common goal.

- **Strategic Goal #1:** Every district has a baseline assessment of sustainability and climate-ready efforts, and has developed and begun implementing a strategic plan for [Whole-School Sustainable and Climate Resilient Schools Framework](#) integration.
- **Strategic Goal #2:** Every student has access to instruction at every grade level that integrates the California Environmental Principles and Concepts (EP&Cs), culminates with opportunities for solutionary project based learning, and provides opportunities for hands-on experiential learning with a high quality community based partner.

INTENDED CORE OUTCOMES: Sustainable and Climate Ready School Communities that...

- provide equitable access to healthy spaces for children, youth, and adults to learn and play;
- minimize disruptions to learning from climate-related crises;
- graduate students who are environmentally literate and are prepared for college and career; and,
- serve as a catalyst for transformative change within their greater community.

FRAMEWORK: The [4Cs Whole-School Sustainable and Climate Resilient Schools Framework](#) clarifies how and where to operationalize this work across all aspects of an institution.



FOCUS AREAS FOR LITERACY AND ACTION: This initiative has a number of different focus areas for literacy and action across this framework, that are relevant to everyday facilities and operations, local environmental issues, and also appropriate for curriculum and instruction. Focus areas are also connected to broader frameworks for action such as the [Green Ribbon Schools](#) program, or global frameworks such as the [United Nations Sustainable Development Goals](#). To learn more about these focus areas for literacy and action visit [Appendix A](#).

FOCUS AREAS FOR LITERACY AND ACTION:



An important framing element for SMCOE's Environmental Literacy and Sustainability Initiative (ELSI) is the effective integration of the following critical principles and practices that serve as lenses for the overall mission.

- Environmental Equity and Justice: Improve the lives of those who have experienced the most environmental injustices and those who will experience the most impacts of climate change.
- Health and Well-Being: Address and mitigate the role that environmental factors and the climate crisis play on physical and mental health challenges.
- Trauma-Informed Practices: Embed practices into campus, curriculum, community and culture that support students to navigate the challenging emotions that come along with experiencing and witnessing environmental and climate related trauma.
- Climate Resiliency: Prevent and reduce greenhouse gas emissions and adjust and reduce harmful effects of climate change.
- Critical Thinking, Systems Thinking, and Solutionary Thinking: Integrate opportunities to analyze "wicked" problems, identifying the inhumane and unsustainable systems that perpetuate them, and then developing solutions that do the most good and least harm for all.
- Planning and Design: Shift to a proactive and preventative approach to prepare future-ready students, opposed to a reactive approach.

II. THEORY OF ACTION FOR ELSI PROGRAMS AND SERVICES

SMCOE's Environmental Literacy and Sustainability Initiative (ELSI) serves as a backbone agency for a sustainable and climate-ready paradigm shift in San Mateo County school (and greater) communities. Achieving this goal requires a number of coordinated efforts such as capacity building, networking and elevating change-makers, and connecting school stakeholders to funding and high-quality resources and technical assistance. This sections below provides a summarized overview of each of these efforts:

- [Capacity Building Stakeholder Programs](#)
- [Programs that Network Elevate Key Changemakers](#)
- [Technical Assistance Services](#)

Capacity Building Stakeholder Programs

The purpose of these programs is to support the incremental infusion of environmental literacy into the K-12 education system. Each program supports key stakeholders to develop the knowledge, skills, and values for environmental literacy and sustainability and helps stakeholders make connections to college and career workforce pathways.

