Maryland: 2022 ELIT

Respnse Summaries from Individual Responding LEAs

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Washington County Public Schools: 2022 ELIT Summary

Wicomico County Public Schools: 2022 ELIT Summary

**If a public school district is not on this list, it means they did not submit an ELIT response in 2022.*

Allegany County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Partially in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Partially in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	Some schools/classes	**2nd grade**	Some schools/classes	**4th grade**	Some schools/classes
1st grade	Some schools/classes	**3rd grade**	Some schools/classes	**5th grade**	System-wide

***Describe System-wide MWEEs**:* 5th-grade students attend a weeklong residential MWEE at the 4H Center in Garrett County. While in camp, students attend classes studying Soils, Deposition, Erosion, Clouds, Microscopes, Cells, Trees, Use of a Compass, and many other topics. They take s

***Describe Isolated MWEEs**:* Individual schools schedule field trips for different grades to the Evergreen Heritage Center and the C&O canal. Some options are outlined below: Pre-School: The EHC Foundation offers a MOE for Head Start children on gardening. â€¢ K-2nd grade: Trainings are offered to enable teachers to conduct MOEs in their schoolyards for gardening. â€¢ 3rd grade: EHC Foundation offers a field trip with an investigation of decomposition and minute living things. â€¢ 4th grade: Fourth-grade teachers can request three packaged lessons (45 minutes each) prepared by the UMCES Appalachian Lab as part of the Partners in Ecology and Restoration of Schoolyards (PIERS) program.

Middle School: System-wide at MS level

6th grade	Some schools/classes	**7th grade**	System-wide	**8th grade**	Some schools/classes

***Describe System-wide MWEEs**:* 7th Grade students participate in a 2.5-day commuter Outdoor School program at Rocky Gap State Park and complete it in their own schoolyard. While at Rocky Gap students will participate in the following four hands-on learning activities taught by Alice F

***Describe Isolated MWEEs**:* 6th and 8th-grade students attend a one-day outdoor field trip to the Evergreen Heritage Center with their science class. 6th-Grade Field Trip - Topic/Issue: Weather and Water Provider: Evergreen Heritage Center Foundation Activities: What is Weather?: create a concept map of weather and its properties to activate prior knowledge Measure the Weather: use weather instruments to manually measure weather conditions and compare results to a digital weather station Water Hike: while hiking the EHC property, students will look compare weather conditions, make observations regarding the properties of water, and see the water cycle in action. STEM Boat Challenge: (optional afternoon activity) students will construct a boat that moves using selected supplies and an limited â€œbudgetâ€ Water Cycle Game: (optional afternoon activity) while role-playing a water molecule, students move through the water cycle to build a story Water Olympics: (optional afternoon activity) students compete in a variety of â€œeventsâ€ that demonstrate waterâ€™s unique properties including surface tension and capillary action. 8th-Grade field trip - Topic/Issue: Impact of Energy Sources on the Landscape Provider: Evergreen Heritage Center Foundation Program Description: This all-day field trip is conducted by Evergreen Heritage Center (EHC) instructors on the Frostburg State University (FSU) campus and based at the FSU SERF (Sustainable Energy Research Facility) where students will investigate both fossil fuels and alternative energy resources and their impacts on regional ecosystems.

Allegany County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	Some schools/classes
Biology	Some schools/classes	**Chemistry**	Some schools/classes	**Earth / Env. Science**	Some schools/classes
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Students in Earth Science courses attend a one-day field trip experience to the Evergreen Heritage Center (EHC). High School Earth/Space Science Topic/Issue: Human Uses of Natural Resources Provider: Evergreen Heritage Center Foundation Program Description: This all day field trip to the Evergreen Heritage Center (EHC) investigates underground natural resources and their uses by humans through a series of activities that includes using maps, observing evidence of land use, examining soil attributes, and identifying region rock and mineral resources. Students in Chemistry and Matter and Energy courses experience a two-day outdoor experience at their schoolyard presented by the EHC. This all-day field trip to the Evergreen Heritage Center (EHC) investigates Water Chemistry. Biology teachers can sign up for an EHC trip for their courses. High School Biology Topic/Issue: Impact of Climate Change on the Regional Environment Provider: Evergreen Heritage Center Foundation Program Description: This integrated science experience explores native plants in the Chesapeake Bay watershed and the challenges that plants and pollinators face due to climate change. It includes hands-on activities during a field trip to the Evergreen Heritage Center (EHC) and optional extension activities. APES classes have the option of signing up for Alice Ferguson Foundation field trips at Rocky Gap State Park. Any high school student can sign up to be on an Envirothon team at their school. Teams practice throughout the year and participate in an Envirothon Competition at Rocky Gap State Park in the spring. The winning ACPS team goes on to compete at the state level.

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	None	**Algebra 2**	None	**Geometry**	
Biology		**Chemistry**	Some schools/classes	**Earth / Env Science**	
Physics	Some schools/classes	**Geography**		**Civics / Gov't**	Some schools/classes
History	Some schools/classes	**Economics**	None	**English / Lang. Arts**	None
Literature	None	**Health / Physical Education**	None	**Other Elective Course**	
AP Science (any)	Some schools/classes AP Environmental Science		**AP Math (any)**		
AP History (any)			**AP English (any)**		

Allegany County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	3	**Funding for programming / supplies**	5
PD/resources for field experiences	3	**Funding for transportation**	6
PD/resources for schoolyard or community as outdoor learning space	3	**Funding for PD**	4
PD/resources for student-centered investigations	3	**Interdisciplinary curriculum planning / standards alignment**	5
Partnership with EE or other community providers	4	**Instructional technology for outdoor investigations**	5
Superintendent / central office support	3	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	The 5th-grade and 7th-grade Outdoor School programs are the most effective. They reach every student in each grade. They immerse the students in the outdoors and introduce them to Environmental issues. Anecdotal data has shown them to be the most popular and effective programs we run.
Challenges in EE:	The greatest challenges in our area are the weather, funding, and time. We cannot control the weather but it limits us to the early part of the school year or the very end of the school year. This affects our time. We have limited time to work with kids outdoors. Testing at the end of the year takes up time as well. Expanding our programming is tough because of the disruption to the buildings. It is a challenge to fund the transportation and substitutes necessary to run our programs as well.

Anne Arundel County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Fully in place
Integrating environmental concepts in curriculum	Fully in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	System-wide	**2nd grade**	Some schools/classes	**4th grade**	System-wide
1st grade	System-wide	**3rd grade**	Some schools/classes	**5th grade**	Some schools/classes

***Describe System-wide MWEEs**:* K - Trees are Terrific: Focus on the importance of trees. Classroom lessons, outdoor field experience with outdoor programming. Students take action by planting trees at school. Grade 1: Monarch Raise and Release. Students learn and investigate as well as

***Describe Isolated MWEEs**:* Opportunities for MWEEs at individual schools through Project Based Learning including through our Enhancing Elementary Excellence STEM based programs at some schools.

