Maryland: 2024 ELIT

Respnse Summaries from Individual Responding LEAs: Updated 03/2025

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Worcester County Public Schools: 2024 ELIT Summary

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

Allegany County Public Schools: 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**	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 sev

***Describe Isolated MWEEs**:* Individual schools schedule field trips for different grades to the Evergreen Heritage Center. Some options are outlined below: Pre-School: The EHC Foundation offers a MOE for Head Start children on gardening. K-2nd grade: Trainings are offered to enable teachers to conduct MOEs in their schoolyards for gardening. 3rd grade: EHC Foundation offers a field trip with an investigation of decomposition and minute living things. 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-day commuter Outdoor School program at Rocky Gap State Park and 0.5-day to complete it in their own schoolyard. While at Rocky Gap students will participate in the following four hands-on learning activities taught by

***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 budget 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 events that demonstrate water'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: 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	None	**Health / Physical Education**	None	**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		**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**	
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	5	**Funding for programming / supplies**	6
PD/resources for field experiences	4	**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	5	**Interdisciplinary curriculum planning / standards alignment**	6
Partnership with EE or other community providers	5	**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:	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: 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	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. Grade 1: Monarch Raise and Release. Students learn and investigate as well astake data

***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**:* 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 oyster r

***Describe Isolated MWEEs**:*

Anne Arundel County Public Schools: 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**		**Geometry**	None
Biology	System-wide	**Chemistry**		**Earth / Env. Science**	System-wide
Physics		**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:* Biology: Students collect data on species variety on their school property to analyze biodiversity and educate others about local animals.

***Describe Isolated MWEEs**:* Environmental Science students are engaged in an invasive species evaluation on school grounds or local parks which include invasive species removal.

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	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	6	**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	6	**Funding for PD**	6
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**	4
Superintendent / central office support	6	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Outdoor field experiences
Challenges in EE:	Scheduling and capacity

Baltimore City Public Schools: 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**	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: 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**:* 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 and this unit helps change that feeling. In addition, students living in urban settings can feel disconnected to the Bay. Partnership with Towson University and Harbor Scholars programs (NOAA B-Wet grant). Teachers are trained and receive field trip experiences to locations around the inner harbor. 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 Where Have All the Creatures Gone? Students study the relationships between organisms and ecosystems. In partnership with the National Aquarium, teachers are trained and receive field trip experiences to the Aquarium to do

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

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**		**Geometry**	System-wide
Biology	System-wide	**Chemistry**	Some schools/classes	**Earth / Env. Science**	
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**:* Biology Unit 1 - Baltimore's Watersheds (previously Unit 6 - Interdependent Relationships & Ecosystems) is the high school MWEE. Students conduct issue-based research resulting in the design and completion of a take-action project. Chemistry - Unit 5 extends learning from Biology Unit 1 and focuses on ocean acidification. Units 6 and 7 are greatly influenced with earth science content.

***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**	System-wide
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)	None			**AP Math (any)**	None
AP History (any)	None			**AP English (any)**	None

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	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	2	**Funding for PD**	4
PD/resources for student-centered investigations	3	**Interdisciplinary curriculum planning / standards alignment**	6
Partnership with EE or other community providers	4	**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:	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 have updated 28 of the 30 units and anticipate to have the last two complete by March 2025. Our middle school science curriculum is IQWST (Investigating and Questioning our World through Science and Technology). Our high school curriculum includes multiple courses. Biology, chemistry, and physics courses have been updated this year to include Earth Space content and standards. Many of the units utilize a storyline that uses Earth Science to support the discipline content/skills. The 5th grade and 9th grade MWEE units are earlier in the year to allow more time for teachers to complete them with their students. The Biology course also utilizes Unit 7 to be a capstone project where the MWEE is one of the options to complete. 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: Balancing priorities. School leaders must balance instructional time dedicated to science with other content areas. Ongoing expenses. Good science education requires not only initial expenditures on supply kits, but ongoing replenishment of consumables. 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. Discomfort with bringing students outside without support. Many teachers are not accustomed to bringing their students outside, so are less inclined to do so. 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. Teacher movement. We have many teachers who change grade levels, change schools, or leave the district altogether, making continuity with content difficult. Participation by non-science content areas. Environmental literacy is still seen as being only part of science.

Baltimore County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

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

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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**	Some schools/classes	**5th grade**	None

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

***Describe Isolated MWEEs**:* Grade 5 - Teams of students complete a BioBlitz in a local park or on their school yard. Teams learn how matter cycles and flows through an ecosystem and how organisms use energy. The teams compare date from their local park to their school and determine how to improve the ecosystems.

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* Grade 6th - Optional trip to Camp Puh'tok. Students investigate in a series of stations how organisms interact within the environment, what makes the ecosystem unique, and which resources within the ecosystem support biodiversity. Students compare the ec

***Describe Isolated MWEEs**:* Optional field trips - submerged aquatic vegetation, human impact on ecosystems, interaction of ecosystems.

Baltimore County Public Schools: 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**	System-wide
Physics		**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 carbon dioxide. Reducing energy in the home, students investigate how changes in reducing energy use impacts the ecosystem

***Describe Isolated MWEEs**:* Ap environmental - field studies to determine interactions and human impact on the environment. AP Biology - field students to determine interactions and human impacts

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 environmental		**AP Math (any)**		
AP History (any)			**AP English (any)**		

Baltimore 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	3	**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**	5
Superintendent / central office support	5	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Student taking part in field studies. Student participation and learning is measured on assessment
Challenges in EE:	lack of staff lack of funding transportation lack of time

Calvert County Public Schools: 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**	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 build reefballs

***Describe Isolated MWEEs**:* Environmental educational experiences exist in K, 1st, 2nd, and 4th grade. Units include student learning, field experience, and student action, but the units are not full MWEEs.