Programs	Core Purpose and Outcomes	Key Resources	Staffing and Partners
<p>Program: Environmental Solutionary Teacher Fellowship</p> <p>Stakeholder: Teachers and Community Based Partners</p>	<ul style="list-style-type: none"> • Overview and Program Requirements: The Solutionary Teacher Fellowship is a knowledge-to-action program that builds teacher capacity for designing and delivering learning experiences that are student-centered, problem-project-based, solutions-oriented, and integrates real-world environmental justice issues. Requirements for the program include professional learning workshops, develop and implement solutionary units of studies with students, and complete a case study reflection and presentation at the completion of the program. • Need: This type of training has typically been left out of teacher prep training programs; yet, it is shown to be an extremely successful teaching strategy for all students. Individual classrooms are also a critical unit of change for sustainable and climate-ready schools, as teachers and students are often the leaders of grassroots sustainability efforts. • Intended Outcomes: Reach a tipping point (15% or more) of teachers in each school community that can provide high-quality solutionary teaching and learning, and catalyze change in their school community. And develop a resource library of case studies that demonstrate how to do solutionary teaching and learning in a variety of subject areas, grade levels, and school community contexts. 	<p>1) Program Website: Solutionary Teacher Fellowship</p> <p>2) Key Resource: Solutionary Teaching and Learning Resources</p> <p>3) Case Studies: 2015 - 2021</p>	<ul style="list-style-type: none"> • ELSI Coordinator: oversees program development and implementation • Instructional Coaches and Facilitators: facilitate professional learning and support fellows • Environmental Education Community Based Partners (CBPs): support fellows during professional learning and provide student facing programs • Supplemental Curriculum Partners: Support fellows unit development • Funding Partners: provide funding for stipends, coaches, program facilitation, and examples
<p>Program: Sustainable and Climate Ready Administrator Fellowship</p> <p>Stakeholder: Site and District Administrators</p>	<ul style="list-style-type: none"> • Overview and Requirements: This knowledge to action fellowship focuses on supporting administrators to successfully manage change through the development and implementation of a community impact project. Requirements for the program include professional learning workshops, develop and implement community impact projects, and complete a case study reflection and presentation at the completion of the program. • Need: This type of training has typically been left out of staff and administrative training programs; yet, there are increasing curricular and facilities mandates related to environmental literacy/sustainability and climate resiliency. Administrators are able to lead change school-wide or 	<p>1) Program Website: SCRS Admin Fellowship</p> <p>2) Key Resource: Administrator Community Impact Project Overview and Example</p>	<ul style="list-style-type: none"> • ELSI Coordinator: oversees program development and implementation • Instructional Coaches and Facilitators: facilitate professional learning and support fellows • Technical Support Partners: Provide technical assistance to

	<p>district-wide projects, which helps accelerate change for sustainable and climate-ready schools.</p> <ul style="list-style-type: none"> ● Intended Outcomes: Reach a tipping point (15% or more) of administrators in each school community that manage sustainable and climate-ready schools projects. And develop a resource library of case studies that demonstrate how educators can drive sustainable and climate-ready schools transformation at their site or district. 	<p>3) Case Studies: 2020 Cohort Case Studies</p>	<p>fellows in planning and implementing community impact projects</p> <ul style="list-style-type: none"> ● Funding Partners: provide funding for stipends, coaches, program facilitation, and examples
<p>Program: Youth Climate Ambassadors</p> <p>Stakeholder: High School Youth</p>	<ul style="list-style-type: none"> ● Overview and Requirements: This knowledge to action leadership program supports high school youth (grades 9-12) with the opportunity to analyze environmental justice issues that contribute to the global climate crisis, and develop and implement local solutions that do the most good and least harm for people, animals, and the environment. Requirements for the program include retreats, workshops, development and implementation of a community impact project, and completion of a case study reflection and presentation at the completion of the program. ● Need: Students are looking for more opportunities to do real-world problem solving on the climate crisis. There are very few high schools that offer this type of learning and leadership experience; therefore, this program seeks to provide equitable access for all students in the county. ● Intended Outcomes: Develop a generation of leaders who can advocate and lead action-based change for a sustainable and climate-ready future. And develop a resource library of case studies that capture each student's leadership journey and community impact project. 	<p>1) Program Website: Youth Climate Ambassadors (YCA)</p> <p>2) Key Resource: Student Community Impact Project Overview and Example</p> <p>3) Case Studies: Organized by Topic</p>	<ul style="list-style-type: none"> ● ELSI Coordinator: co-leads program development and implementation ● Climate Corps Fellows: facilitate workshops and coach students ● Program Partners: Other agencies that serve as facilitators and student mentors during the program ● Funding Partners: provide funding for stipends, coaches, program facilitation, and examples

PROGRAMS AND EFFORTS TO NETWORK KEY STAKEHOLDERS AND ELEVATE CHANGEMAKERS

The purpose of SMCOE's Environmental Literacy Initiative Network Programs is to scale up change throughout the county by fostering ongoing collaboration and sharing of best practices. These networks will continue to deepen the ecosystem, build momentum, strengthen communication channels, and rejuvenate members who might otherwise feel isolated if their school community has not reached a critical mass of support. Additionally, these programs seek to catalyze innovation with leading-edge exemplars and serve as tools for measuring impact or providing entry points for engagement.