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	None	**8th grade**	None

***Describe System-wide MWEEs**:* 6th Grade Chesapeake Connections: Focus on water quality and the Chesapeake Bay. curriculum integrated investigations and action components include restoration of streams, water quality data collection and analysis, growing submerged aquatic vegetation or

***Describe Isolated MWEEs**:*

Anne Arundel County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**	None	**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	Some schools/classes
History	Some schools/classes	**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:* Biology: Biodiversity project Environmental Science: Invasive Species Project

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	None
Biology		**Chemistry**	None	**Earth / Env Science**	System-wide
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	
AP Science (any)			**AP Math (any)**		
AP History (any)			**AP English (any)**		

Anne Arundel County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	6	**Funding for programming / supplies**	4
PD/resources for field experiences	5	**Funding for transportation**	2
PD/resources for schoolyard or community as outdoor learning space	7	**Funding for PD**	6
PD/resources for student-centered investigations	5	**Interdisciplinary curriculum planning / standards alignment**	6
Partnership with EE or other community providers	4	**Instructional technology for outdoor investigations**	4
Superintendent / central office support	3	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Curriculum-based environmental integration for ALL students. Systemic outdoor programming at various grade levels. Student engagement and project-based learning. Curriculum based environmental professional development is offered to teachers. Enrollment in professional development courses
Challenges in EE:	Continued support and funding for professional development for teachers.

Baltimore City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Other: Analyst - Sustainability

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	**2nd grade**	None	**4th grade**	None
1st grade	None	**3rd grade**	None	**5th grade**	System-wide

***Describe System-wide MWEEs**:* 5th grade Unit 3: Save the Bay! includes a Schoolyard Assessment and Action Plan Children often feel that they have very little control or effect on the world in which they live. In addition, students living in urban settings can feel disconnected to the

***Describe Isolated MWEEs**:* We have several other programs, including: 1) Curriculum-embedded STEM experiences, some of which are environmentally-themed: Grade 2 - Great Kids Farm & Rawlings Conservatory;; Grade 3 - Maryland Zoo in Baltimore; and Grade 8 - BioEyes. We also promote the MAEOE Green Schools program in partnership with the Baltimore Office of Sustainability and the National Aquarium.

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	None	**8th grade**	None

***Describe System-wide MWEEs**:* Grade 6 Unit 3: Life Science 1 â€“ Where Have All the Creatures Gone? Students study the relationships between organisms and ecosystems. This ecosystem unit focuses on organismsâ€™ needs for survival and what happens when those needs are not met. Students

***Describe Isolated MWEEs**:* See above.

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics	None	**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	

***Describe System-wide MWEEs**:* Biology Unit 1 - Baltimore's Watersheds (previously Unit 6 - Interdependent Relationships & Ecosystems)is the high school MWEE in high school. Students conduct issues-based research resulting in the design and completion of a take-action project. This un

***Describe Isolated MWEEs**:* See above.

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**	None	**Geometry**	None
Biology		**Chemistry**		**Earth / Env Science**	None
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	
AP Science (any)			**AP Math (any)**		
AP History (any)			**AP English (any)**		

Baltimore City Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	3	**Funding for programming / supplies**	5
PD/resources for field experiences	7	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	7	**Funding for PD**	2
PD/resources for student-centered investigations	5	**Interdisciplinary curriculum planning / standards alignment**	7
Partnership with EE or other community providers	3	**Instructional technology for outdoor investigations**	
Superintendent / central office support	5	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	City Schools continues to make strides in providing an equitable science experience for students, regardless of what school they attend. Our K-5 science curriculum is SABES (STEM Achievement in Baltimore Elementary Schools); we updated half of the units this year and will update the others next year. Our middle school science curriculum is IQWST (Investigating and Questioning our World through Science and Technology). Our high school curriculum includes multiple courses. Biology and physics have been updated this year. Both the 5th grade and 9th grade MWEE units have been moved to earlier in the year to allow more time for teachers to complete them with their students. The challenge still exists to carve out time during the school day for science and for principals to purchase consumables for the kits each year. We also have a wealth of partners in Baltimore City who want to work with our students and can come to schools or invite students to visit them. Action projects from the MWEEs are performance-based assessments. These are school-based projects that are not submitted to the district office.
Challenges in EE:	We face the following challenges: â€¢ Balancing priorities. School leaders must balance instructional time dedicated to science with other content areas. â€¢ Ongoing expenses. Good science education requires not only initial expenditures on supply kits, but ongoing replenishment of consumables. â€¢ Unfamiliarity teaching elementary science. While some of our schools provide differentiated content areas, most of our elementary schools do not. And, some teachers do not have a strong science foundation. â€¢ Discomfort with bringing students outside without support. Many teachers are not accustomed to bringing their students outside, so are less inclined to do so. â€¢ Limited time. Our courses are packed full of units and getting to all of them in a thorough and timely fashion is difficult for many of our teachers; sometimes this is because students need extra assistance, and sometimes it is because the material is new for teachers. This is particularly true for identifying and implementing action projects. â€¢ Teacher movement. We have many teachers who change grade levels, change schools, or leave the district altogether, making continuity with content difficult.

Baltimore County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	**2nd grade**	None	**4th grade**	System-wide
1st grade	None	**3rd grade**	Some schools/classes	**5th grade**	System-wide

***Describe System-wide MWEEs**:* Grade 5 - Teams of students complete a schoolyard BioBlitz and a BioBlitz of a local park. Teams learn how matter cycles and flows through an ecosystem and how organisms use energy. The teams compare data from their local park to their school yard and d

***Describe Isolated MWEEs**:*

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	None	**8th grade**	System-wide

***Describe System-wide MWEEs**:* Grade 6th Optional trip - Camp Puh'tok- students investigate in a series of stations how organisms interact with the environment in different ecosystems, what makes the ecosystem unique, what resources within this ecosystem support biodiversity. Stude

***Describe Isolated MWEEs**:* Optional field trips Submerged Aquatic vegetation - location, analysis of vegetation, human impact Canoe exploration - interaction of ecosystems, human impact

Baltimore County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**	None	**Geometry**	Some schools/classes
Biology	Some schools/classes	**Chemistry**	Some schools/classes	**Earth / Env. Science**	System-wide
Physics	None	**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:* Earth Systems - Students analyze the sources of carbon dioxide emissions on the school campus. Students plan a proposal to reduce the schools Carbon dioxide emissions. Reducing Energy in the home Students investigate how changes in the electrical powe

***Describe Isolated MWEEs**:* AP environmental - field studies to determine interactions and human impact AP Biology - field studies to determine interactions and human impact

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	None
Biology		**Chemistry**		**Earth / Env Science**	
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	
AP Science (any)	Some schools/classes Ap environmental		**AP Math (any)**	None	
AP History (any)	None		**AP English (any)**	None	

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	3	**Funding for programming / supplies**	7
PD/resources for field experiences	3	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	5	**Funding for PD**	7
PD/resources for student-centered investigations	7	**Interdisciplinary curriculum planning / standards alignment**	6
Partnership with EE or other community providers	3	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	3	**Other: staff**	

"Other Need" written-in response (if any): staff

Qualitative Self-Assessment

Strengths of EE for Students:	Strongest elements. Students taking part in field studies, hands- on Student participation and learning is measured
Challenges in EE:	lack of staff, lack of funding

Calvert County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Fully in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	**2nd grade**	None	**4th grade**	None
1st grade	None	**3rd grade**	System-wide	**5th grade**	System-wide

***Describe System-wide MWEEs**:* Third graders learn about the needs of Diamond-Backed Terrapins to complete a site analysis to propose a new release site for their Head-started terrapin. Fifth graders learn about the importance of oysters in the Chesapeake Bay and create reef balls tha

***Describe Isolated MWEEs**:* There are environmental educational experiences in K, 1, 2 and 4 as well. Not all units have strong action projects.