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 Submerged Aquatic Vegetatation 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 plan to add

***Describe Isolated MWEEs**:* Some teachers have included project-based learning related to schoolyard biodiversity in their 8th-grade classroom.

Calvert County Public Schools: 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**		**Geometry**	
Biology	System-wide	**Chemistry**		**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	None
History		**Economics**		**English / Language Arts**	
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**:* High school science teachers trained in project-based Learning have completed projects related to water chemistry and nuclear energy.

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	None	**Economics**	None	**English / Lang. Arts**	None
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	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**	3
Partnership with EE or other community providers	2	**Instructional technology for outdoor investigations**	6
Superintendent / central office support	4	**Other: Time**	6

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

Qualitative Self-Assessment

Strengths of EE for Students:	Consistent environmental programming for students in grades K - 9 annually. Programs are reviewed and updated based on curricular adjustment, system priorities, and feedback from teachers, parents, and EE providers. Feedback is collected related to environmental programming connected with each CHESPAX trip.
Challenges in EE:	Time to provide professional development is limited, especially with elementary teachers who teach everything.

Caroline County Public Schools: 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**	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

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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**:* 2nd Grade- Bees, Seeds, Pollinators with Adkins Arboretum (Science Connection) 4th Grade - Sultana experience with the Sultana Group (Soc Studies connection)

***Describe Isolated MWEEs**:* Pre K field trip to Adkins Arboretum, Earth Day experiences, Environmental Clubs (green clubs). Outdoor classroom being added at one elem school for use next school year.

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* 7th Grade - Eating the Sun- with Adkins Arboretum. First year pilot with this MWEE.

***Describe Isolated MWEEs**:*

Caroline County Public Schools: 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	None	**Chemistry**		**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**:* Env Earth course and Govt Course- Pickering Creek- field experiences that require a local govt action project on a human impact.

***Describe Isolated MWEEs**:* Project Lead the Way courses do other community/problem solutions that incorporate environmental actions.

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	6	**Funding for programming / supplies**	6
PD/resources for field experiences	6	**Funding for transportation**	6
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**	5
Partnership with EE or other community providers	3	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	7	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Community partners at each grade band help to support these initiatives to be sustainable. Students have the opportunity to have outdoor experiences that they would not normally do and connect those back to real world problems.
Challenges in EE:	Funding and support for additional work as a system initiative.

Carroll County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

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

***Describe System-wide MWEEs**:* K - Monarch butterflies; 4 - Reef balls - Coastal Conservation Association Within these two grade levels, there are curricularly-embedded MWEEs that almost all schools implement fully.

***Describe Isolated MWEEs**:* 1 - Seed planting; 2 - Erosion; 3 - Inheritance and Variation of Traits; 5 - Earth System's - within these units there are inconsistencies within the action component. We have a stream and outdoor classroom at South Carroll High School. While some schools visit this location to participate in outdoor educational experiences, transportation is a challenge. Other high schools have outdoor learning spaces but no physical building to allow for more organized participation.

Middle School: System-wide at MS level

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

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

***Describe Isolated MWEEs**:* We are currently updating curriculum to include a curricularly-embedded MWEE in 8th grade related to Earth's Resources and Human Impact.

Carroll County Public Schools: 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**	Some schools/classes	**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**:*

***Describe Isolated MWEEs**:* Air quality MWEE developed in 2022-2023; some high schools piloted it during the 2023-2024 school year based on a grant extension. In scenarios where some schools or classes include a MWEE in the course, participation is limited based on teacher capacity and comfort with MWEE structure. Some teachers have created their own MWEEs in the courses they teach.

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		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)	Some schools/classes Environmental Science			**AP Math (any)**	None
AP History (any)	Some schools/classes Human Geography			**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	6	**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	5	**Interdisciplinary curriculum planning / standards alignment**	6
Partnership with EE or other community providers	4	**Instructional technology for outdoor investigations**	5
Superintendent / central office support	6	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Passionate teachers; phenomena-based units with local contexts; MWEEs that are curricularly embedded; strong partnerships with environmental organizations or local community groups; teacher leaders who mentor colleagues and foster collaboration; grant funding support for MWEE implementation and professional learning; outdoor spaces with resources for outdoor educational experiences; increased collaboration across content areas; seeking feedback from teachers and students highlights the value of hands-on outdoor learning; increased teacher confidence in facilitating outdoor learning.
Challenges in EE:	Professional learning time; money for substitutes and transportation; lack of system structures for collaboration around E-lit across disciplines; momentum for sustainability; perceived lack of time for curriculum integration.

Cecil County Public Schools: 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**	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**	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**:* Grades 1-6 attend Field Trips to Fairhill Nature Center through out the year in order to satisfy the MEL standards. There are 17 elementary schools in this LEA.

Middle School: At some schools/classes at MS level

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

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

***Describe Isolated MWEEs**:* North Bay hosts 6th grade students each year from 6 middle schools in the LEA in order to satisfy MEL standards.

Cecil 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		**Algebra 2**		**Geometry**	
Biology	None	**Chemistry**	None	**Earth / Env. Science**	None
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**	None
History	None	**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	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	7	**Interdisciplinary curriculum planning / standards alignment**	7
Partnership with EE or other community providers	3	**Instructional technology for outdoor investigations**	7
Superintendent / central office support	7	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Elementary Science through field trips to Fairhill Nature Center for our elementary school students remains an effective program. To date, we boast 15 schools that enjoy the designation of "Green Schools"
Challenges in EE:	Grant to fund Integrating MWEEs into curriculum along with PD that accompanies it.