Programs	Core Purpose and Outcomes	Key Resources	Staff and Partners
<p>Program: Community Based Environmental</p>	<ul style="list-style-type: none"> ● Overview: This collective impact network is made up of over 30 nonformal/informal organizations that provide programs, services, and opportunities for students in San Mateo County to experience hands-on Environmental Education. 	<p>Network Website: Community Based Environmental Literacy Partners</p>	<ul style="list-style-type: none"> ● ELSI Coordinator: co-chairs network ● Green Facilities and Operations

<p>Literacy Partners (CBEEP) Network</p> <p>Stakeholder: Nonformal and Informal Community Based Partners (CBP)</p>	<ul style="list-style-type: none"> ● Need: While there are other regional organizations that are focused on fostering collaboration between community-based partners (CBPs), and offering high-quality professional learning experience (i.e. MEEA), there remains a need for this type of facilitation to be done from a backbone organization within the formal education system. This is because a County Office of Education (COE) has connections to districts and schools, and a strong sense of the professional learning that best aligns with the standards and pedagogy training received by teachers and administrators. ● Intended Outcomes: The network has agreed on the following as intended shared outcomes: <ul style="list-style-type: none"> - Ongoing professional learning and alignment with the formal education system (i.e. NGSS, equity, culturally inclusive pedagogy, etc.); - Increased communication and collaboration between partners, with the intention of establishing collective collaboratives for program offerings, seeking funding, and streamlining evaluation, etc.; - Providing every student in San Mateo County with a high-quality environmental education experience, with a community-based partner, at every grade level. These experiences will align to a K-12 scope and sequence of standards-aligned opportunities that provide experiential environmental learning. 	<p>(CBEEP) Network</p> <p>Key Resource: CAELI Community Based Partners Hub</p> <p>Key Resource: CBEEP Network and Facilitation Structure Overview</p>	<p>Analysts: Facilitates ZWEA Network</p> <ul style="list-style-type: none"> ● Environmental Education Community Based Partners (CBPs): Network participants, co-chairs, committee members, etc. ● Expanded Learning and Community Based Partnership Coordinator: supports every goal to get every student and every grade level
<p>Network: Sustainable and Climate Ready Schools Partnership Network</p> <p>Stakeholder: Educational Leaders and Community Partners</p>	<ul style="list-style-type: none"> ● Overview: The purpose of the “San Mateo County Sustainable and Climate Ready Schools Partnership Network” is to work collaboratively with a number of governmental and non-governmental agencies to efficiently integrate a comprehensive suite of green and climate-ready facilities and operations services to San Mateo County school communities. ● Need: By the fourth year of SMCOE’s Environmental Literacy and Sustainability initiative, the capacity building and network programs and efforts from ELSI have taken hold in San Mateo County and have helped to grow demand for Tier II and Tier III and consultative services that support assessing, planning, and implementing sustainability initiatives. The amount of technical assistance and funding needed to take this work to scale across San Mateo County requires a strategic partnership model. ● Intended Outcomes: Support districts and schools annually to develop and implement plans to support green facilities and operations efforts, and meet the growing demand for Tier II and III services. 	<p>1) Network Website: SCRS Partnership Network</p> <p>2) Key Resource: SCRS Partnership Network Overview</p>	<ul style="list-style-type: none"> ● ELSI Coordinator and Green Facilities and Operations Analyst: co-leads program development and implementation ● Program Partners: Other agencies that serve as facilitators and student mentors during the program ● Funding Partners: provide funding for stipends, coaches, program facilitation, and examples