Middle School: System-wide at MS level

6th grade	None	**7th grade**	System-wide	**8th grade**	System-wide

***Describe System-wide MWEEs**:* Seventh grade students gather data about SAV and fish collected on Cocktown Creek and share that information with scientists. Eighth grade students learn about plastics getting into our waterways and create an action to address a part of the problem.

***Describe Isolated MWEEs**:*

Calvert County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	None
History		**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:* 9th grade biology students investigate and address an environmental concern on their school site.

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**	None	**Geometry**	
Biology		**Chemistry**	None	**Earth / Env Science**	Some schools/classes
Physics	None	**Geography**		**Civics / Gov't**	
History	None	**Economics**	None	**English / Lang. Arts**	
Literature	Some schools/classes	**Health / Physical Education**		**Other Elective Course**	
AP Science (any)			**AP Math (any)**		
AP History (any)			**AP English (any)**		

Calvert County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	5	**Funding for programming / supplies**	3
PD/resources for field experiences	5	**Funding for transportation**	3
PD/resources for schoolyard or community as outdoor learning space	5	**Funding for PD**	3
PD/resources for student-centered investigations	6	**Interdisciplinary curriculum planning / standards alignment**	2
Partnership with EE or other community providers	2	**Instructional technology for outdoor investigations**	2
Superintendent / central office support	2	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Consistent environmental programming for students in grades K - 9. Feedback is collected related to environmental programming.
Challenges in EE:	Access to High School courses outside of Biology.

Caroline County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Fully in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Partially in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Fully in place

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Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	**2nd grade**	System-wide	**4th grade**	System-wide
1st grade	None	**3rd grade**	None	**5th grade**	None

***Describe System-wide MWEEs**:* Students in 4th grade visit waterways in the watershed and observe the animals in their habitats. This is a combined curricular connection with Social Studies as they tie in the history and access as well. Students determine the impact humans have on the

***Describe Isolated MWEEs**:* Kindergarten does an inschool lesson on trees and their impact on the environment. The implementation of a tree farm visit to go along with this has not occurred yet due to a lack of funding to implement. Many elem schools do service learning activities that are tied to Earth Day or other environmental activities but not full-blown MWEEs. 2 elementary schools are implementing a new environmental club this year to work on green school applications. I hope to add one more next year to try to grow and increase number of green schools in our district.

Middle School: No evidence of MWEE in grade band

6th grade	None	**7th grade**	None	**8th grade**	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Due to covid, our 6th grade North Bay experience was discontinued. The ability to reimplement is no longer an option due to a lack of funding. We are in the process of working on creating another experience at the MS level. 6th grade does activities that mirror what was done at North Bay in the past but does not do an actual field trip.

Caroline County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**	None	**Geometry**	None
Biology	None	**Chemistry**	None	**Earth / Env. Science**	System-wide
Physics		**Geography**		**Civics / Government**	System-wide
History	None	**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:* Students in Env Earth course work with Pickering Creek to complete a MWEE. Students do in-class pre-work that is extended during the field experience. Students then determine a problem and how they want to approach the solution. They are given resource

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	None
Biology		**Chemistry**	None	**Earth / Env Science**	
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	
AP Science (any)		**AP Math (any)**			
AP History (any)		**AP English (any)**			

Caroline County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	4	**Funding for programming / supplies**	7
PD/resources for field experiences	2	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	2	**Funding for PD**	6
PD/resources for student-centered investigations	2	**Interdisciplinary curriculum planning / standards alignment**	6
Partnership with EE or other community providers	1	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	3	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Working with our community partners gives students experiences that they may never get or ever had. Getting students out in the field doing hands-on activities and making connections back in the classroom.
Challenges in EE:	Money and cost. We have to apply for grants yearly in order to sustain the program.

Carroll County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: STEM Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Partially in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Partially in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	Some schools/classes	**2nd grade**	None	**4th grade**	Some schools/classes
1st grade	None	**3rd grade**	None	**5th grade**	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	None	**8th grade**	None

***Describe System-wide MWEEs**:* Carroll County 5-day residential Outdoor School for all 6th graders

***Describe Isolated MWEEs**:*

Carroll County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**	None	**Geometry**	None
Biology	None	**Chemistry**	None	**Earth / Env. Science**	
Physics	None	**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature	None	**Health / Physical Education**	None	**Other Required Course**	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* CBT funded air quality MWEE under development for all 9th grade chemistry students. Pilot 22-23, full implementation 23-24

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	None
Biology		**Chemistry**		**Earth / Env Science**	
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	None
AP Science (any)	None			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	6	**Funding for programming / supplies**	5
PD/resources for field experiences	4	**Funding for transportation**	4
PD/resources for schoolyard or community as outdoor learning space	3	**Funding for PD**	6
PD/resources for student-centered investigations	4	**Interdisciplinary curriculum planning / standards alignment**	4
Partnership with EE or other community providers	5	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	7	**Other: funding for personnel**	7

"Other Need" written-in response (if any): funding for personnel

Qualitative Self-Assessment

Strengths of EE for Students:	Relationships with informal partners: Maryland Sea Grant, Costal Conservation, CC Parks and Recreation, Natural History Society of Maryland, DNR.....
Challenges in EE:	Professional learning time Curriculum writing time

Cecil County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Fully in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	**2nd grade**	None	**4th grade**	Some schools/classes
1st grade	Some schools/classes	**3rd grade**	Some schools/classes	**5th grade**	System-wide

***Describe System-wide MWEEs**:* Utilizing existing 14 sub-watersheds within which 17 elementary schools are located. This year, each 5th grade school is given the autonomy to conceive a project specific to their sub-watershed which they will pursue during marking periods 1 and 3. The pr

***Describe Isolated MWEEs**:* CCPS has also partnered with the Rotary Club which has awarded a grant that will support life cycles in the form of ducks to the existing curriculum. The program is earmarked as a pilot at one particular Elementary School with the intention of expanding it system wide.

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	System-wide	**8th grade**	Some schools/classes

***Describe System-wide MWEEs**:* Grade 6 students attend North Bay for a duration of one week. Grade 7 students participate in a watershed evaluation process. Some Grade 8 students also participate in the watershed evaluation process.

***Describe Isolated MWEEs**:*

Cecil County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	None
Biology	None	**Chemistry**	None	**Earth / Env. Science**	Some schools/classes
Physics	None	**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	
Biology		**Chemistry**		**Earth / Env Science**	
Physics	None	**Geography**		**Civics / Gov't**	
History	Some schools/classes	**Economics**		**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)			**AP Math (any)**		
AP History (any)			**AP English (any)**		

Cecil County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	5	**Funding for programming / supplies**	7
PD/resources for field experiences	7	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	4	**Funding for PD**	7
PD/resources for student-centered investigations	2	**Interdisciplinary curriculum planning / standards alignment**	
Partnership with EE or other community providers	7	**Instructional technology for outdoor investigations**	7
Superintendent / central office support	4	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Grade 6 North Bay week-long trip. Grade 7 field trips and their sharing of information at outreach sessions held at their local library. Periodically, these are shared with the community via newspaper, social media and can be seen on Cecil TV. Students in the high school capstone class leverage their experience on trips at North Bay and watershed field trips to conduct Watershed Type Research Projects.
Challenges in EE:	Financial constraints in the form of substitute teachers providing coverage for teachers out in the field. Transportation due to shortage of bus drivers also pose a challenge. Other challenges that intervene include availability of time to accommodate state assessments in the core disciplinary areas which in essence results in its meager allotment .