Charles County Public Schools: 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	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**:* The 3rd grade MWEE is embedded in the science content area. The focus of the MWEE is habitats and biodiversity. Students go to Hard Bargain Farm (Alice Ferguson Foundation - one of our partners) and their respective schoolyards/campuses for their outdoo

***Describe Isolated MWEEs**:* We have several outreach programs that are offered throughout the school year: 1st grade Bird Clues (students learn about bird adaptations, meet a live raptor, and learn about local, native birds); 2nd grade Reptiles Rock (students meet a live corn snake, learn about local, native reptiles, and reptile adaptations); and tree plantings at various grade levels with our partners at Charles County Resiliency Authority and MD DNR Forestry. (Primary focus is on schools impacted by Urban Heat and development.)

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**:* 6th grade MWEE Wave of Plastic - (Developed by partners at Chesapeake Biological Laboratories) Students look at plastic as a contaminate in the watershed and the impact on ocean health.

***Describe Isolated MWEEs**:* We have ala carte MWEEs (6th, 7th, and 8th) that are used by schools that are certifying or recertifying students for MAEOE Green School status. These MWEEs were developed with BWET funding with our partners at Alice Ferguson Foundation. The MWEEs are a schoolyard adaptation of AFF's Bridging the Watershed program (park based MWEEs that cover invasive species, water pollution, sustainability/climate change, and marine debris/litter). There is potential for them to become systemic as more middle schools work through the certification and recertification process.

Charles County Public Schools: 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**		**Earth / Env. Science**	System-wide
Physics		**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature	None	**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:* Two MWEEs are offered in Earth Systems (teacher choice), one MWEE focuses on litter and marine debris while the other focuses on sustainability and energy. Both MWEEs were developed and facilitated by our partners at Alice Ferguson Foundation.

***Describe Isolated MWEEs**:* We have ala carte MWEEs (Chem, Bio, and AP Enviro) that are used by schools that are certifying or recertifying students for MAEOE Green School status. These MWEEs were developed with BWET funding with our partners at Alice Ferguson Foundation. The MWEEs are a schoolyard adaptation of AFF's Bridging the Watershed program (park based MWEEs that cover invasive species and water pollution). There is potential for them to become systemic as more high schools work through the certification and recertification process.

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**	Some schools/classes	**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)	Some schools/classes AP Enviro			**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	5	**Funding for transportation**	4
PD/resources for schoolyard or community as outdoor learning space	6	**Funding for PD**	6
PD/resources for student-centered investigations	5	**Interdisciplinary curriculum planning / standards alignment**	3
Partnership with EE or other community providers	4	**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:	Elements that are strong include: our partnerships, funding opportunities, and LEA staff (EE facilitators). Our partners have been critical in helping with funding opportunities and sharing the workload for the implementation of the EE programing. Our LEA staff (MWEE educators) have been instrumental in facilitating MWEEs and providing PD.
Challenges in EE:	Teacher turnover is a challenge for our LEA as we are constantly training teachers only to have them leave the program.

Dorchester County Public Schools: 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**	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	System-wide	**2nd grade**		**4th grade**	System-wide
1st grade		**3rd grade**	System-wide	**5th grade**	System-wide

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

***Describe Isolated MWEEs**:*

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* Grade 6: Blackwater National Wildlife Refuge Projects Grade 7: Pickering Creek Projects

***Describe Isolated MWEEs**:*

Dorchester County Public Schools: 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**	None	**Earth / Env. Science**	None
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:* Biology: Shore Rivers Action Projects

***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		**Chemistry**		**Earth / Env Science**	
Physics	None	**Geography**		**Civics / Gov't**	None
History	None	**Economics**	None	**English / Lang. Arts**	None
Literature	None	**Health / Physical Education**		**Other Elective Course**	
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**	6
PD/resources for field experiences	5	**Funding for transportation**	7
PD/resources for schoolyard or community as outdoor learning space	7	**Funding for PD**	5
PD/resources for student-centered investigations	2	**Interdisciplinary curriculum planning / standards alignment**	
Partnership with EE or other community providers	4	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	1	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Long-standing sustainable experiences in grade 3, 4, 5, 6, 7, and Biology course; all students are reached every year
Challenges in EE:	funds

Frederick County Public Schools: 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**	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	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 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	System-wide	**Chemistry**		**Earth / Env. Science**	Some schools/classes
Physics		**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature	None	**Health / Physical Education**	None	**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**:* 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**	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)	Some schools/classes APES			**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**	7
PD/resources for field experiences	5	**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	5	**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:	Our Outdoor School is our strongest element of our environmental education program as well as our science courses as a whole. Outdoor School immerses the students in field studies in our county. Outdoor School is a highlight of students' K-12 education.
Challenges in EE:	Expanding our Outdoor School to meet the needs of our growing county is a challenge in tough in challenging budgetary times.

Harford County Public Schools: 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**	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

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Student Participation in MWEEs

Elementary School: System-wide at ES level

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

***Describe System-wide MWEEs**:* Elementary School 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

***Describe Isolated MWEEs**:* HCPS science dept. is currently working on a MWEE delivered by eth Havre De Grace Maritime Museum. This will include hands on pollinator garden placement and monitoring.

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**:*

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

***Describe System-wide MWEEs**:* High School Biology MWEE was recently rewritten. It now includes three options for Biology classes. Option 1-focus on water quality in the CBWS, with a driving question of how humans' impact the water quality of the Chesapeake Bay watershed. Option 2-Land Use-driving question-How have human land use practices impacted the Chesapeake Bay watershed. Option 3-Biodiversty-driving question, How have humans impacted the biodiversity of the Chesapeake Bay and evaluate how we can reduce negative impacts? All three options include a schoolyard survey, outdoor instruction and visits to local waterways for data collection. Government classes: Essential Question-How do regional interest shape the formation and implementation of government policy? How do geographic characteristics and shared interests stimulate regional cooperation between governments and influence foreign policy and effect political decision making? How important are regional characteristics and interests, including economic development, natural resources, climate and environmental assessment population shifts in formulating local, state and national policy? What patterns, trends and projections of populations exist and how may these affect environmental policy, education spending, health care and social security? How do national, state, and local governments develop policy to address land use and environmental issues such as pollution, urban sprawl, property rights and land use/zoning?