<p>Program: ELSI Communities of Practice</p> <p>Stakeholder: Educators</p>	<ul style="list-style-type: none"> ● Overview: The ELSI Communities of Practice are networks of job-alike educator groups (i.e. K-5 teachers, 6-8 teachers, 9-12 teachers, environmental club mentors, garden coordinators, counselors, etc,) who are convened by SMCOE to learn from guest speakers, and exchange ideas about innovative solutions that drive environmental and social transformation across school communities. ● Need: This program provides an ongoing connection for alumni from capacity-building programs, and for leaders across the county who feel isolated. Because this work is still so innovative in the field of education there is a need for ongoing capacity building and professional development. Furthermore, this network provides opportunities to problem solve or identify opportunities for sustainable and climate-ready schools efforts in a variety of school-based settings. ● Intended Outcomes: Building capacity through professional development and a network of support and resources. Increased communication and collaboration including sharing best practices and problem-solving. 		<ul style="list-style-type: none"> ● ELSI Coordinator: Oversees awards program ● Climate Corps Fellows: Support development and implementation ● Funding Partners: Support program awards
<p>Program: Environmental Youth Leadership Network (EYLN)</p> <p>Stakeholder: 7-12th grade youth</p>	<ul style="list-style-type: none"> ● Overview: This network educates and empowers students to take action now and be a part of creating this future, while providing opportunities to collaborate, problem-solve, and network with like-minded students across the county. ● Need: Equitable access to opportunities for youth to learn and engage on issues related to environmental justice and climate change. Youth leadership for the environment in each school community. This program also provides an ongoing connection for YCA alumni, and for leaders across the county who feel isolated. ● Intended Outcomes: Larger and more strategic youth-led environmental advocacy and action campaigns in schools. A listserv of students that can be called upon for speaking engagements. 		<ul style="list-style-type: none"> ● ELSI Coordinator: Oversees awards program ● Climate Corps Fellows: Support development and implementation ● Youth Commission: Co-facilitate event
<p>Program: Sustainable and Climate Ready Schools Challenge</p> <p>Stakeholder: All</p>	<ul style="list-style-type: none"> ● Overview: This recognition and awards program identifies champions who are leading meaningful environmental change and recognizes and/or awards them for their impact. ● Need: Foster a culture of rewarding and celebrating leadership for sustainability efforts in schools. Offer entry-level opportunities to be recognized for sustainability efforts, as other awards programs such as Green Ribbon, Sustainable San Mateo County, and Green Business Certification can sometimes feel overwhelming. ● Intended Outcomes: Document and celebrate change-making efforts by a wide variety of stakeholders for multiple focus areas. Track engagement of standout leaders across San Mateo County for sustainable and climate-ready schools efforts. Develop a listserv of change-makers that can be called upon for speaking engagements. 	<p>Challenge Website: Sustainable and Climate Ready Schools Challenge</p>	<ul style="list-style-type: none"> ● ELSI Coordinator: Oversees awards program ● Climate Corps Fellows: Support development and implementation ● Funding Partners: Support program awards

<p>Program: Annual Summit - "Schools for a Sustainable Future"</p> <p>Stakeholder: All</p>	<ul style="list-style-type: none"> ● Overview: This annual one-day summit creates the space for networking, problem-solving, and exchanging innovative solutions that are driving environmental and social transformation across school communities. ● Need: Because this work is still so innovative in the field of education there is a need for ongoing capacity building and professional development, and unifying messaging and key ideas across the county. There is also a need for continued recruitment of leaders, and for connecting emerging leaders to more resources and opportunities. ● Intended Outcomes: Increased stakeholder engagement, building momentum for action, and rejuvenating and strengthening the ecosystem of sustainable and climate-ready schools efforts. 	<p>Summit Website: Schools for a Sustainable Future Annual Summit</p>	<ul style="list-style-type: none"> ● ELSI Coordinator: Plans and facilitates summit ● Climate Corps Fellows: Support development and implementation ● Community Based Partners: facilitate workshops
<p>Resource: ELSI Broadcast (Newsletter)</p> <p>Stakeholder: Adults Youth</p>	<ul style="list-style-type: none"> ● Overview: The ELSI Broadcast is a twice-monthly newsletter (sometimes more with special editions) produced by the ELSI team. At the beginning of the month, the newsletter features Eco-Calendar events and community-based partner resources. And mid-month the feature connects to broader trends for sustainability and climate action, as well as features a change-maker in the county. ● Need: The ELSI team needs to do ongoing promotions and recruitment of ELSI events. ● Intended Outcomes: Increased stakeholder engagement in ELSI Programs, elevate change-makers, and align K-12 education with global trends in environmental sustainability and climate action. 	<p>ELSI Broadcast Archive</p>	<ul style="list-style-type: none"> ● ELSI Coordinator: supports drafting ● Climate Corps Fellows: Draft and revise newsletter