Charles County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Fully in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	**2nd grade**	None	**4th grade**	None
1st grade	None	**3rd grade**	System-wide	**5th grade**	System-wide

***Describe System-wide MWEEs**:* MWEE schoolyard habitat for Grade 3 students (partnership with Alice Ferguson Foundation). Grade 5 participate in Watershed Stewards at the Nanjemoy Creek Environmental Education Center (partnership between the center and schools).

***Describe Isolated MWEEs**:*

Middle School: At some schools/classes at MS level

6th grade	Some schools/classes	**7th grade**	Some schools/classes	**8th grade**	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* We offer MWEE outreach opportunities to all of our middle schools. Depending on schedule, some schools are able to participate while others are not.

Charles County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	Some schools/classes
Biology	Some schools/classes	**Chemistry**	Some schools/classes	**Earth / Env. Science**	Some schools/classes
Physics	None	**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* MWEE outreach opportunities are offered to all of our high school science teachers. They take advantage of them as the schedule fits.

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	None	**Algebra 2**	None	**Geometry**	
Biology		**Chemistry**		**Earth / Env Science**	
Physics	None	**Geography**		**Civics / Gov't**	None
History	None	**Economics**	None	**English / Lang. Arts**	None
Literature	None	**Health / Physical Education**	None	**Other Elective Course**	None
AP Science (any)	Some schools/classes AP Environmental Science			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	6	**Funding for programming / supplies**	6
PD/resources for field experiences	3	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	3	**Funding for PD**	6
PD/resources for student-centered investigations	6	**Interdisciplinary curriculum planning / standards alignment**	4
Partnership with EE or other community providers	7	**Instructional technology for outdoor investigations**	7
Superintendent / central office support	2	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Using the schoolyard is our strongest aspect of our program. It provides for a sustainable program and allows for the maximum amount of students to participate. In addition, we have MWEE opportunities integrated into our science curriculum.
Challenges in EE:	Schedules and other initiatives within the school system. We have to work around testing windows and school events. It can sometimes be difficult to schedule MWEE outreach events with the schools. In addition, teacher turnover continues to be a large problem.

Dorchester County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten		**2nd grade**		**4th grade**	System-wide
1st grade		**3rd grade**	System-wide	**5th grade**	System-wide

***Describe System-wide MWEEs**:* Grade 3 - ShoreRivers - Sturgeon MWEE Grade 4 - Blackwater National Wildlife Refuge - Wildlife MWEE Grade 5 - NorthBay - Outdoor MWEE

***Describe Isolated MWEEs**:* All our MWEEs are at the district level and reach entire grade levels.

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	System-wide	**8th grade**

***Describe System-wide MWEEs**:* Grade 6 - Blackwater National Wildlife Refuge - Wildlife MWEE Grade 7 - Pickering Creek Audubon Center - Chesapeake Link MWEE

***Describe Isolated MWEEs**:* All our MWEEs are at the district level and reach entire grade levels.

Dorchester County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	

***Describe System-wide MWEEs**:* Biology Course - ShoreRivers - Students for Streams MWEE

***Describe Isolated MWEEs**:* All our MWEEs are at the district level and reach entire grade levels.

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	**Algebra 2**	**Geometry**	
Biology	**Chemistry**	**Earth / Env Science**	
Physics	**Geography**	**Civics / Gov't**	
History	**Economics**	**English / Lang. Arts**	
Literature	**Health / Physical Education**	**Other Elective Course**	
AP Science (any)		**AP Math (any)**	
AP History (any)		**AP English (any)**	

Dorchester County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	5	**Funding for programming / supplies**	5
PD/resources for field experiences	2	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	2	**Funding for PD**	7
PD/resources for student-centered investigations	2	**Interdisciplinary curriculum planning / standards alignment**	2
Partnership with EE or other community providers	2	**Instructional technology for outdoor investigations**	2
Superintendent / central office support	1	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Our environmental education programming reaches every student at every targeted grade level: Grades 3, 4, 5, 6, 7, and Biology.
Challenges in EE:	Continuing funding of off-site experiences (i.e. transportation costs).

Frederick County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Fully in place	**Plan for MWEEs at all grade bands**	Partially in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Partially in place

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Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	Some schools/classes	**2nd grade**	Some schools/classes	**4th grade**	Some schools/classes
1st grade	Some schools/classes	**3rd grade**	Some schools/classes	**5th grade**	System-wide

***Describe System-wide MWEEs**:* All 5th grade students attend a 2 day field study (non residential) that correlates with the fifth grade Earth Systems Unit. The outdoor staff leads students on a 2 day tour of many interesting geological and historical sites of Frederick County ranging f

***Describe Isolated MWEEs**:* Some schools participate in schoolyard investigations, Trout in the Classroom, or Green School activities. Some schools have developed composting programs and Energy teams. There are a few schools that are working towards becoming Green Schools and we have a few that are already Green Schools.

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	Some schools/classes	**8th grade**	Some schools/classes

***Describe System-wide MWEEs**:* All sixth grade students participate in a two day outdoor school environmental education program which includes a MWEE. Outdoor school is a field experience that allows students to evaluate the biodiversity in our local forests, wetlands, rivers, and stre

***Describe Isolated MWEEs**:* Some schools participate in Bridging the Watershed activities, trout in the classroom, sunfish in the classroom and local schoolyard activities.

Frederick County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	Some schools/classes
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	

***Describe System-wide MWEEs**:* Our third unit of Biology: Human Impact with Environmental Literacy Project focuses on factors that affect biodiversity and influence ecosystem stability. Students investigate solutions to help mitigate human impact on biodiversity.

***Describe Isolated MWEEs**:* Hood College Schoolyard Thermal Education and Mitigation project. We are in a partnership with Hood College. Five high schools are participating at this time. Some schools are also participating in schoolyard projects, trout in the classroom, sunfish in the classroom as well as bridging the watershed.

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	
Biology		**Chemistry**		**Earth / Env Science**	
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	Some schools/classes Climate, Ocean, Weather, Space
AP Science (any)	Some schools/classes AP Environmental		**AP Math (any)**		
AP History (any)			**AP English (any)**		

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	6	**Funding for programming / supplies**	5
PD/resources for field experiences	6	**Funding for transportation**	5
PD/resources for schoolyard or community as outdoor learning space	5	**Funding for PD**	5
PD/resources for student-centered investigations	6	**Interdisciplinary curriculum planning / standards alignment**	4
Partnership with EE or other community providers	4	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	5	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest element of our environmental education program for students is our Outdoor School. This provides an opportunity for all students in 5th and 6th grade to participate in a MWEE. Staff at the Outdoor School are trained to teach environmental education and they also provide support to our classroom teachers. Professional learning for teachers is provided dependent upon courses that are taught. Choice Professional learning opportunities are available for teachers who wish to grow in the area of environmental literacy. Our STEM Leaders program for elementary schools is also our best delivery method of providing professional learning.
Challenges in EE:	The greatest challenges related to establishing an environmental program is the time to provide professional learning to teachers and time available during the school day to teach science and social studies at the elementary level. It is somewhat easier to integrate ELIT at the secondary level but time is still an issue. Time for high quality MWEEâ€™s to be built into the school year at all levels continues to be a challenge.