***Describe Isolated MWEEs**:* na

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**	None
Physics	None	**Geography**		**Civics / Gov't**	
History	None	**Economics**	None	**English / Lang. Arts**	None
Literature	None	**Health / Physical Education**		**Other Elective Course**	
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	3	**Funding for programming / supplies**	5
PD/resources for field experiences	4	**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	5	**Interdisciplinary curriculum planning / standards alignment**	5
Partnership with EE or other community providers	4	**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 Harford Glen residential environmental stewardship experience is our most successful program. Students have participated in this program since 1980. Currently all 5th grade classes attend the program. We have a 98% participation rate with 89% of students spending the night .Community members see the Harford Glen experience as a rite of passage in Harford County and the program is supported by partners, such as the Harford Bird Club and Master Gardeners.
Challenges in EE:	The greatest challenge is having instructional time for science in our Elementary classrooms. The lack of time directly impacts MWEE delivery and action project completion.

Howard County Public Schools: 2024 ELIT Summary

Data last submitted: 2022

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 How and why are communities impacted differently by climate change? 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 Climate Expedition: Journey to Solutions" field experience with the Howard County Conservancy. You can learn more about the project here: ‹ ‹https://www.howardnature.org/climateknowledge/

Howard County Public Schools: 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**:* ‹ ‹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 investigations and collect data to determine health of the stream or the schoolyard environment using biological, chemical and physical assessments. Students consider physical features, biological features, the built environment, and the relationship between these features and watershed health. Students begin to make connections between geography, biodiversity, and ecosystem stability. Students will be able to describe the role of matter cycling and energy flow in a local watershed. Students will use collected data to create an advocacy plan to improve the health and stability of the local watershed.Students will research how to improve the health of the watershed. Finally, students will demonstrate their knowledge of the watershed by presenting their information collected and proposing a possible action plan to improve the health of the Howard County Watershed.

***Describe Isolated MWEEs**:* The Buck Stops Here 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 can'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. ˜The Buck Stops Here' 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 ˜A Bunch of Bones' (focusing on predator/prey relationships) and ˜Vectors of Disease' (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)**		

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 MWEE'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: 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	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**	System-wide
1st grade	None	**3rd grade**	None	**5th grade**	None

***Describe System-wide MWEEs**:* In 2021, Sultana Education Foundation partnered with ShoreRivers, the Chesapeake Bay Trust, and Kent County Public Schools to design and implement a Meaningful Watershed Educational Experience (MWEE) for Kent County's 4th grade students. This initiative,

***Describe Isolated MWEEs**:* Kent County Public Schools' environmental literacy initiative provides students with hands-on outdoor learning experiences that foster a deeper connection to the greater community and promote environmental stewardship. Through partnerships with organizations like Echo Hill Outdoor School, Sultana Environmental Education Center, ShoreRivers, Maryland Extension, Washington College, and Kent Soil and Water Conservation, students engage in meaningful activities that enhance their understanding of local ecosystems. These collaborations enrich the curriculum, empowering students to become informed citizens who can positively impact their environment. Grades PreK-5 all attend Sultana education field experiences that are aligned with the current curriculum and Environmental Literacy standards. KCPS Grades PreK-K attend the Sultana Environmental Education Center three times a year in each grade focusing on weather, insects, and trees and the impact they have on the environment. KCPS Grades 1-3 attend the Sultana Environmental Education Center once a year and focus on birds of prey, the Chesapeake Bay, and ecology. KCPS Grade 4 (MWEE) works with Sultana Environmental Education Center three experiences involving sailing and investigating fish on the Chester River, examining watersheds, and canoeing in the Sassafras River studying ecology. KCPS Grade 5 has three field experiences involving canoeing with Sultana Environmental Education Foundation at Tuckahoe State Park and examining aquatic grasses, spending a day at Echo Hill Outdoor school and considering the environment of the Chesapeake Bay, and canoeing with Sultana Environmental Education Foundation at Mount Harmon (on the Sassafras River) studying the health of the water and ecology.

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* KCPS 6th grade- The sixth-grade students entering KCMS will participate in lessons regarding human impact on the environment focusing on pollution and microplastics (specifically in the Chesapeake Bay). The curriculum for this four-day mini-unit will incl

***Describe Isolated MWEEs**:* KCMS is working towards its Green school application this year. There is a focus on recycling and conservation that is heavily implemented in all grade levels. The students tend a victory garden in the back of the school and environmental considerations in all grade levels.

Kent County Public Schools: 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**		**Geometry**	None
Biology	System-wide	**Chemistry**		**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**:* The Monarch Butterfly Storyline Calendar for Kent County High School's 9th grade biology integrates meaningful watershed educational experiences (MWEE) to engage students with real-world phenomena. The unit explores monarch migration patterns, survival strategies, and conservation efforts through hands-on activities and driving questions. In the first weeks, students investigate monarch behaviors, such as clumping for warmth, and the metabolic changes butterflies undergo during migration. Mapping activities help students trace monarch migration paths, while data analysis enhances understanding of seasonal movement. Topics such as homeostasis, ecosystem interactions, and group behavior are emphasized through activities aligned with Next Generation Science Standards (NGSS). Later in the unit, students study the monarch life cycle, habitat needs, and the effects of environmental challenges such as pesticide use and habitat loss. They engage in problem-solving activities, such as designing a monarch-friendly garden or developing conservation plans to mitigate human impact on butterfly populations. Collaborative projects allow students to model migration pathways and present solutions to local government officials, fostering environmental stewardship. This interdisciplinary approach connects biology concepts with real conservation efforts, encouraging students to apply scientific thinking to ecological challenges. Students create/design seed packets for milkweed to hand out to the public and students have created a monarch waystation at a local park (Work Park). Students also took a trip to Adkins Arboretum in Tuckahoe State park. ShoreRivers was the partner for this project and hosted the field experience as well as co-taught with Biology teachers in classes regarding the importance of pollinators.