TECHNICAL ASSISTANCE SERVICES

For the purposes of the Environmental Literacy and Sustainability Initiative (ELSI), “technical assistance” includes the various supports needed to launch and facilitate transformative change through the phases of whole-school integration of sustainable and climate-ready schools: establishing buy-in, assessing the current status, and strategic planning, implementation, and continuous improvement. This technical assistance can be any form of professional help, guidance, or support, and can be focused on building the capacity of the institution as a whole, or individuals within the institution that are leading change. *Example technical assistance includes:*

- **Consultative Services and Coaching:** Providing background and overview (includes policies and expectations) on a focus area initiative, share best practices, identify needs and assets, problem solve, etc.
- **Training and Professional Development (PD):** Services can be for a wide variety of stakeholders including faculty, staff, leadership teams, students, parents, and community partners. Training and PD have generally centered around the integration of environmental education and sustainability into curriculum and instruction, facilities and operations, and community engagement programs.
- **Assessment and Strategic Planning:** Services focus on baseline or benchmark assessments, as well as support for the development and implementation of strategic plans that focus on 4Cs integration of whole-school sustainability and climate resiliency and/or specific focus area efforts (i.e. energy, water, waste, etc.).
- **Project Management:** Support or direct management of curriculum and instruction projects, community engagement program development projects, or green facilities projects.
- **Networking:** connecting school stakeholders to relevant community-based partner organizations, utility companies, funding agencies, environmental education providers, or other school leaders in San Mateo County.

Districts and schools requesting technical assistance will need to consider what “tier” of service they are looking for. Tier I Services are generally considered available to all districts and schools; whereas, Tier II and III Services will likely require an MOU and often a fee for service. SMCOE may also work in partnership with community-based partners to better support Tier II and Tier III services.

	Tier I Services	Tier II Services	Tier III Services
Types of Services	Exploratory consultations, generalized trainings, entry-level assessment and planning, and networking	Coaching, customized training or support, mid-level assessment and planning, project management support, and customized networking	Intensive coaching, highly customized training, advanced assessment and planning, project management support, and highly customized networking
Frequency	One-Time/Recurring	Recurring with ongoing touchpoints	Recurring and time intensive with frequent and concentrated touchpoints

Level of Expertise or Customization	Beginner- Basic support with entry-level skills	Medium - Support requires some customization and can be provided with someone with moderate expertise	Advanced - Requires highly customized support from someone with specialized skills
Capacity Building Outcome	The general goal is to build the capacity of a school/district stakeholder to ultimately lead as project manager		Outsources capacity building and technical assistance provider manages the project

SMCOE’s Environmental Literacy and Sustainability Initiative (ELSI) team is prepared to offer Tier I, II, and III technical assistance services that align to the [4Cs Whole School Sustainability and Climate Resiliency Integration Framework](#). This includes services that look at efforts across the entire framework, and/or those that are focused specifically around each part of the framework curriculum and instruction, campus facilities and operations, and community and culture.