Harford County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Fully in place

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Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	**2nd grade**	System-wide	**4th grade**	None
1st grade	None	**3rd grade**	None	**5th grade**	System-wide

***Describe System-wide MWEEs**:* all 2nd grade students participate in a MWEE developed in partnership with the University of Md. Center for Environmental Studies. The MWEE focuses on the characteristics of watersheds and human impacts. 2nd graders have options for action projects and

***Describe Isolated MWEEs**:*

Middle School: System-wide at MS level

6th grade	None	**7th grade**	System-wide	**8th grade**	None

***Describe System-wide MWEEs**:* 7th grade students have a MWEE embedded in their curriculum which focuses on the importance of native pollinators. In this Environmental Literacy Modeled unit, Students develop action plans to enhance their local community or school yard with no mow zones

***Describe Isolated MWEEs**:*

Harford County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	System-wide
History		**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	None

***Describe System-wide MWEEs**:* Biology classes are offered two separate MWEE options based off of the original Maryland Environmental Literacy Partnership (MELP) framework. One specifically addresses human impacts on the Chesapeake Bay Watershed and the other narrows it focus to human

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**	None	**Geometry**	
Biology		**Chemistry**	None	**Earth / Env Science**	None
Physics	None	**Geography**		**Civics / Gov't**	
History	None	**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	None
AP Science (any)	None		**AP Math (any)**	None	
AP History (any)	None		**AP English (any)**	None	

Harford County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	4	**Funding for programming / supplies**	4
PD/resources for field experiences	4	**Funding for transportation**	5
PD/resources for schoolyard or community as outdoor learning space	4	**Funding for PD**	4
PD/resources for student-centered investigations	4	**Interdisciplinary curriculum planning / standards alignment**	5
Partnership with EE or other community providers	2	**Instructional technology for outdoor investigations**	2
Superintendent / central office support	2	**Other: time for elementary science instruction**	7

"Other Need" written-in response (if any): time for elementary science instruction

Qualitative Self-Assessment

Strengths of EE for Students:	Our 5th grade environmental stewardship unit is the culminating activity for elementary students. We have hosted 5th grade students for residential since 1980. Our newest MWEE for 2nd grade has been very well received. We are working closely with our outside partners to make sure 2nd grade classes have a field experience site to support this unit. The vast number of schools requesting field experiences tells us that it is successfully engaging students .
Challenges in EE:	Time for science instruction at the Elementary level.

Howard County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	Some schools/classes	**2nd grade**	Some schools/classes	**4th grade**	System-wide
1st grade	Some schools/classes	**3rd grade**	Some schools/classes	**5th grade**	System-wide

***Describe System-wide MWEEs**:* OEOH -- Our Environment in our Hands (4th grade): Grade four students conduct research to learn more about a [Maryland native] animal or plant population that has been effected by environmental change, or human impact. Specifically, students are focused o

***Describe Isolated MWEEs**:* RiverKeepers -- 5th grade o Curriculum extension unit for G/T that compacts and extends Grade 5 science standards; students pose questions about environmental concerns they have based on what they are learning in the unit, visit stream site over a series of weeks, collect data, and take action.

Middle School: At some schools/classes at MS level

6th grade	Some schools/classes	**7th grade**	Some schools/classes	**8th grade**	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Thanks to funding from NOAA B-Wet, a district-wide climate change curriculum with a meaningful watershed educational experience is being developed with the Howard County Public School System. By August 2023, every sixth grade Howard County Public School System student and teacher will be engaged in robust hands-on climate science and climate justice lessons in and out of the classroom, the first program of its kind in the region. Weaving together environmental justice, STEM, and real data, this program will directly address one of the biggest challenges facing future generations. The curriculum unit focuses on the driving question â€œHow and why are communities impacted differently by climate change?â€. Students investigate how socioeconomic factors can determine the kind of environment in which you grow up and impact how hot your neighborhood will get. Students also take a look at flooding and the urban heat island effects. They consider different mitigation strategies and examine what Howard County Maryland is doing to reduce environmental impact. They also compare action plans for reducing flooding and urban heat island impacts. Students have the opportunity to collect schoolyard data focused on carbon sequestration, heat and soil permeability. They then engage in a â€œClimate Expedition: Journey to Solutions" field experience with the Howard County Conservancy. You can learn more about the project here:â€‹â€‹https://www.howardnature.org/climateknowledge/

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	

***Describe System-wide MWEEs**:* â€‹â€‹Through hands on activities, all 9th grade students in Earth & Space Systems Science and Biology G/T will be able to collect and analyze data on the Howard County Watershed in their schoolyard and at a local stream. Students will conduct scientific

***Describe Isolated MWEEs**:* â€œThe Buck Stops Hereâ€ is an additional environmental education program that students enrolled in the High School Environmental Science course access. The program was developed by HCPSS environmental educators stationed at the community partner, the Robinson Nature Center. The Buck Stops Here is designed to help students understand a pressing, environmental issue affecting the Chesapeake Bay watershed that requires large amounts of Howard County staffing and resources to manage: deer overpopulation. This issue is one that canâ€™t be ignored if the watershed as a whole is going to maintain healthy ecosystems. The county currently employs a full-time Wildlife Management Program Manager who coordinates approximately 20-25 managed hunts and 25 Sharp-shooting operations annually to help curb deer overpopulation in the county. Deer populations affect everything in our local area from traffic accidents resulting from deer collisions with vehicles, to overbrowsing of forest vegetation and understory, to crop and property damage, to tick-borne illnesses. â€˜The Buck Stops Hereâ€™ focuses specifically on how deer impact the forest ecosystem due to their overbrowsing of forest vegetation and understory. Students will navigate through an interactive notebook and ArcGIS story maps. Extension opportunities will be available as Robinson on the Road outreach and Virtual Education programs for â€˜A Bunch of Bonesâ€™ (focusing on predator/prey relationships) and â€˜Vectors of Diseaseâ€™ (focusing on tick-borne diseases) with Robinson Nature Center educators.

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	
Biology		**Chemistry**		**Earth / Env Science**	System-wide
Physics		**Geography**		**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	Some schools/classes
AP Science (any)			**AP Math (any)**		
AP History (any)			**AP English (any)**		

Howard County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	**Funding for programming / supplies**	5
PD/resources for field experiences	5	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	3	**Funding for PD**	5
PD/resources for student-centered investigations	5	**Interdisciplinary curriculum planning / standards alignment**	3
Partnership with EE or other community providers	1	**Instructional technology for outdoor investigations**	2
Superintendent / central office support	1	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Professional learning for educators is an element of our environmental education program that is strong based on educator feedback. Our teachers have continued support when implementing MWEEâ€™s from the curriculum offices in partnership with the Howard County Conservancy and the Robinson Nature Center. This collaboration involves the engagement of educators to develop and refine student experiences based on student and educator feedback. Vertically articulated learning experiences; numerous opportunities; student-directed work. This is based on curriculum analysis and anecdotal feedback from students.
Challenges in EE:	Funding to support transportation for students to established programs with our community partners continues to be a challenge as transportation costs rise. Funding to support the continued professional learning efforts of teachers is impacted by cuts to Title IIA funding.

Kent County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Fully in place
Integrating environmental concepts in curriculum	Fully in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	Some schools/classes	**2nd grade**	Some schools/classes	**4th grade**	System-wide
1st grade	Some schools/classes	**3rd grade**	Some schools/classes	**5th grade**	System-wide

***Describe System-wide MWEEs**:* 4th- Students will explore how the Chesapeake Bay watershed has changed over time through observations, referencing historical documentation, and participating in field experiences. Social studies and science concepts will be incorporated within the envir

***Describe Isolated MWEEs**:* Kent County public school students work with the sultana education center, echo hill outdoor school, washington college as well as other local partners to experience various field experiences related to environmental literacy.

Middle School: System-wide at MS level

6th grade	Some schools/classes	**7th grade**	System-wide	**8th grade**	System-wide

***Describe System-wide MWEEs**:* 7th grade- MWEE: Driving Question: -How do humans impact biodiversity in the Chesapeake Bay watershed? Focus on the impacts of humans on the Chesapeake Bay dynamics (participating in and conduct year-long examinations of the Radcliffe Creek watershed in K

***Describe Isolated MWEEs**:* Kent County public school students work with the sultana education center, echo hill outdoor school, washington college as well as other local partners to experience various field experiences related to environmental literacy.

Kent County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	System-wide Ag. Science

***Describe System-wide MWEEs**:* 9th grade has a MWEE in Biology, Agricultural Science, and touched on in chemistry as well. Students will

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	
Biology		**Chemistry**	System-wide	**Earth / Env Science**	
Physics		**Geography**		**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)			**AP Math (any)**		
AP History (any)			**AP English (any)**		

Kent County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	7	**Funding for programming / supplies**	7
PD/resources for field experiences	6	**Funding for transportation**	6
PD/resources for schoolyard or community as outdoor learning space	5	**Funding for PD**	6
PD/resources for student-centered investigations	5	**Interdisciplinary curriculum planning / standards alignment**	5
Partnership with EE or other community providers	2	**Instructional technology for outdoor investigations**	4
Superintendent / central office support	1	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	One of the strongest elements in our environmental education program is the partnerships with local organizations that support KCPS in getting students outside for environmental experiences. Our teachers dedication to environmental education and the time and effort they put into lesson planning and coordinating the field experiences is key to student learning.
Challenges in EE:	The greatest challenges would be funding for projects, materials, and transportation.

Montgomery County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Not in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	**2nd grade**	None	**4th grade**	None
1st grade	None	**3rd grade**	None	**5th grade**	System-wide

***Describe System-wide MWEEs**:* Our Neighborhood, Our Watershed is a systemic MWEE in Grade 5 focused on runoff in the Chesapeake Bay watershed. In this project-based unit, students begin by observing the phenomenon of runoff in the Chesapeake Bay watershed and constructing a model wate

***Describe Isolated MWEEs**:*

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	None	**8th grade**	None

***Describe System-wide MWEEs**:* In Grade 6, all students participate in the Our Watershed, Our World unit and action project through their participation in Grade 6 Science and a residential outdoor education experience. In this systemic MWEE, students learn how humans impact the water q

***Describe Isolated MWEEs**:*

Montgomery County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics	None	**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature	None	**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:* All students are introduced to Biology through engaging MWEE that begins with a Maryland-based case study on the effect of human activity, specifically the use of road salts, on ecosystems. In the classroom, students learn about the impact of road salts

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**	None	**Geometry**	
Biology		**Chemistry**	Some schools/classes	**Earth / Env Science**	Some schools/classes
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)	Some schools/classes AP Environmental Science		**AP Math (any)**		
AP History (any)			**AP English (any)**		

Montgomery County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	6	**Funding for programming / supplies**	7
PD/resources for field experiences	2	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	7	**Funding for PD**	7
PD/resources for student-centered investigations	4	**Interdisciplinary curriculum planning / standards alignment**	2
Partnership with EE or other community providers	1	**Instructional technology for outdoor investigations**	4
Superintendent / central office support	7	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	The Grade 6 MWEE is the strongest due to its integrated and collaborative nature. Staff from all middle schools as well as central services staff from the Science Department and Office of Outdoor Environmental Education programs work together to coordinate classroom and filed-based learning. Teacher and student surveys have consistently reflected that this model is an effective way to learn, that students' experience at outdoor education connects to what they learn in the classroom and that the MWEE teaches them about how human actions impact the watershed and how they can impact the environment in a positive way
Challenges in EE:	Staffing is our greatest challenge. With the growth in enrollment in our district, the staff in the Office of Environmental Education Programs is no longer able to adequately support the MWEE's and other outdoor and environmental education at the elementary and high school levels, to provide PD, and to engage in outreach to schools. Another significant challenge is a lack of understanding of/commitment to environmental education efforts and their benefits at the top leadership levels

Prince George's County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Partially in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	Some schools/classes	**2nd grade**	None	**4th grade**	Some schools/classes
1st grade	Some schools/classes	**3rd grade**	Some schools/classes	**5th grade**	System-wide

***Describe System-wide MWEEs**:* We have 5th grade overnight program and all schools are provided an opportunity to visit the Schmidt Center or Hard Bargain Farm. During the students stay, the focus is on outdoor environmental experiences (ex. stream ecology, deer population survey, nat

***Describe Isolated MWEEs**:* See link for detailed information regarding environmental education programs K - 12 https://drive.google.com/file/d/1IC7tdX1gK5ZpWfYOTAESIKM6WW90Lzzq/view?usp=sharing

Middle School: System-wide at MS level

6th grade	None	**7th grade**	System-wide	**8th grade**	Some schools/classes

***Describe System-wide MWEEs**:* All middle schools are providing with the opportunity to grow wild rice in their classrooms and to plant that wild rice in the local watershed. In SY22 the program was virtual, but we plan to return in-person for SY23. Partners for this program include

***Describe Isolated MWEEs**:* In the 8th-grade Terrapin program, the Schmidt Center is receiving 20 terrapins for SY23 (in SY22 we received 13). The terrapins are distributed to schools, where they are raised, and collected for release during the spring semester. The grown terrapins are released at Poplar Island. Lessons are embedded in the curriculum regarding the Terrapin program.

Prince George's County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**		**Geometry**	None
Biology	None	**Chemistry**	None	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	Some schools/classes Biogeochemical Systems

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* The Mussel Power program is a comprehensive three experience program that engages high school students throughout the watershed in freshwater mussel restoration. During the course of the program, students investigate the life cycle of freshwater mussels, learn about the benefits that freshwater mussels provide, and explore the unique role of mussels in the Anacostia River ecosystem. During SY22, some of the lessons were virtual , however, the students were able raise the mussels in the classroom. Some students also participated in an additional visit to Bladensburg Waterfront Park to work on action projects and earn student service learning hours. The Anacostia Watershed Society and National Park Service are partners for this program. See link for detailed information regarding environmental education programs K - 12 https://drive.google.com/file/d/1IC7tdX1gK5ZpWfYOTAESIKM6WW90Lzzq/view?usp=sharing

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**	None	**Geometry**	
Biology		**Chemistry**	None	**Earth / Env Science**	None
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	None
AP Science (any)	None			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	4	**Funding for programming / supplies**	3
PD/resources for field experiences	3	**Funding for transportation**	4
PD/resources for schoolyard or community as outdoor learning space	3	**Funding for PD**	3
PD/resources for student-centered investigations	4	**Interdisciplinary curriculum planning / standards alignment**	5
Partnership with EE or other community providers	3	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	2	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	1. Support by our Curriculum and Instruction Leadership 2. Collaboration with the Science Office 3. MD Green School initiative (highest number of certified green schools in MD) 4. Collaboration with EE Partners (ex. Anacostia Watershed Society, Soil Conservation District, Chesapeake Bay Foundation, PG Parks) We know this has been effective because of ongoing communication between the various offices and partnerships mentioned, the percentage of schools that participate in the K-12 programs, and the number of MD green school certifications.
Challenges in EE:	1. Funding 2. Sharing information with school leadership that moves schools to participate in programs (a significant number of school leaders change each year) 3. Teacher retention/movement 4. Transition from pandemic protocols (virtual to in-person learning)

Queen Anne's County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Fully in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	Some schools/classes	**2nd grade**	System-wide	**4th grade**	Some schools/classes
1st grade	Some schools/classes	**3rd grade**	Some schools/classes	**5th grade**	Some schools/classes

***Describe System-wide MWEEs**:* Grade K: The Necessities of Life What changes will we need to make to our schoolyard to better support the butterflies? Grade 1: Where does all the rain go? Which materials best filter and clean stormwater runoff--BEFORE it gets to the river? Grade 2: W

***Describe Isolated MWEEs**:* All of the items listed in the previous response are designed for full MWEEs.

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	Some schools/classes	**8th grade**	Some schools/classes

***Describe System-wide MWEEs**:* Grade 6: Where do we build and what is the impact? The safest location for a new home in a coastal community. Grade 7: Got Invasives? What are the effects of invasive species on an ecosystem? Grade 8: Plastics and our Environment What are the environmen

***Describe Isolated MWEEs**:* All of the items listed in the previous response are designed as full MWEEs.

Queen Anne's County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	

***Describe System-wide MWEEs**:* HS Biology: The Amazing Oyster Declining Water Quality since Industrial Revolution How have human behaviors impacted the oyster populations of the Chesapeake Bay?

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	
Biology		**Chemistry**	Some schools/classes	**Earth / Env Science**	Some schools/classes
Physics		**Geography**		**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)	Some schools/classes Environmental Science	**AP Math (any)**			
AP History (any)		**AP English (any)**			

Queen Anne's County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	6	**Funding for programming / supplies**	5
PD/resources for field experiences	6	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	6	**Funding for PD**	5
PD/resources for student-centered investigations	6	**Interdisciplinary curriculum planning / standards alignment**	7
Partnership with EE or other community providers	7	**Instructional technology for outdoor investigations**	5
Superintendent / central office support	7	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of our environmental education program for students and/or teachers are our partnerships with Outdoor Educational Providers, our support from the Superintendent of Schools, and having an outlined plan with resources and instructional materials.
Challenges in EE:	The greatest challenges related to establishing/implementing our environmental education program are funding and transportation.

Somerset County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Fully in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	Some schools/classes	**2nd grade**	Some schools/classes	**4th grade**	System-wide
1st grade	Some schools/classes	**3rd grade**	Some schools/classes	**5th grade**	System-wide

***Describe System-wide MWEEs**:* All 4th graders attend the Wetlands and Wildlife Day sponsored by the DNR. This year's event is being held on September 20th and 21st. The 5th grade will visit the Deal Island Harbor and participate in a grade level MWEE about erosion and water encroachme

***Describe Isolated MWEEs**:* It would depend on the school and teachers at the particular grade level. Some teachers, for example, take their classes to Assateague Island each spring and the students have the opportunity to interact with educational stations related to the beach and ocean.

Middle School: System-wide at MS level

6th grade	Some schools/classes	**7th grade**	System-wide	**8th grade**	None

***Describe System-wide MWEEs**:* 7th graders visit Janes Island State Park for a system wide MWEE. They learn about water quality and complete an action project upon return.

***Describe Isolated MWEEs**:* The 6th graders visited the YMCA in Pocomoke in spring of this year to participate in an environmental experience with the staff there. It was going to be an overnight experience in the new cabins, however, due to Covid, the event was held over the day. I am not sure if this will be repeated this year due to the funding source (which was acquired by the YMCA staff).

Somerset County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**		**Geometry**	Some schools/classes
Biology	Some schools/classes	**Chemistry**	Some schools/classes	**Earth / Env. Science**	System-wide
Physics		**Geography**		**Civics / Government**	None
History	Some schools/classes	**Economics**		**English / Language Arts**	None
Literature	None	**Health / Physical Education**	None	**Other Required Course**	None Contemporary Issues

***Describe System-wide MWEEs**:* The 9th grade students visit Janes Island State Park to participate in outdoor activities related to their grade level MWEE.

***Describe Isolated MWEEs**:* The AP Environmental students do a beach clean up either at Raccoon Point or Janes Island State Park.

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**	None	**Geometry**	None
Biology		**Chemistry**	None	**Earth / Env Science**	
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)	System-wide Environmental AP			**AP Math (any)**	None Computer Science
AP History (any)	None U.S. History			**AP English (any)**	None Composition AP Literature AP

Somerset County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	6	**Funding for programming / supplies**	4
PD/resources for field experiences	5	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	5	**Funding for PD**	4
PD/resources for student-centered investigations	5	**Interdisciplinary curriculum planning / standards alignment**	4
Partnership with EE or other community providers	3	**Instructional technology for outdoor investigations**	2
Superintendent / central office support	1	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of our environmental education program is in getting students out into the environment. Many of our students, despite living in a rural area, have not had the opportunity to lean about their surroundings and how to be good stewards of the environment. The teachers have learned valuable lessons from our partners in these events. For example, in observing the DNR as they lead stations some of the outdoor events.
Challenges in EE:	The greatest challenges include the loss of 4-H staff that helped us with the MWEE initiatives. Additionally, the cost of bussing students to and from outdoor experiences can be problematic.

St. Mary's County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Not in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Partially in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Not in place

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

Kindergarten	None	**2nd grade**	None	**4th grade**	None
1st grade	None	**3rd grade**	None	**5th grade**	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* Our Grade 4 EE experience has to do with watersheds. We would like to expand it to a MWEE.

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	None	**8th grade**	None

***Describe System-wide MWEEs**:* Our Grade 6 students take part in the Waves of Plastic MWEE initiative, where they learn about microplastics in the Chesapeake Bay and their effects on organisms.

***Describe Isolated MWEEs**:*

St. Mary's County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**		**Geometry**	None
Biology	None	**Chemistry**	None	**Earth / Env. Science**	Some schools/classes
Physics	None	**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature	None	**Health / Physical Education**	None	**Other Required Course**	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**	None	**Geometry**	None
Biology		**Chemistry**		**Earth / Env Science**	
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	None
AP Science (any)	None			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	7	**Funding for programming / supplies**	7
PD/resources for field experiences	7	**Funding for transportation**	4
PD/resources for schoolyard or community as outdoor learning space	7	**Funding for PD**	7
PD/resources for student-centered investigations	6	**Interdisciplinary curriculum planning / standards alignment**	5
Partnership with EE or other community providers	6	**Instructional technology for outdoor investigations**	6
Superintendent / central office support	6	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest element is that for Grades K-5 EE is an automatic part of the curriculum. This is effective because teachers do not have to do any additional lesson planning.
Challenges in EE:	Manpower to develop lessons/MWEEs and expand the program.

Talbot County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Fully in place
Integrating environmental concepts in curriculum	Fully in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	**2nd grade**	None	**4th grade**	None
1st grade	None	**3rd grade**	System-wide	**5th grade**	None

***Describe System-wide MWEEs**:* Grade three students partner with ShoreRivers to participate in the Sturgeon Project.

***Describe Isolated MWEEs**:*

Middle School: System-wide at MS level

6th grade	None	**7th grade**	System-wide	**8th grade**	None

***Describe System-wide MWEEs**:* Students in grade 7 partner with Pickering Creek Audubon.

***Describe Isolated MWEEs**:*

Talbot County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**	None	**Other Required Course**	None

***Describe System-wide MWEEs**:* Biology students partner with ShoreRivers to participate in the "Students in Streams" project throughout their ninth-grade year.

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**	None	**Geometry**	None
Biology		**Chemistry**	None	**Earth / Env Science**	None
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	None
Literature	None	**Health / Physical Education**		**Other Elective Course**	None
AP Science (any)	None			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

Talbot County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	4	**Funding for programming / supplies**	7
PD/resources for field experiences	4	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	5	**Funding for PD**	4
PD/resources for student-centered investigations	5	**Interdisciplinary curriculum planning / standards alignment**	7
Partnership with EE or other community providers	1	**Instructional technology for outdoor investigations**	1
Superintendent / central office support	3	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Our relative proximity to resources such as the labs at Horn Point and the NOAA lab at Oxford and having Pickering Creek Audubon in the county help reduce travel time and maximize the learning experience for students on days in the field as well as making it easier for partners to interact with the students for in-school lessons.
Challenges in EE:	1. A steady funding source. Most competitive grants do not want to fund programs that have been in place forcing the scrapping of good programming and design of something new.

Washington County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: STEM Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	**Support system for high quality PD for EE**	Fully in place
Integrating environmental concepts in curriculum	Partially in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Fully in place	**Established partnerships for EE delivery**	Fully in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	Some schools/classes	**2nd grade**	Some schools/classes	**4th grade**	Some schools/classes
1st grade	Some schools/classes	**3rd grade**	Some schools/classes	**5th grade**	Some schools/classes

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* A systemic MWEE pilot was implemented at 5 WCPS elementary schools in grade 2 for the 2021-2022 school year. MWEE's at the 4th grade level were not systemic, but we suggested in the WCPS Essential Curriculum. Support for these MWEEs was provided through the MWEE Linkers program, which included one grade 4 teachers from every WCPS elementary school. Through this program MWEE buckets with materials necessary for certain MWEE lessons were provided to teachers, as were the lessons and in class support from our Fairview Outdoor School Staff. Teachers from each of the other grade levels were encouraged to create and implement a MWEE with their students through past Chesapeake Classroom and Growing Up Wild Workshops.

Middle School: At some schools/classes at MS level

6th grade	Some schools/classes	**7th grade**	Some schools/classes	**8th grade**	None

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:* A MWEE Pilot was implemented in 4 WCPS middle schools at the grade 6 level during the 2021-2022 school year and was integrated into the WCPS Essential Curriculum for the following year. Grade 7 teachers were also encouraged to write and implement a MWEE through past Chesapeake Classrooms workshops.

Washington County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	**Algebra 2**		**Geometry**	Some schools/classes
Biology	Some schools/classes	**Chemistry**	Some schools/classes	**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:*

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**	None	**Geometry**	
Biology		**Chemistry**	None	**Earth / Env Science**	None
Physics	None	**Geography**		**Civics / Gov't**	None
History	None	**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	
AP Science (any)			**AP Math (any)**		
AP History (any)			**AP English (any)**		

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	1	**Funding for programming / supplies**	7
PD/resources for field experiences	1	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	1	**Funding for PD**	7
PD/resources for student-centered investigations	1	**Interdisciplinary curriculum planning / standards alignment**	6
Partnership with EE or other community providers	7	**Instructional technology for outdoor investigations**	4
Superintendent / central office support	4	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of our EE program is our MWEE pilot and follow up program. This program allows us to train teachers on the MWEE process, pilot a MWEE experience, and then incorporate it directly into our WCPS Essential Curriculum. This process has been successful as shown by the grade 2 and 6 MWEEs that are currently in the WCPS Essential Curriculum to be taught by all teachers at this grade level. Additional strengths include our MWEE Linkers program, our MWEE Mentors program, and our MWEE Buckets program that has provided materials and resources to teachers throughout WCPS.
Challenges in EE:	The biggest challenge has been getting teacher participation during the summer. We are able to supplement this with support during the school year.

Wicomico County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	**Support system for high quality PD for EE**	Partially in place
Integrating environmental concepts in curriculum	Fully in place	**Plan for MWEEs at all grade bands**	Fully in place
Regular communication among staff about EE	Partially in place	**Established partnerships for EE delivery**	Partially in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	System-wide	**2nd grade**	Some schools/classes	**4th grade**	Some schools/classes
1st grade		**3rd grade**	Some schools/classes	**5th grade**	Some schools/classes

***Describe System-wide MWEEs**:* The Kindergarten Watershed Environmental Experience (KWEE) in partnership with the Ward Museum 3 - LEAF program with Salisbury Zoo

***Describe Isolated MWEEs**:*

Middle School: System-wide at MS level

6th grade	System-wide	**7th grade**	Some schools/classes	**8th grade**	Some schools/classes

***Describe System-wide MWEEs**:* 2020-2022 all the teachers and students participated in a full MWEE that focused on human impact on habitat in partnership with Pickering Creek.

***Describe Isolated MWEEs**:* The 6th grade MWEE needs to be modified to fit the core instructional resources and as the MWEE partnership was funded by a B-WET grant and as we no longer have access to funding, we are in the process of identifying new partnerships to adapt the MWEE created by the partnership between Pickering Creek and WCBOE. In 7th grade the unit on Chemistry of materials will be used to develop student action projects on plastic pollution. In 8th grade the unit on weather and climate will be used to develop a student action project on climate change.

Wicomico County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	System-wide	**Earth / Env. Science**	System-wide
Physics		**Geography**		**Civics / Government**	Some schools/classes
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	

***Describe System-wide MWEEs**:* 9th grade environmental science and honors environmental science, 9th grade Honors Biology

***Describe Isolated MWEEs**:*

In Elective (non-required) Courses

Within course topics the LEA did *not* indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		**Algebra 2**		**Geometry**	
Biology		**Chemistry**		**Earth / Env Science**	
Physics		**Geography**		**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)	AP Environmental Science		**AP Math (any)**		
AP History (any)	AP Government		**AP English (any)**		

Needs for Support

Rating of Level of Need: no need = 1 ⟷ 7 = high need

PD/resources for student action	7	**Funding for programming / supplies**	7
PD/resources for field experiences	7	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	7	**Funding for PD**	7
PD/resources for student-centered investigations	7	**Interdisciplinary curriculum planning / standards alignment**	7
Partnership with EE or other community providers	7	**Instructional technology for outdoor investigations**	7
Superintendent / central office support	1	**Other:**	

"Other Need" written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Issue Definition, Outdoor field experience, synthesis and conclusion. Student and teacher feedback and student workbook.
Challenges in EE:	Action project