

Delaware: 2022 ELIT

Response Summaries from Individual Responding LEAs

Click the school district name to jump to their report

Appoquinimink School District: 2022 ELIT Summary

Brandywine School District: 2022 ELIT Summary

Caesar Rodney School District: 2022 ELIT Summary

Cape Henlopen School District: 2022 ELIT Summary

Capital School District: 2022 ELIT Summary

Christina School District: 2022 ELIT Summary

Colonial School District: 2022 ELIT Summary

Delmar School District: 2022 ELIT Summary

Lake Forest School District: 2022 ELIT Summary

Laurel School District: 2022 ELIT Summary

Milford School District: 2022 ELIT Summary

Red Clay Consolidated School District: 2022 ELIT Summary

Woodbridge School District: 2022 ELIT Summary

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

Appoquinimink School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

6 th grade	None	7 th grade	None	8 th grade	None
-----------------------	------	-----------------------	------	-----------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Appoquinimink School District: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Appoquinimink School District: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Brandywine School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

6 th grade	None	7 th grade	None	8 th grade	None
-----------------------	------	-----------------------	------	-----------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Brandywine School District: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Brandywine School District: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Caesar Rodney School District: 2022 ELIT Summary

ELIT Response Submitted by: Other: Environmental Education Specialist

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

Student Participation in MWEES

Elementary School: No evidence of MWEES in grade band

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

Describe System-wide MWEES:

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

Middle School: No evidence of MWEES in grade band

6th grade	None	7th grade	None	8th grade	None
-----------------------------	------	-----------------------------	------	-----------------------------	------

Describe System-wide MWEES:

Describe Isolated MWEES: There has been some success in partnering with the AgriScience teacher and program at Fred Fifer III Middle School. There seems to be a natural overlap between middle school level AgriScience and ELit concepts, knowledge, and dispositions. For example, students in these classes have begun to use the greenhouse located up the road at W.B. Simpson Elementary School to grow edible, organic produce as well as some native species of vegetation such as native N. American muscadine grapes. This greenhouse is developing as the CRSD Native Plant Nursery. These students also help care for the newly mulched beds as community gardens and

Caesar Rodney School District: ELIT Summary (continued)

restored habitat (e.g. weeding, litter patrol, pruning, training vines, harvesting, etc.). We hope to partner a local vineyard to provide training and education in viticulture as a CTE component of both the AgriScience and ELit programs.

Caesar Rodney School District: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

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

In Elective (non-required) Courses

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

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

Caesar Rodney School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

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

Caesar Rodney School District: ELIT Summary (continued)

Challenges in EE:

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

Cape Henlopen School District: 2022 ELIT Summary

ELIT Response Submitted by: Classroom Teacher

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Cape Henlopen School District: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Cape Henlopen School District: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Capital School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

6th grade	None	7th grade	None	8th grade	None
-----------------------------	------	-----------------------------	------	-----------------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Capital School District: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Capital School District: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of your environmental education program for students and/or teachers is the AP Environmental program and the aligned Ag. Science pathways that feed into AP Environmental.
Challenges in EE:	The greatest challenges have been: Covid and not being able to take field trips Limited funding Lack of highly qualified teachers to teach the subject matter Multiple State and Environmental Agencies with restrictions Lack of a State aligned curriculum not being consistent across grade-levels

Christina School District: 2022 ELIT Summary

ELIT Response Submitted by: Other: K-12 Science Curriculum Specialist

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: None known at this time

Middle School: No evidence of MWEE in grade band

6 th grade	None	7 th grade	None	8 th grade	None
-----------------------	------	-----------------------	------	-----------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs: None known at this time

Christina School District: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: None known at this time

In Elective (non-required) Courses

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

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

Christina School District: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	N/A
Challenges in EE:	N/A

Colonial School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

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: we currently do not have much other than through our agri-science efforts using Penn Farm within New Castle. Elementary students participate in field trips here. Randomly, schools participate in opportunities that are promoted statewide but it is uneven in participation

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: we currently do not have much other than through our agri-science efforts using Penn Farm within New Castle. Middle school students participate in field trips here for programming. Additionally, there might be offerings supported by Hagley that have been shared.

Colonial School District: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Agri-science programming includes courses and opportunities to bridge into environmental education. Extensive use of Penn Farm and other organizations as outreach. This is through the CTE pathway.