Service Focus	Core Purpose and Outcomes
Comprehensive Baseline Assessment and/or Benchmarking and Strategic Planning	<p>Overview and Intended Outcomes: The focus for assessment and strategic planning is to build a shared understanding of the current status or future goals, and lay a foundation for navigating forward in a way that is proactive instead of reactive. Assessments and strategic plans can also be used as a communication tool with key stakeholders.</p> <p>Example Services:</p> <ul style="list-style-type: none"> • Green Ribbon Awards Support • Comprehensive Whole School Sustainable and Climate Ready Baseline Assessment • Local Hazard and Mitigation Planning
Curriculum and Instruction	<p>Overview and Intended Outcomes: The focus of support for curriculum and instruction is on the integration of environmental literacy into each grade level and subject area so that all students have access to high-quality environmental literacy, and graduate environmentally literate.</p> <p>Example Services:</p> <ul style="list-style-type: none"> • Environmental literacy integration across grade levels and/or subject areas (science, history-social studies, ELA, etc.). • Professional development (PD) that focuses on teaching strategies - environmental sustainability education (ESE), solutionary PBL, outdoor learning, etc. • Model curriculum that integrates environmental literacy and project/problem-based learning. This involves developing the curriculum, training teachers, and in some cases modeling teaching. • Connection to field-based experiences with community-based partners • Integration of nature-based Trauma-Informed Practices, and/or support for recognizing the role that the climate crisis plays in trauma
Green Facilities and Operations Project Management	<p>Overview and Intended Outcomes: Technical assistance focused on facilities and operations can be targeted to any or all of the phases of Green Facilities Project management, including buy-in, assessing the current status, and strategic planning, implementation, and continuous improvement. Intended outcomes for school communities are reduced greenhouse gas emissions, ecologically beneficial facilities and operations, and schools that are climate-ready.</p>

	<p>Example Services:</p> <ul style="list-style-type: none"> • Outdoor Learning Assessment and Preliminary Planning • Focus area efforts such as zero waste, energy resiliency, water resiliency, etc.
Community and Culture Support	<p>Overview and Intended Outcomes: Technical assistance for community engagement and cultural integration of sustainability and climate resiliency focuses on institutionalizing policies and practices, and providing equitable access and inclusion for all stakeholders. Intended outcomes are school communities that “walk the talk of sustainability,” and have pathways for all stakeholders to engage with sustainability and climate resiliency efforts.</p> <p>Example Focus Areas:</p> <ul style="list-style-type: none"> • Support for launching and maintaining district-wide sustainability committees • Youth Advocacy Support • Support for policy integration

III. SMCOE ELSI STAFF

The current and ideal staffing model for the Environmental Literacy and Sustainability Initiative’s Theory of Action is outlined in the table below, and partnerships are elaborated on in the next section.



Current Certificated, Classified, and Interim Staff		FTE & \$\$
Environmental Literacy and Sustainability Coordinator	<i>This coordinator oversees the Environmental Literacy and Sustainability Initiative, and is the lead for program and services. The coordinator also manages staff and partnerships.</i>	100% FTE General Fund
Green Facilities and Operations Analyst	The GFOA specializes in providing Tier I, II, and III technical assistance services for districts and schools. Currently funding for this position is focused around the waste focus area.	100% FTE Grant
Climate Corps Fellows	Fellows serve for 10-month terms (September - June), supporting coordinators and analysts in achieving goals. Currently there are two climate corps fellows: <ul style="list-style-type: none"> • 100% ELSI - Focus on Overall Initiative • 100% ELSI - Focus on Green Facilities 	100% = General Fund 100% = Grant
Executive Director of Communications and Strategy	The Executive Director of Communications and Strategy currently serves as a supervisor for the Environmental Literacy and Sustainability Coordinator, and supports strategic thinking for the Environmental Literacy and Sustainability Initiative (ELSI).	15% FTE General Fund
Administrative Assistant	This position supports ELSI in an administrative capacity for programs and services.	50% FTE General Fund
Partnerships, Consultants, and Interns		
Internships	Additional support may come from interns, which provides extra support to fellows and staff, and contributes to building capacity for green careers in sustainable and resilient schools. <ul style="list-style-type: none"> • Energize Colleges Interns (community college interns) • High School Interns 	Volunteer and Grants
Consultants and Coaches	The Hub will continue the practice of hiring consultants and coaches to support in a variety of capacities such as instructional and professional	Grants

	coaching, interim support for launching new programs and initiatives, and evaluation analysis of complex data.	
Researchers	Additional evaluation and case study support may come from partnerships with PhD research candidates, and/or research institutions.	N/A
Internal Partnerships	It is critical that the Sustainable and Climate Ready Schools Partnership Network continue to reach across SMCOE departments and divisions to find allies/partners that can join in the work. For example, the Colleges and Career Department, The Coalition for Safe Schools and Communities and Safe and Supportive Schools, Curriculum and Instruction, Center for Data Analytics, etc. Each of these departments has a role and responsibility in the work of transitioning San Mateo County schools to be more sustainable and climate-ready.	General Fund
External Partnerships: see a list of potential partners in the section below.	Strategic partnerships can also serve in a variety of capacities ranging from advisory roles to partnerships that serve directly on programs and services, as well as internship opportunities for students and externship opportunities for faculty and staff. <i>View a full list of partners in the ELSI Asset Map of Partnerships.</i>	N/A
Ideal Additional Staff*		
ELSI Executive Director	This person will oversee the entire Hub and serve as the manager for programs, services, and staff.	TBD
Sustainable and Climate Ready Coordinators*	<ul style="list-style-type: none"> • <i>A Programs Coordinator</i> will manage the capacity building programs, networks, summits, and awards efforts. • <i>A Services Coordinator</i> will manage the technical assistance efforts to districts and sites. 	TBD

**It should be noted that the increase of staffing requires additional resources such as funding, office space, and supplies, which will require investment from SMCOE as well as external partner*

APPENDIX A - FOCUS AREAS FOR LITERACY AND ACTION

These focus areas are drawn from a number of the most prominent [general sustainability](#) and [environmental sustainability education \(ESE\) frameworks](#). And they are relevant to everyday facilities and operations, local environmental issues, and appropriate for curriculum and instruction.

Focus Area		General Description for Literacy and Action
	Air Quality	Air quality, in both the indoors and outdoors, is an important issue for human health. This topic can be explored in curriculum and instruction and is also a major concern for facilities and operations, in particular for HVAC systems and disruptions to outdoor activities due to poor outdoor air quality.
	Energy	For curriculum and instruction, the energy topic primarily focuses on the relationship between human energy use and environmental problems (pollution, habitat destruction, global warming). From a facility and operations perspective, it is important to achieve carbon neutrality through conservation and sourcing from renewables, to electrify and move away from gas/oil (EV Charging and electric fleets), as well as reducing the impact of disruptions to energy supply (ex: public power shut-offs during wildfire season).
	Transport	Green transportation methods such as walking, rolling, and collective transport provide an opportunity for facilities and operations to reduce overall greenhouse gas emissions and can be an interesting topic for curriculum and instruction, especially when overlapped with air quality, energy, and land-based ecosystems.
	Sustainable Watersheds	Sustainable watersheds are largely focused around freshwater resources from the lens of water quality and water conservation, but also climate-related extremes such as drought and heavy/extreme precipitation. This is an important topic for curriculum and instruction, and highly relevant to facilities and operations both in day-to-day operations, but also for emergency planning for flooding and storms.
	Marine-Based Ecosystems and Shoreline Communities	Because San Mateo County is surrounded by water on both sides (Bay and Coastsides), it is critical that marine-based ecosystems are addressed in curriculum and instruction. This unique geography also makes San Mateo County the most vulnerable to sea-level rise in California; therefore, shoreline communities and their schools need to have a plan in place for mitigating sea-level rise. Being so nearby marine-based ecosystems makes incorporating these topics into the curriculum exciting and important for local stewardship.
	Land-Based Ecosystems <i>(Outdoors and Grounds)</i>	This focus area refers to understanding the critical role that land-based ecosystems and biodiversity play in human health. This should be addressed in curriculum and instruction, as well as ecologically beneficial practices being modeled in facilities and operations and school grounds. Green schoolyards are at the intersection of curriculum and operations and provide a hub for learning about other focus areas.
	Waste and Consumption	Material flows of goods are a critical part of everyday life and must be learned about in curriculum, as well as examined and addressed in facilities and operations. Examples include zero-waste campaigns and sustainable purchasing.
	Food & Nutrition	Sustainable food procurement, on-site production of sustainable food, and increased nutrition and well-being programs provide opportunities for curriculum and facilities.
	Green Building	While green building is only a consideration during periods of construction and renovation, this focus area can become an asset to 21st-century curriculum and instruction, as well as a critical aspect of facilities master planning.