***Describe Isolated MWEEs**:* Other science and agricultural courses focus on environmental aspects. Currently, KCHS is applying for a DNR grant to create a new MWEE focused on local invasive fish (Blue catfish and snakeheads) in collaboration with ShoreRivers.

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	None	**Health / Physical Education**		**Other Elective Course**	
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**	7
PD/resources for field experiences	4	**Funding for transportation**	5
PD/resources for schoolyard or community as outdoor learning space	6	**Funding for PD**	3
PD/resources for student-centered investigations	6	**Interdisciplinary curriculum planning / standards alignment**	5
Partnership with EE or other community providers	1	**Instructional technology for outdoor investigations**	2
Superintendent / central office support	1	**Other: funding for outdoor learning spaces**	7

"Other Need" written-in response (if any): funding for outdoor learning spaces

Qualitative Self-Assessment

Strengths of EE for Students:	One of the strongest aspects of our environmental education program is our partnerships with local organizations, which help provide students with meaningful outdoor experiences. Additionally, our teachers' commitment to environmental education, along with the time and effort they invest in lesson planning and organizing field experiences, plays a crucial role in enhancing student learning. The program's impact is evident, as four out of five of our schools have achieved green school status, and we offer environmental field experiences at every grade level, from PreK through high school.
Challenges in EE:	The greatest challenges would be funding for projects, materials, and transportation.

Montgomery County Public Schools: 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**	Fully in place
Regular communication among staff about EE	Not 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**:* All 5th grade students in MCPS engage in the Our Neighborhood, Our Watershed unit. To begin the unit, students observe the phenomenon of storm water runoff and discover how it can cause a multitude of environmental problems in the Chesapeake Bay watershed

***Describe Isolated MWEEs**:* We are exploring the possibility of expanding the Grade 2 unit on plants and pollinators into a full MWEE. While their study of plants includes research about the importance of pollinators and some of the issues affecting them, the unit does not currently include the outdoor investigation or action component's, though they could easily and logically be integrated into the unit.

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* As part of the Grade 6 Investigations in Earth Science and Outdoor Environmental Education curriculum, students engage in a MWEE focused on resource usage. Students learn that human habitation and settlement have caused significant impacts on the natural

***Describe Isolated MWEEs**:* One of our middle schools has developed a course that combines economics and sustainability; Ecology Family and Consumer Science (FACS). In this course that is a required part of the electives rotation for all sixth graders, students examine the environmental impact of consumer choices, such as sustainable food sourcing, energy-efficient home practices, and waste reduction. The course encourages students to consider the environmental footprint of everyday decisions and empowers them to adopt more sustainable practices at home and in their communities. The course is currently under evaluation for expansion as a pilot in additional schools, and we are working to build in more components of the MWEE into it.

Montgomery County Public Schools: 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**		**Geometry**	
Biology	System-wide	**Chemistry**		**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**	

***Describe System-wide MWEEs**:* Students are introduced to Biology through engaging in authentic inquiry by a Maryland-based case study on the effect of human activity on ecosystems. They also conduct an investigation on the effects of salt on plant growth. Students engage in a field experience to gather stream quality data, including salinity, and create and complete an Action Project to take action towards improving the health of the Chesapeake Bay Watershed through the lens of winter road salt and related stormwater issues associated with human activity. In the process, students review science concepts such as: the relationship between biotic vs biotic factors in ecosystems, osmosis and diffusion, observing phenomena and asking questions, experimental design, graphing, data analysis, and drawing conclusions from data. Teachers then lead students through a process to choose and execute a civic action that can have a positive impact on their environment. Nature Forward provides support for the Biology MWEE through professional development and assistance during field investigations.

***Describe Isolated MWEEs**:* Similar MWEEs with different content connections are conducted in many Chemistry and AP Environmental Science course.

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**	
Physics	None	**Geography**		**Civics / Gov't**	
History		**Economics**	None	**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)			**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	7	**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	4	**Funding for PD**	7
PD/resources for student-centered investigations	6	**Interdisciplinary curriculum planning / standards alignment**	7
Partnership with EE or other community providers	2	**Instructional technology for outdoor investigations**	5
Superintendent / central office support	7	**Other: Funding for staffing**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest component of our district's EE program is our middle school MWEE. This strength is due to its long-standing inclusion in the curriculum, ongoing professional development around it, collaboration between school-based and EE team teachers, and community support. We know it's effective based on post-experience surveys and student performance and action on related content after they have returned to school.
Challenges in EE:	The greatest challenges are a lack of staffing dedicated to EE curriculum development and PD as well as a lack of ownership on the part of curriculum area supervisors who do have more human resources to devote to that development.

Prince George's County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: STEM Supervisor/Coordinator District-level Supervisor of William S. Schmidt Center Environmental Education Programs

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

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

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

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 allowed to grow wild rice in their classrooms and plant it in the local watershed. In SY24, the curriculum was expanded to include indigenous people's contributions. The middle school programs are supported by various partnerships,

***Describe Isolated MWEEs**:* In the 8th-grade Terrapin program, the Schmidt Center is receiving 42 terrapins for SY25. 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 regarding the Terrapin program are embedded in the curriculum.