In Elective (non-required) Courses

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

Algebra 1		Algebra 2		Geometry	None
Biology		Chemistry	None	Earth / Env Science	System-wide
Physics	None	Geography	Some schools/classes	Civics / Gov't	
History		Economics		English / Lang. Arts	
Literature		Health / Physical Education		Other Elective Course	Some schools/classes Enviro Issues, integrated earth and environmental sustainability course
AP Science (any)	System-wide AP Enviro Science		AP Math (any)	None	
AP History (any)	None		AP English (any)	None	

Colonial School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	5	Funding for transportation	4
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	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	5	Other: coordination into existing programs	5

“Other Need” written-in response (if any): coordination into existing programs

Qualitative Self-Assessment

Strengths of EE for Students:	'-interest by students for elective-related courses within the science, as well as in the growing agri-science program
Challenges in EE:	'-professional learning tied within current curriculum focus within courses -meaningful curriculum tied to current course requirements

Delmar School District: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School:

Kindergarten	2 nd grade	4 th grade
1 st grade	3 rd grade	5 th grade

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School:

6 th grade	7 th grade	8 th grade
-----------------------	-----------------------	-----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Delmar School District: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: 9th grade SS covers Environmental Issues/ Concerns 10th grade Biology covers Carbon Footprinting 9th grade Physical Science covers streams and engages in an action project. No outdoor field experiences are available here.

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 None	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)	

Delmar School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	Funding for programming / supplies
PD/resources for field experiences	Funding for transportation
PD/resources for schoolyard or community as outdoor learning space	Funding for PD
PD/resources for student-centered investigations	Interdisciplinary curriculum planning / standards alignment
Partnership with EE or other community providers	Instructional technology for outdoor investigations
Superintendent / central office support	Other: we currently do not have a program. We would need a teacher and all of the materials to get program up and running.

“Other Need” written-in response (if any): we currently do not have a program. We would need a teacher and all of the materials to get program up and running.

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

HS Science feels as though our students would benefit from an Environmental Science Course offering instead of Physics. Environmental/Coastal/Marine Sciences is a growing/popular field that many of our students are looking to get into because of the area in which we live and our local colleges/universities offer those programs. Our students have been very limited background coming from our HS and going our in to the workforce and/or college.

Lake Forest School District: 2022 ELIT Summary

ELIT Response Submitted by: Other: Curriculum Specialist

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Not 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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Lake Forest School District: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Lake Forest School District: ELIT Summary (continued)

Needs for Support

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

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

Challenges in EE:

Laurel School District: 2022 ELIT Summary

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	Not in place
Regular communication among staff about EE	Not in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Laurel School District: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Laurel School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	2
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	4
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	6
Superintendent / central office support	5	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	n/a
Challenges in EE:	time and resources

Milford School District: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared (4-8)**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **System-wide at ES level**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: **At some schools/classes at MS level**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Milford School District: ELIT Summary (continued)

High School:

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Milford School District: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 \longleftrightarrow 7 = high need

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

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Red Clay Consolidated School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Fully 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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: The experience that has potential to scale to districtwide is in our Ecosystems unit in 5th grade. Some of our schools send their 5th grade classes to the Ashland Nature Center to learn and collect data around ecosystems at Ashland. Some instructors create a "problem" for students to solve prior to the field trip, so their data collection can support their investigation. In order to afford all 5th graders the experience, some schools send students across 2 school days.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Some 8th grade teachers have planned field trips around their Ecosystems unit.

Red Clay Consolidated School District: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Several of our career pathway classes include co-curricular competitions through their CTSO. These competitions sometimes exist in a MWEE format. Additionally, several state and national organizations sponsor competitions not connected to CTSOs. One school takes their biology students on an overnight trip to Cape Henlopen State Park. I'm learning more about that experience before any consideration of scaling up that trip to include other high 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		Geometry	None
Biology		Chemistry	None	Earth / Env Science	Some schools/classes
Physics	None	Geography	None	Civics / Gov't	
History		Economics	None	English / Lang. Arts	
Literature	None	Health / Physical Education		Other Elective Course	Aquatic Biology, Biotechnology
AP Science (any)	Some schools/classes AP Environmental		AP Math (any)	None	
AP History (any)	None		AP English (any)	None	

Red Clay Consolidated School District: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	We offer a variety of opportunities across the district. I know this has been effective because students across our district have taken advantage of those opportunities. (we are missing a systemic or system-wide approach)
Challenges in EE:	Scale. As the largest district in the state, with a variety of student needs across our schools, offering the same thing to all students has its challenges. New curricula adoptions: since we are in the middle of using new science curricula materials in grades 2, 3, 4, 6, 7, and 8; teachers are learning to teach things for the first time.

Woodbridge School District: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Woodbridge School District: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Woodbridge School District: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE: