Delaware: 2024 ELIT

Respnse Summaries from Individual Responding LEAs: Updated 03/2025

Click the school district name to jump to their report

**If a public school district is not on this list, it means they did not submit an ELIT response in 2024.*

Appoquinimink School District: 2024 ELIT Summary

Data last submitted: 2024

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**	Fully in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

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

***Describe Isolated MWEEs**:*

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**:*

Appoquinimink School District: ELIT Summary (continued)

High School: At some schools/classes required at 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		**Geography**		**Civics / Government**	None
History	None	**Economics**	None	**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

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

***Describe Isolated MWEEs**:* We are just starting to dig into the MWEE efforts and their potential for our schools, focused more heavily on secondary programming. This is causing a reflection on our courses and then subsequent course development and realignment. Any answer here, now, would not necessarily help move your work forward at this time. There are minimal consistencies in field trips and school efforts across the system to date.

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**		**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	
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**	5
PD/resources for field experiences	4	**Funding for transportation**	7
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**	4
Partnership with EE or other community providers	7	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	4	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	We have one--we offer environmental science, earth and space science, as well as AP envi sci in addition to the traditional courses (e.g. biology, chemistry, physics, etc.). We also have CTE pathways in place that support environmental awareness and learning. As to the effectiveness, we don't have any strong indicators to date--this is part of our revamping of the programming in the science course development.
Challenges in EE:	Student engagement. Students wanting to be aware of their surroundings and wanting to go outside and "get dirty" with the environment around them is becoming something less desirable. Qualified teachers is another issue; the pipeline for this vein of instruction just isn't there like it used to be. The combo of the two keeps me fighting to keep these courses in place vs. cutting them each year. They are hugely important to informed consumerism and a dying field--not a good combo when you are looking at enrollment numbers and $$.

Cape Henlopen School District: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Classroom Teacher

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**	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**:*

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**:*

Cape Henlopen School District: 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		**Algebra 2**		**Geometry**	
Biology	None	**Chemistry**	None	**Earth / Env. Science**	None
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**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**		**Geometry**	
Biology		**Chemistry**		**Earth / Env Science**	
Physics	None	**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)**		

Needs for Support

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

PD/resources for student action	5	**Funding for programming / supplies**	6
PD/resources for field experiences	5	**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**	7
Partnership with EE or other community providers	5	**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:	
Challenges in EE:	

Caesar Rodney School District: 2024 ELIT Summary

Data last submitted: 2022

ELIT Response Submitted by: Other: Environmental Education Specialist

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: 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**:* Students in 2 of our schools' gifted programs (GEEP), grades 3-5, are involved in their school's EcoTeam, part of a larger District-wide EcoTeam Volunteer Corps. Though not equitable, these students identify issues (e.g. single-use plastic bags being thrown away), explore the issue, and then research it. They then tested out several reusable alternatives for the plastics. After their study concluded, the students selected the best alternative bag and raised funds to add to existing grant funding in order to purchase 100s of reusable bags. This group of EcoTeam students later became involved in a separate initiative related to habitat restoration and native wildlife conservation. They worked with their school staff and community partners to purchase and install a purple martin (PM) nesting colony outdoors behind the school. Throughout 2 successful summers of caring for and fledging out almost 100 PM hatchlings, students (with their parent partners) discovered that some of the adult PMs had brought in bits of single-use plastics as nesting material. This discovery led the students to begin a school-wide project to collect 100s of pounds of single-use plastics headed for the landfill, diverting this valuable material to one of our community partners (Eco-Plastic Products of DE) for processing into recycled plastic benches. They purchased discounted purple benches and placed them at the PM nesting site for future PM volunteers to enjoy while bird-watching. Though the PM project did not originate as an action project from the reusable bag initiatives, the students could make real connections in an outdoor, natural learning space between the issue, the impact, and developing a solution. To date, the synthesis and conclusion portion was mostly conducted verbally as a group on-site as well as looking informally at the data. It would not take much for this all to become an annually sustained MWEE with all elements included. We are working now with the ELA division of our Curriculum & Instruction Dept. to investigate where both the plastics and PM action projects could be infused throughout the school's ELA curriculum. Additionally: -Grade 3 unit embedded in social studies curriculum for recycling & composting (waste & consumption pathway) -Middle school AgriScience (e.g. FFA) overlapping curriculum standards with ELit concepts, knowledge, and dispositions

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**:* There has been some success in partnering with the AgriScience teacher and program at Fred Fifer III Middle School. There seems to be a natural overlap between middle school level AgriScience and ELit concepts, knowledge, and dispositions. For example, students in these classes have begun to use the greenhouse located up the road at W.B. Simpson Elementary School to grow edible, organic produce as well as some native species of vegetation such as native N. American muscadine grapes. This greenhouse is

developing as the CRSD Native Plant Nursery. These students also help care for the newly mulched beds as community gardens and restored habitat (e.g. weeding, litter patrol, pruning, training vines, harvesting, etc.). We hope to partner a local vineyard to provide training and education in viticulture as a CTE component of both the AgriSciance and ELit programs.

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**		**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	
History	None	**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	None CTE Pathways

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

***Describe Isolated MWEEs**:* Our high school, aside from offering AP Environmental Science, offers a freshman (9th grade) course entitled "Environmental Science & Sustainability" (ESS) which also targets earth science standards. Though not technically a District-required course, any freshman who does NOT take biology is 'required' to take the ESS course. If a student chooses to take the ESS course in their freshman year, they are required to take biology in the following year in order to meet the District and state graduation requirements.

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**	Some schools/classes
Physics	None	**Geography**		**Civics / Gov't**	None
History		**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	Some schools/classes Marine Science
AP Science (any)	None AP Environmental Science			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

Caesar Rodney School District: 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**	3
PD/resources for field experiences	4	**Funding for transportation**	5
PD/resources for schoolyard or community as outdoor learning space	5	**Funding for PD**	3
PD/resources for student-centered investigations	4	**Interdisciplinary curriculum planning / standards alignment**	7
Partnership with EE or other community providers	3	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	2	**Other: Funding for maintenance of outdoor learning spaces as well as assistant staff for programming and maintenance**	7

"Other Need" written-in response (if any): Funding for maintenance of outdoor learning spaces as well as assistant staff for programming and maintenance

Qualitative Self-Assessment

Strengths of EE for Students:

ELEMENT: A district-wide staff position (Environmental Education Specialist) dedicated solely to EE & sustainability initiatives SOME EVIDENCE: -EES position is going on its 6th year -Spending budget for EES role increased significantly over 5 year period -Over 17 community events held related to ELit -Over 16 sustainability initiatives launched and growing -Over 15 press pieces published featuring students involved in ELit initiatives -A statewide voice for achieving ELit leading to local and regional network planning -Admin approved hiring and training of grant-funded part-time casual seasonal Environmental Education Associate (EEA) to assist EES with capacity building for two years (2023-2024) -Potential hiring and training of grant-funded high school students (5) as part-time casual seasonal Environmental Education Legacy Leaders (EELL) as part of a pilot CTE/Work-Based Learning initiative ELEMENT: District-wide EcoTeam Volunteer Corps SOME EVIDENCE: -Over 600 student/staff/parent volunteer hours logged toward outdoor classrooms and sustainability initiatives -Over 21 school building staff members enrolled as EcoTeam Sponsors (w/o pay) -Over 115 EcoTeam Membership shirts provided to District children and adults -Attendance of EcoTeams at annual CRSD Home Coming Parade ELEMENT: Grade 9 Environmental Science course with Sustainability (and Earth science) embedded, now in its 3rd year SOME EVIDENCE: -Many students choose to enroll in this course as freshmen with several sections offered -Enrollment remains steady with 4 regular ed teachers and 1 special ed teacher having multiple sections ELEMENT: A vast network of community partners: SOME EVIDENCE: -Over 75 community partners, many as mutually beneficial, long-term relationships -4 major federal grants awarded in part due to involvement with partner organizations -First semi-annual leadership tour series conducted with educational leaders from both CRSD (formal) and community partners (non-formal & other organizations) -Over 15,000 sq ft of underutilized, 'weedy' turf converted into no-mow-zones -Over 20 individual student awards received related to ELit -Over 25 professional development training sessions provided ELEMENT: A network of meaningful outdoor learning spaces SOME EVIDENCE: -Over 27 meaningful outdoor learning spaces developed, installed, and evolving -Commitment from community partners, District Superintendent, some District Office administration, and some Principals to continue expanding and developing these sites -Outdoor learning spaces registered into the state-wide Outdoor Learning Network (OLN) managed by DAEE ELEMENT: Local, regional, and federal funding made available and successfully awarded for ELit initiatives SOME EVIDENCE: -Over $493,000 in grant funding secured for ELit initiatives -Recognized as 2019 US DOE Green Ribbon School District ELEMENT: ELit beginning to be embedded systemically across the curriculum SOME EVIDENCE: -New grade 3 curricular unit embedded in Social Studies (geography & economy standards) on the consumption & waste Pathway focusing on recycling and -Freshman high school course (see above)

Caesar Rodney School District: ELIT Summary (continued)

Challenges in EE:	Especially post-pandemic, the greatest challenge is bridging the gap that exists between faculty/staff which has our outdoor learning spaces and sustainability initiatives (e.g. cafeteria share carts and compost centers) underutilized. Additionally: -No state standards or 'mandate' YET for public schools to offer meaningful/systemic EE programs equitably to all students and communities -Lack of familiarity at the administrative level with the regional Chesapeake Bay Watershed Agreement (2014/2020) signed by state and regional leadership; our Governors have signed on to this agreement, consisting of 10 goals with several intended outcomes, which should 'trickle down' to the DE Dept. of Ed. and all 19 public school LEAs since they are state agencies -Lack of peers in other public school LEAs employed equitably as Environmental Education Specialists (EES) due to unfamiliarity with this now evidence-based position -Lack of Extra Pay for Extra Responsibilities(EPER) stipends adult sponsors of ELit-focused, student-led, community-based civic organizations (e.g. EcoTeams)

Capital School District: 2024 ELIT Summary

Data last submitted: 2024

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

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	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**	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**:* Critical Juncture Assessment 1: How Animals Grow and Thrive (Lesson 1.6, Activity 3) How do the animals in the rainforest ecosystem grow and thrive? The purpose of this Critical Juncture is to gauge students' understanding of how organisms grow and use food molecules in their bodies. Manual pages 146-147 Investigation NB page 20 Critical Juncture Assessment 2: Rain Forest Restoration Plan 2 (Lesson 2.7, Activity 3) Why aren't the cecropia trees growing and thriving? The purpose of this Critical Juncture Assessment is to gauge students' understanding of how plants make food molecules. Manual pages 365-366 Investigation NB page 52 Critical Juncture Assessment 3: Rainforest Restoration Plan 3 (Lesson 3.6, Activity 2) Why aren't the cecropia trees growing and thriving in the soil? The purpose of this Critical Juncture Assessment is to gauge students' understanding of the role of decomposers in the ecosystem and how nutrients that the decomposers release affect plant growth. Manual pages 507-508 Investigation NB page 78 Unit Summative (Lesson 3.7) Students complete and label a food-web diagram and write a final argument. student pages and rubric

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**:* OpenSciEd 6.3 Weather, Climate, and Water Cycling December 14-February 29 Pacing Guide (46 days) Standards Addressed Unit Storyline Evidence Collection Newsela Resources OpenSciEd 7.5 Ecosystems Dynamics March 18-June 5 Pacing Guide 45 days Standards Addressed Unit Storyline Unit Overview Materials Evidence Collection Newsela Resources Video Links by Lesson

Capital School District: ELIT Summary (continued)

High School: At some schools/classes required at HS level

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

***Describe System-wide MWEEs**:* Not in place

***Describe Isolated MWEEs**:* We have a partnership with DNREC through our AP Environmental Science CTE Pathway.

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**	System-wide
Physics	None	**Geography**	None	**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	System-wide Multiple AP course- Biology, Chemistry, Physics, French, Spanish, Macro/MicroEconomics, Geography, etc.
AP Science (any)	Some schools/classes CTE Environmental			**AP Math (any)**	System-wide Statistics
AP History (any)	System-wide AP US History			**AP English (any)**	System-wide AP Literature

Capital School District: 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	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**	6
Partnership with EE or other community providers	7	**Instructional technology for outdoor investigations**	5
Superintendent / central office support	5	**Other: Recruitment of teachers and grant writing support**	7

"Other Need" written-in response (if any): Recruitment of teachers and grant writing support

Qualitative Self-Assessment

Strengths of EE for Students:	We continue to build our capacity to engage students within environmental educational programming at the high school. The pathway allows students to take an Advanced Placement exam. With the program we have a new teacher and hope to see gains in scores a we are now working on getting the new scores as we did not have the test offered last year.
Challenges in EE:	Finding a qualified teacher to support the program. Curriculum is not an issue based on the program.

Christina School District: 2024 ELIT Summary

Data last submitted: 2024

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

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**	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: 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**:* Our biggest/ largest spread work in elementary school is our Farm to Table work with Health Foods, Healthy Kids. This is across several schools, and is supported by our School Board.

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**:* Current work for about 15 educators in grades 6-12: Educators are trained on the content of the instructional modules for the "STEM of Sustainability:" Educators provide feedback: i) any modifications needed for adoption of instructional materials for middle and high school classrooms ii) potential of instructional materials to support existing learning standards iii) potential insertion points into existing courses Educators are expected to attend monthly feedback meetings. Apart from the launch and end of year wrap up gatherings, monthly feedback meetings will be virtual

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Christina School District: ELIT Summary (continued)

High School: At some schools/classes required at HS level

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	Some schools/classes	**Chemistry**	Some schools/classes	**Earth / Env. Science**	Some schools/classes
Physics		**Geography**		**Civics / Government**	None
History	None	**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**		**Geometry**	None
Biology		**Chemistry**		**Earth / Env Science**	
Physics	Some schools/classes	**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 Science			**AP Math (any)**	
AP History (any)				**AP English (any)**	

Christina School District: 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	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	4	**Interdisciplinary curriculum planning / standards alignment**	7
Partnership with EE or other community providers	6	**Instructional technology for outdoor investigations**	5
Superintendent / central office support	1	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	With the exception of AP Environmental, we are just beginning our journey. So far, teachers are very excited about the work, and we hope to engage students soon.
Challenges in EE:	We have not experienced challenges, just yet, as we just began conversations this Fall. So far, staff are excited.

Colonial School District: 2024 ELIT Summary

Data last submitted: 2024

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	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**	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**:* K-5: Field trips to local environmental outreach groups and organizations (not all schools, some as scheduled) K-5: Sustainable efforts--garden at school programs in some schools K-5: elementary outreach programs within district as part of Penn Farm (agri-science support)

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* '-Agriscience elective in all middle schools -Outreach with community and Penn Farm, located within Colonial's geographic boundaries. -Field trips as scheduled to support science curriculum or Agriscience program

***Describe Isolated MWEEs**:* '-Agriscience elective in all middle schools -Lums Pond (Health/PE outreach)

Colonial School District: ELIT Summary (continued)

High School: At some schools/classes required at HS level

In Required Courses

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

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

***Describe System-wide MWEEs**:* We have an environmental/sustainability course which is taken by a large number of students. The elements of MWEE are embedded throughout that coursework, though we do not have any partnerships. When looking at our courses, we have some components of MWEE embedded in social studies/science electives/language arts, but not the entire MWEE program components.

***Describe Isolated MWEEs**:* Agri-science programming includes courses and opportunities to bridge into environmental education. Extensive use of Penn Farm and other organizations as outreach. This is through the CTE pathway. We are very interested in enhancing the MWEE programming through the courses that have components/elements of the program. We have begun outreach to local sites (teacher-PD and student) through Hagley and Delaware Parks and Delaware 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**	None	**Geometry**	
Biology		**Chemistry**	None	**Earth / Env Science**	
Physics	None	**Geography**	None	**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	
AP Science (any)	System-wide AP Environmental Science			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

Colonial School District: 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	5	**Funding for transportation**	5
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**	6
Partnership with EE or other community providers	6	**Instructional technology for outdoor investigations**	5
Superintendent / central office support	1	**Other: coordination with local programming**	6

"Other Need" written-in response (if any): coordination with local programming

Qualitative Self-Assessment

Strengths of EE for Students:	'-interest by students for elective-related courses within the various disciplines, as well as in the growing agriscience program -professional learning/outreach to staff within the science department around organizations supporting environmental education topics (ex: Hagley, Delaware Parks, Delaware Watershed, etc). -AP Environmental Science course for interested students. -Creation of a third year option in Science titled Integrated Earth and Environmental Science, which addresses the thread of sustainability throughout the course.
Challenges in EE:	'-professional learning tied within current curriculum focus within courses -meaningful curriculum tied to current course requirements. -identifying individuals to partner with districts to make and identify those connections

Delmar School District: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Asst. Superintendent

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

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

***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**:*

Delmar School District: ELIT Summary (continued)

High School: At some schools/classes required at HS level

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

Indian River School District: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

Established program leader for EE	Not 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**	Not 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: 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**:*

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**:* IRSD has an outdoor education center which has access to Ingram Pond in Millsboro. This school year (2024-25) all 7th grade students were invited to the pond with their teachers to conduct field investigations aligned to NGSS. Students investigated microorganisms in a drop of pond water, got in waders with dip-nets to explore macroinvertebrates, and collected data through water testing while on canoes to assess the quality of the pond water. We will be having the 8th grade come out in March/April and 6th grade in April/May.

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**	None
Physics		**Geography**	None	**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

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

***Describe Isolated MWEEs**:* AP Environmental Science is offered at Indian River High School and Sussex Central High School. SCHS has an after school club called Enviro-Sci Changemakers. We just started collaborating with staff from the Center of Inland Bays (Jackie Knoll). Students are working on forming an action plan such as a rain garden on school grounds.

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**	None	**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	
AP Science (any)	None Environmental Science		**AP Math (any)**		
AP History (any)			**AP English (any)**		

Indian River School District: 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	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**	6
Superintendent / central office support	7	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	AP Environmental Science is the only course currently that offers environmental education. SCHS just started a Natural Resources Pathway this year for students interested in this field. It is exciting to see this program grow!
Challenges in EE:	Funding for environmental supplies/materials and professional development for environmental programs.

Lake Forest School District: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: STEM Supervisor/Coordinator District Level Math/Science Curriculum Specialist

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	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: 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**:*

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**:*

Lake Forest School District: ELIT Summary (continued)

High School: System-wide at any required HS class

In Required Courses

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

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

***Describe System-wide MWEEs**:* *Partnerships with Killen's Pond & University of Delaware *Fishing Club

***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**	System-wide
Physics		**Geography**		**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	System-wide K-12 Teacher Academy
AP Science (any)	System-wide Environmental	**AP Math (any)**			
AP History (any)		**AP English (any)**			

Lake Forest School District: 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	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**	6
Partnership with EE or other community providers	7	**Instructional technology for outdoor investigations**	6
Superintendent / central office support	6	**Other:**	7

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

Laurel School District: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

Established program leader for EE	Not 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**	Not in place
Regular communication among staff about EE	Not 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**	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**:*

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**:*

Laurel School District: ELIT Summary (continued)

High School: System-wide at any 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	Some schools/classes	**Chemistry**	Some schools/classes	**Earth / Env. Science**	Some schools/classes
Physics		**Geography**	System-wide	**Civics / Government**	None
History	None	**Economics**	None	**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**		**Geometry**	None
Biology		**Chemistry**		**Earth / Env Science**	
Physics	Some schools/classes	**Geography**	System-wide	**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	
AP Science (any)			**AP Math (any)**		
AP History (any)			**AP English (any)**		

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

Milford School District: 2024 ELIT Summary

Data last submitted: 2022

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

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	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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

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

***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**:*

Milford School District: ELIT Summary (continued)

High School:

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence		
Algebra 1	**Algebra 2**	**Geometry**
Biology	**Chemistry**	**Earth / Env. Science**
Physics	**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	None	**Algebra 2**	None	**Geometry**	
Biology	Some schools/classes	**Chemistry**	Some schools/classes	**Earth / Env Science**	Some schools/classes
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)			**AP Math (any)**		
AP History (any)			**AP English (any)**		

Milford School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

Brandywine School District: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

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	Partially in place	**Plan for MWEEs at all grade bands**	Not 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: 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**:*

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**:*

Brandywine School District: ELIT Summary (continued)

High School: At some schools/classes required at HS level

In Required Courses

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

Algebra 1		**Algebra 2**		**Geometry**	
Biology	Some schools/classes	**Chemistry**		**Earth / Env. Science**	
Physics		**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**	None	**Earth / Env Science**	Some schools/classes
Physics	None	**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)**		

Brandywine School District: 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**	4
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**	3
Partnership with EE or other community providers	5	**Instructional technology for outdoor investigations**	4
Superintendent / central office support	2	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

Red Clay Consolidated School District: 2024 ELIT Summary

Data last submitted: 2024

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

***Describe System-wide MWEEs**:* 5th Grade MWEE through a partnership with Stroud Water Research Center, in Avondale, PA. The purpose of the MWEE is for students to assess their school campus for pervious and impervious surfaces, in order to propose a campus action plan to help reduce

***Describe Isolated MWEEs**:* - Healthy Food for Health Kids program at 8 of our district schools (K-8) and we also have a similar farm to table gardening program at 8 additional district schools. These programs could be modified to include an Issue Definition, guidance on data collection, and guidance on using the data to support action plans or proposals to address the defined issue. - Potential MWEE for grades K-2 around trees and or beginning food web concepts. There are science units in each of those grade levels that build off of each other. Most elementary schools take their younger students to an orchard in the fall. With some work, we could develop a MWEE around these units.

Middle School: At some schools/classes at MS level

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

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

***Describe Isolated MWEEs**:* '- Skyline Middle School took AVID students (approx 60 students) to an overnight field experience at Cape Henlopen State Park (a coastal park), where they made claims, collected data, and make proposals of how humans can increase our positive impact on the coastal ecosystems. - Skyline Middle School teacher, Mrs. Ahern has begun some potential MWEE-like work through her garden club and science classes. But nothing has been formally developed into a MWEE yet. - The last two units in 7th grade can have MWEEs developed that support the units: 7.5 Ecosystems Dynamics & Biodiversity; and 7.6 Natural Resources & Human Impact. We will likely select one, not both of the units for MWEE inclusion.

Red Clay Consolidated School District: 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**		**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

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

***Describe Isolated MWEEs**:* '- The few MWEE units in high school are connected to Environmental Science courses, where students are asked to propose campus projects that increase biodiversity and improve water runoff mitigation. - Some of our CTE students participate in MWEEs that they create as their CTSO competition projects. The CTSO (Career & Technical Student Organization) projects are not standard and vary across students. Not all CTSO projects are MWEEs, but they have the potential to be. - Since Biology is the only HS science course required for graduation, we have plans to add a MWEE connected to the Ecology portion of the course. This plan will be developed and implemented after the district rolls out a 7th grade MWEE. - Other MWEE opportunities exist in some science elective classes and within CTE programs of study, which will have a more narrow impact since students can choose other electives and other CTE pathways.

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**	Some schools/classes
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature	None	**Health / Physical Education**		**Other Elective Course**	Some schools/classes CTE Ag Science Program
AP Science (any)	Some schools/classes AP Environmental Science (some, but not all courses/teachers lead MWEEs)			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

Red Clay Consolidated School District: 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**	6
PD/resources for field experiences	4	**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	6	**Interdisciplinary curriculum planning / standards alignment**	4
Partnership with EE or other community providers	3	**Instructional technology for outdoor investigations**	5
Superintendent / central office support	4	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	(5th grade MWEE) + The program is co-created by teachers and expert community partners, which increases staff buy-in. The creation includes teacher release time and hands-on engagement within planning. + Strong community partner (Stroud Water Research Center). + Curriculum connections identified so teachers can see where this experience fits within their current units. + Designed to include student voice and choice, as components of the program are specific to their school campus, helping students to connect more meaningfully to the work + Funding for bus transportation currently being provided through a grant. For long term sustainability of the program, we may need to seek private or other outside funding sources.
Challenges in EE:	'- Coordinating calendars across 14 district elementary schools, especially around testing. - Coordinating with school level leads to reach consensus on MWEE planning, striking a balance between school choice and enforcing some standard components. - Funding for subs and bus transportation currently comes from a grant. When the grant is no longer available, the financial burden may fall onto schools or a district budget. It is important to avoid placing the financial burden on students and families, since that would create equity concerns. - Some teachers opted out of joining the field experience, requiring their peers to go in their place. - Determining the time of year for the experience considering weather and when connecting curricular units occur.

Seaford School District: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator District-level curriculum and instruction specialist

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

Established program leader for EE	Not 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**	Not in place
Regular communication among staff about EE	Not 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**:*

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**:*

Seaford School District: 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**		**Geometry**	None
Biology	None	**Chemistry**		**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	None
History	None	**Economics**	None	**English / Language Arts**	None
Literature	None	**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**	None
Biology		**Chemistry**	None	**Earth / Env Science**	None
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**		**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)	None			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

Seaford School District: 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	6	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	6	**Funding for PD**	7
PD/resources for student-centered investigations	6	**Interdisciplinary curriculum planning / standards alignment**	6
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:	
Challenges in EE:	Teaching required content leaves little time for anything else.

Woodbridge School District: 2024 ELIT Summary

Data last submitted: 2022

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

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

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	Partially in place	**Plan for MWEEs at all grade bands**	Not 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**:*

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**:*

Woodbridge School District: ELIT Summary (continued)

High School: At some schools/classes required at HS level

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**	Some schools/classes
Physics	None	**Geography**	None	**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**		**Geometry**	None
Biology		**Chemistry**		**Earth / Env Science**	
Physics	None	**Geography**	None	**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

Woodbridge School District: 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**	4
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**	4
Partnership with EE or other community providers	4	**Instructional technology for outdoor investigations**	4
Superintendent / central office support	2	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	