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	None	**Chemistry**		**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	System-wide Biogeochemical Systems

***Describe System-wide 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. 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

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

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

"Other Need" written-in response (if any): Funds to support climate change instruction

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) 5. Our PGCPS Climate Change Action Plan. 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. In addition, the PGCPS Climate Change Action Plan has empowered departments throughout the school district to collaborate to work toward meeting our eight priority recommendations.
Challenges in EE:	1. Funding (Transportation) 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

Queen Anne's County Public Schools: 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**	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	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**:* Second-grade students engage in a full Meaningful Watershed Educational Experience (MWEE) in partnership with local organizations. While other grade levels are not required to complete a full MWEE, they participate in environmental literacy units that enc

***Describe Isolated 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 storm water runoff--BEFORE it gets to the river? Grade 2 - What's Up With Bees?: Is our schoolyard garden planted with types of plants that attract a variety of pollinators? How can we help provide habitat for lots of different types of pollinators? This is a full school system-wide MWEE. Grade 3 - What's the Function?: What types of adaptations do our local, native wetland plants and animals have to make them best suited for the Chesapeake Bay Watershed Ecosystem? Grade 4 - Change Over Time: How have human civilizations changed the Chesapeake Bay Watershed? Grade 5 - Forestry for the Bay? What is the connection between trees and clean water? Does deforestation affect water clarity and quality?

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 environme

***Describe Isolated MWEEs**:* PROGRAM ACTIVITIES HOLT EDUCATION CENTER (200 S. Cross St. Chestertown, MD) Digital map presentation focusing on land use and development over time in the Chesapeake Bay watershed with a focus on aquatic ecosystems and wetland communities Analyzing historic maps of the region to explore land development over time Dissection of crayfish (semi-sensitive macroinvertebrate) Learning about common freshwater critters with hands-on specimens LAWRENCE WETLANDS PRESERVE (301 S. Mill St. Chestertown, MD) Exploring present and historical land use around the Preserve property Performing water chemistry tests Catching critters in the pond and performing a biodiversity survey Watercolor using pond water Simulating runoff and filtration on multiple land uses As part of the QACPS unit of study, students participate in an experience with the Sultana Education Foundation that involves proposing a new site for a school. This project requires students to prepare a report on the prospective building site, identifying changes in land and water due to human activity and potential environmental impacts of the new construction. Additionally, students must analyze the consequences of their choices on public health and the Chesapeake Bay watershed.

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

***Describe System-wide MWEEs**:* In the Biology Meaningful Watershed Educational Experience (MWEE), students visit the Horn Point Laboratory in Cambridge, Maryland, for a hands-on field experience centered on oyster populations and their role in the local ecosystem. This experience ties into their unit on building a sustainable community, aiming to protect wildlife, improve water quality, and prevent future pollution. The field experience includes a visit to the waterways near Horn Point, where students explore the aquatic habitat, investigate current oyster population issues, and observe research facilities dedicated to oyster restoration. They engage in constructing a buoy to monitor water quality and habitat conditions, learning how scientists collect data to track environmental changes. This hands-on exploration deepens their understanding of how healthy oyster populations contribute to cleaner waterways and sustainable ecosystems. After their fieldwork, students synthesize their findings, discuss conclusions about oyster health and human impacts on the ecosystem, and work collaboratively on an action project. This project encourages them to develop solutions that contribute to a sustainable community, focusing on wildlife conservation, pollution prevention, and water quality improvement. Through this MWEE, students make connections between scientific research, environmental stewardship, and community sustainability.

***Describe Isolated MWEEs**:* QACPS is looking into implementing MWEEs in high school history. Students would investigate the impact of environmental policy on ecosystems, with a focus on the Chesapeake Bay watershed. The experience would begin with a classroom study of key U.S. environmental policies, followed by a field visit to a local government office or conservation group to observe policy-making and collect watershed data. Students could analyze historical policy impacts on local ecosystems and, for their action project, research a specific issue within the watershed, developing a policy proposal to improve environmental health. They then would present these proposals to community stakeholders, connecting history, policy, and civic action to real-world environmental stewardship. QACPS is working on a Chemistry MWEE, where students engage in a hands-on investigation of water quality within their local watershed. They would begin with classroom lessons on chemical properties relevant to water quality, such as pH, dissolved oxygen, nitrates, and phosphates. For their field experience, students collect water samples from various sites, measuring these indicators and analyzing how pollutants may affect ecosystem health. In the lab, students would apply chemical analysis techniques to further investigate contaminants. They would synthesize their findings to assess the overall health of the watershed and, for their action project, develop recommendations to improve or maintain water quality, which they would present to local environmental organizations. This MWEE connects chemistry concepts with real-world environmental challenges and civic responsibility.

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**	Some schools/classes	**Earth / Env Science**	Some schools/classes
Physics	None	**Geography**		**Civics / Gov't**	
History	None	**Economics**	None	**English / Lang. Arts**	
Literature		**Health / Physical Education**		**Other Elective Course**	
AP Science (any)			**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	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**	4
Partnership with EE or other community providers	7	**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 strongest aspect of our environmental programming in QACPS is the shared culture of commitment among all stakeholders. School leadership, providers, teachers, and staff are all deeply invested in delivering high-quality environmental education to students.
Challenges in EE:	The main challenges overall for expanding our environmental programming are time and funding. For elementary teachers, these challenges are unique opportunities for growth. Many elementary educators look to external providers for support with MWEEs, as they often have broader teaching responsibilities and may not specialize in science. This collaboration with providers is valuable and brings expertise directly into classrooms. By offering targeted professional development, we can empower elementary teachers with the tools and confidence to lead hands-on environmental learning experiences. With continued support, these educators will be even better equipped to foster students' environmental literacy and engagement across grade levels

Somerset County Public Schools: 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**	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: 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**	Some schools/classes

***Describe System-wide MWEEs**:* All of our 4th grade students attend the Wetlands and Wildlife Field Day event in September. Upon returning to school students plan and participate in a grade level action project.

***Describe Isolated MWEEs**:* Most of our elementary students visit the pumpkin patch but more could be done to extend that activity into a full blown MWEE. The same is true with the first grade field trip to Assateague National Seashore.

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* The 7th grade students visit Janes Island State Park in the spring to study water quality and participate in other outdoor activities focused on sustainability and becoming a good steward for the environment. The lessons leading up to and following the d

***Describe Isolated MWEEs**:* There is really nothing to expand upon in 6th and 8th grade.

Somerset County Public Schools: 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	Some schools/classes	**Chemistry**	None	**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**:* In AP Environmental students participate in a beach clean up and come back to create an art project out of the trash collected.

***Describe Isolated MWEEs**:* Schoolyard programs are implemented at one of our high schools. This enables students to study the impact of the school on the environment and the animals that live in the surrounding habitat. Water quality samples and other data is collected during the project that spans several weeks.

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	None	**Health / Physical Education**		**Other Elective Course**	Some schools/classes Marine Biology
AP Science (any)	System-wide AP Environmental		**AP Math (any)**	None	
AP History (any)	None		**AP English (any)**	None	

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**	6
PD/resources for field experiences	5	**Funding for transportation**	6
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**	6
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:	We have some very passionate educators who enjoy the outdoors and like to find ways to get students outside for lessons. We know this has been effective because student enrollment in these teacher's courses continue to be high.
Challenges in EE:	Funding continues to be a challenge. It is very expensive to take 200+ students per grade level out to various sites. Between the transportation costs and the costs of the actual trip itself, this can be quite the problem. Dedicated partners that see a project through to completion has also been problematic in the past. We live in a very rural area without many partners or partners that lack the capacity to service large groups of students. For example, Janes Island spreads the students out over two days to enable everyone to participate.

St. Mary's County Public Schools: 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	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**	None	**5th grade**	System-wide

***Describe System-wide MWEEs**:* Starting in 2025-26, fifth grade students will participate in a MWEE centered around macro-plastics and their effects on organisms in the Chesapeake Bay ecosystem.

***Describe Isolated MWEEs**:* Second grade students have an environmental field trip experience which includes field journaling and birding.

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* Sixth graders take part in the Waves of Plastic MWEE, which covers microplastics.

***Describe Isolated MWEEs**:* Seventh graders complete student service learning hours by planting native plants and removing invasive plants.

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**		**English / Language Arts**	None
Literature		**Health / Physical Education**	None	**Other Required Course**	

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

***Describe Isolated MWEEs**:* Some high school environmental science classes take part in a permeability study, where they measure the size of impermeable surfaces at their schools.

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**	Some schools/classes
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 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	7	**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	7	**Funding for PD**	6
PD/resources for student-centered investigations	6	**Interdisciplinary curriculum planning / standards alignment**	4
Partnership with EE or other community providers	5	**Instructional technology for outdoor investigations**	3
Superintendent / central office support	1	**Other:**	

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our second and fifth graders go on an environmental field trip. Second graders do a variety of activities, including birding and field journaling. Our fifth graders canoe for part of the day. Sixth graders have been taking part in the Waves of Plastic MWEE.
Challenges in EE:	In Spring 2024, our environmental education center was condemned by DNR. We were able to continue to with normal programming for the remainder of SY2024. However, we had to cut back our programming for 2024-25. We hope to eventually get back to normal programming sooner rather than later.

Talbot County Public Schools: 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**	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	None	**2nd grade**	None	**4th grade**	System-wide
1st grade	None	**3rd grade**	System-wide	**5th grade**	None

***Describe System-wide MWEEs**:* Grade 3 Sturgeon Program with ShoreRivers Grade 4 Oyster Program with Phillips Wharf

***Describe Isolated MWEEs**:*

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* Grade 7 with Pickering Creek

***Describe Isolated MWEEs**:*

Talbot County Public Schools: 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**		**Geometry**	None
Biology	System-wide	**Chemistry**		**Earth / Env. Science**	
Physics		**Geography**		**Civics / Government**	None
History	None	**Economics**		**English / Language Arts**	None
Literature	None	**Health / Physical Education**	None	**Other Required Course**	

***Describe System-wide MWEEs**:* Biology Students for Streams program with Shore Rivers

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The partnerships we have created with local E-Lit Providers.
Challenges in EE:	Funding and time allocation are significant challenges for elementary science programming. Currently, students receive fewer than 90 science lessons per year, each lasting 45 minutes. Additionally, professional development (PD) is limited; in many years, the entire PD time allotted for grades 3 and 4 is dedicated to coordinating with program providers, leaving little opportunity for broader instructional support or development for educators.

Washington County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

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**	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**	Partially 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**:* Grade 2: The grade 2 MWEE is infused into the WCPS Essential Curriculum and is designed to give students the opportunity to participate in environmental literacy opportunities throughout the school year. In Marking Period 1, students are introduced to o

***Describe Isolated MWEEs**:*

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* Grade 6: In the Grade 6 MWEE, students develop and use models, obtain information from articles, and analyze and interpret data to understand how humans have caused a decrease in the freshwater mussels and how changes to one part of the ecosystem can affe

***Describe Isolated MWEEs**:*

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**		**Geometry**	None
Biology	System-wide	**Chemistry**		**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**:* The Biology MWEE begins with students learning about two local waterways (a local stream and the Potomac River), predicting the health of the two bodies of water, and collecting and identifying macroinvertebrates. Students learn about the macros they catch and calculate a stream index for both bodies of water. Students apply their learning to energy and matter in an ecosystem. Students then do further chemical testing of the waterways to further their understanding of the health of the bodies of water. From this point, students participate in outdoor field experiences, learning about the carrying capacities of ecosystems and invasive species and how these affect the diversity of an ecosystem. Students then return to the chemical data they collected and learn how the chemical parameters affect the health and biodiversity of the stream. Based on their investigations, students will make a claim about which waterway's ecosystem is healthier. Students then identify and design an action to mitigate a human impact on this ecosystem.

***Describe Isolated MWEEs**:* HS AP Environmental Science River Trips - These trips are done in partnership with the C&O Canal. Students in AP Environmental Science classes are taken by bus to a variety of locations on the C&O Canal to do chemical water testing, a macroinvertebrates study, a fish study, and a river velocity study. Students spend the day gathering data and then take that data back to their schools for further analysis and action.

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	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)**	

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

"Other Need" written-in response (if any): Funding for substitute teachers

Qualitative Self-Assessment

Strengths of EE for Students:	Developing MWEEs that purposefully connect with grade-level curriculum. WCPS has assembled teams to create, pilot, and vet MWEEs they created specifically to integrate directly into the existing WCPS Essential Curriculum. WCPS has ensured that there is MWEE in every required grade band and that MWEE experience is available at every grade level in middle school.
Challenges in EE:	Assessment of the depth of student understanding. We are working to address this by gathering county-wide data from teachers on a rotating basis. This year, SCPS is surveying teachers in grades 2 and 6 regarding the MWEE, the depth of the MWEE Essential Elements in the MWEE, and student understanding.

Wicomico County Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: STEM 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**	Partially in place
Regular communication among staff about EE	Not 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	System-wide	**2nd grade**	**4th grade**
1st grade		**3rd grade**	**5th grade**

***Describe System-wide MWEEs**:* Kindergarten Meaningful Watershed Educational Experience is embedded in the curriculum and the field experience is provided by Salisbury Zoo.

***Describe Isolated MWEEs**:* Kindergarten Meaningful Watershed Educational Experience is embedded in the curriculum and the field experience is provided by Salisbury Zoo.

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* The MWEE is embedded in the ecology unit with a focus on local invasive species.

***Describe Isolated MWEEs**:*

Wicomico County Public Schools: 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	Some schools/classes	**Chemistry**		**Earth / Env. Science**	System-wide
Physics		**Geography**		**Civics / Government**	
History		**Economics**		**English / Language Arts**	
Literature		**Health / Physical Education**		**Other Required Course**	

***Describe System-wide MWEEs**:* The majority of the students take Environmental Science and 9th grade Honors Biology.

***Describe Isolated MWEEs**:* The MWEE is embedded in the high school environmental science curriculum and students in 9 honors biology engage in a service learning project on human impacts on biodiversity.

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)**	

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The MWEE is embedded in the curriculum and there is district funding to support MWEE.
Challenges in EE:	Lack of environmental literacy partners.

Worcester County Public Schools: 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**	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: At some schools/classes at ES level

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

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

***Describe Isolated MWEEs**:* All students in Grades 1, 3, and 5 currently participate in system-wide programs, which will be expanded to full MWEEs (a partial system-wide MWEE was not an option, so "Some" was selected for these grades). WCPS is working to expand the existing Grade 5 outdoor education field trip to PRSP Shad Landing to fully meet the definition of a complete MWEE. While the current program partially meets MWEE requirements, the expansion aims to align it fully. Additionally, new outdoor education experiences were piloted in Grade 1 (Assateague Island National Seashore) and Grade 3 (Furnace Town Historical Site) during the 2023-2024 school year. However, these experiences have not yet been fully developed into MWEEs. Our grades 3-5 programs currently focus on the Chesapeake Bay watershed.

Middle School: System-wide at MS level

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

***Describe System-wide MWEEs**:* We piloted a system-wide MWEE in Grade 8 focused on the impact of runoff on our Coastal Bays watershed. In partnership with the Maryland Coastal Bays Program, this MWEE allows students to explore topics such as land use, runoff, wastewater blooms, and pol

***Describe Isolated MWEEs**:* WCPS currently has a partnership with Assateague State Park to provide an outdoor education experience for all Grade 6 students. This program will be expanded in the 2024-2025 school year to include a new Grade 7 program in partnership with Assateague Island National Seashore. The goal is for both the Grade 6 and 7 programs to evolve into full MWEEs, creating a cohesive progression across all three middle school MWEEs. The focus in middle school will be on the Coastal Bays watershed. In addition to outdoor ed trips/experiences, all middle school students participate in required service learning projects each year. These often have an environmental literacy connection.

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

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

***Describe Isolated MWEEs**:* Through the new district ELP, we are developing system-wide MWEEs for high school biology, chemistry, environmental science, and marine science courses. These will be piloted in select schools during the 2024-2025 school year. Additionally, we are exploring plans to integrate MWEEs, or provide support for MWEEs, in government and health classes in the future.

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**	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)	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**	6
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	6	**Interdisciplinary curriculum planning / standards alignment**	7
Partnership with EE or other community providers	2	**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 is our strong partnership with state and local agencies, such as the Maryland Coastal Bays Program, Assateague Island National Seashore, Assateague State Park, Furnace Town Historic Site, Assatague Coastal Trust, Pocomoke River State Park, the Pocomoke YMCA, and others. These diverse collaborations provide relevant, hands-on learning opportunities that support our program and standard goals. While we are not yet fully aligned with all goals and standards, we are actively working toward that with the help of our partners. We know these partnerships are effective because of the positive feedback from students and teachers, who report a deeper understanding of their local area. Additionally, our partners continue to support us in refining and evaluating our programs, ensuring that we are progressing toward meeting all educational and environmental objectives. This year we have expanded partnerships to include Earth Force, the Chincoteague Bay Field Station, and are also exploring future opportunities with Salisbury University.
Challenges in EE:	The greatest challenges related to establishing and implementing our environmental education program include limited personnel to fully dedicate time to the initiatives, as well as funding constraints for programming materials, transportation, and other essential resources. Additionally, there are challenges around providing adequate time and funding to fully train teachers, ensuring they have the tools and support to effectively integrate environmental education into their classrooms. Another significant challenge is incorporating environmental education into the curriculum in a way that ensures programs are completed with integrity, are sustainable year to year, and ensure meaningful connections for students. While we've made progress, there is still difficulty in fully embedding environmental education across all subject areas, not just within science courses, which limits its reach and impact.