Maryland: 2019 ELIT

Response Summaries from Each Responding LEA

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Worcester County Public Schools: ELIT Summary

**Each report indicates the year of the district's most recent data submission (2017 or 2019).*

Reports dated 2017 indicate the district did not submit updated information in the 2019 ELIT survey.

Allegany County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* Countywide, 5th graders participate in a weeklong residential Outdoor School Program. They stay in cabins, hike, canoe, fishing, and participate in hands-on environmental lessons.

***Describe Isolated MWEEs**:*

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* 7th-grade students participate in a 2.5-day commuter program. The students investigate water quality, have nature hikes, and participate in "Talking Trash." The students enter information learned into journals and reflect on their experiences. The experiences were created in conjunction with ACPS teachers and the Alice Ferguson Foundation.Countywide, 5th graders participate in a weeklong residential Outdoor School Program. They stay in cabins, hike, canoe, fishing, and participate in hands-on environmental lessons.

***Describe Isolated MWEEs**:*

High School: **No evidence of MWEE in required HS courses**

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	4	Outdoor Classrooms	5
Teacher PD	6	Sustainable Schools Technical Assistance	5	Support from Board of Education	4
Curriculum Planning/Integration	5	Increased Curricular Alignment	6		

Qualitative Self-Assessment

Strengths of EE for Students:	5th-grade residential program based on the number of students that participate each year. The 7th grade ODS program is strong as well. Evidence to support this is collected through surveys and journals. During the Evergreen field trips, learning is gauged by pre and post-tests and historically we have seen at least a 25% increase in knowledge after the trip(s).
Strengths of EE for Teachers:	"The strongest element in our program is that the experiences are directly tied to curriculum and the standards are embedded in the daily curriculum. Data is collected through district benchmarks.
Success Stories:	https://www.acpsmd.org/site/default.aspx https://www.acpsmd.org/Page/133
Challenges in EE:	Funding is the greatest challenge. Funding to implement the high school MWEE and to take all students to the experience(s) at their grade level(s).
Growth Opportunities:	The high school MWEE needs to be implemented to make it a true MWEE. Finding a way to make it systemwide as well.

Anne Arundel County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at the ES level

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

***Describe System-wide MWEEs**:* K - Trees are Terrific: Focus on the importance of trees. Classroom lessons, outdoor field experience with outdoor programming. Students take action by planting trees at school. Grade 1: Monarch Raise and Release. Students learn and investigate as well as take data regarding monarchs and habitat needs. They raise, tag and release monarchs. Grade 4: How has Human Activity affected Maryland's Living Things. focus on environmental investigations within curriculum and outdoor investigation through outdoor programming with personal or class environmental action.

***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 the 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 restoration.K - Trees are Terrific: Focus on the importance of trees. Classroom lessons, outdoor field experience with outdoor programming. Students take action by planting trees at school. Grade 1: Monarch Raise and Release. Students learn and investigate as well as take data regarding monarchs and habitat needs. They raise, tag and release monarchs. Grade 4: How has Human Activity affected Maryland's Living Things. focus on environmental investigations within curriculum and outdoor investigation through outdoor programming with personal or class environmental action.

***Describe Isolated MWEEs**:*

High School: System-wide in a HS required class

Biology	System-wide	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	Some	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	5	Community Partnerships	4	Outdoor Classrooms	6
Teacher PD	7	Sustainable Schools Technical Assistance	4	Support from Board of Education	3
Curriculum Planning/Integration	5	Increased Curricular Alignment	3		

Qualitative Self-Assessment

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

Baltimore City Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at the ES level

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

***Describe System-wide MWEEs**:* 5th grade Unit 5: Save the Bay! Engineering Design Challenge: Save the Bay! Schoolyard Assessment and Action Plan Children often feel that they have very little control or effect on the world in which they live. In addition, students living in urban settings can feel disconnected to the environment as they often view nature as pertaining to the "wilderness," not seeing their local community and its inhabitants as part of a living ecosystem. This unit aims to address these misconceptions, by providing students with engaging opportunities to learn about their local environments and their roles in the ecosystem, and to empower them to create positive change. The unit's driving question is: How do my actions affect the Chesapeake Bay? At the beginning of this unit, students will learn about ecologist and writer, Rachel Carson, who lived in Maryland for part of her life and studied at Johns Hopkins University. Carson made important contributions to increase public awareness of environmental issues, including writing the book Silent Spring, which detailed the harmful effects of the pesticide DDT on all aspects of an ecosystem, including wildlife, agricultural animals, and people. Carson's work contributed to the eventual ban on the use of DDT in the United States and the creation of the Environmental Protection Agency (EPA) by Congress. She inspired a new movement of environmentalism which began during the 1970s. Using Rachel Carson as a model, students will begin to think about how their actions can help to preserve the natural world around them, including the Chesapeake Bay Watershed.

***Describe Isolated MWEEs**:*

Middle School: System-wide at the 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. This ecosystem unit focuses on organisms' needs for survival and what happens when those needs are not met. Students discover why food is important, how different structures are needed by organisms to eat and reproduce, what the relationships are between organisms (e.g. predator/prey, producer/consumer, parasite/host, and competition), and what abiotic factors affect ecosystems. The MWEE for this unit is in partnership with the National Aquarium. The National Aquarium engages sixth-grade students from Baltimore City Public Schools in researching aquatic species that live in the Chesapeake Bay watershed, including the Inner Harbor in Baltimore. Students test water quality in the Inner Harbor outside the Aquarium to form hypotheses about what Chesapeake Bay animals live there; they then test their hypotheses by conducting an animal survey. After the investigation, students recommend community action projects to improve the local watershed.5th grade Unit 5: Save the Bay! Engineering Design Challenge: Save the Bay! Schoolyard Assessment and Action Plan Children often feel that they have very little control or effect on the world in which they live. In addition, students living in urban settings can feel disconnected to the environment as they often view nature as pertaining to the "wilderness," not seeing their local community and its inhabitants as part of a living ecosystem. This unit aims to address these misconceptions, by providing students with engaging opportunities to learn about their local environments and their roles in the ecosystem, and to empower them to create positive change. The unit's driving question is: How do my actions affect the Chesapeake Bay? At the beginning of this unit, students will learn about ecologist and writer, Rachel Carson, who lived in Maryland for part of her life and studied at Johns Hopkins University. Carson made important contributions to increase public awareness of environmental issues, including writing the book Silent Spring, which detailed the harmful effects of the pesticide DDT on all aspects of an ecosystem, including wildlife, agricultural animals, and people. Carson's work contributed to the eventual ban on the use of DDT in the United States and the creation of the Environmental Protection Agency (EPA) by Congress. She inspired a new movement of environmentalism which began during the 1970s. Using Rachel Carson as a model, students will begin to think about how their actions can help to preserve the natural world around them, including the Chesapeake Bay Watershed.

***Describe Isolated MWEEs**:*

High School:	**System-wide in a HS required class**				
Biology	System-wide	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	7	Outdoor Classrooms	3
Teacher PD	4	Sustainable Schools Technical Assistance	6	Support from Board of Education	3
Curriculum Planning/Integration	5	Increased Curricular Alignment	5		

Qualitative Self-Assessment

Strengths of EE for Students:	City Schools has made great strides in providing an equitable science experience for students, regardless of what school they attend. We now have the SABES (STEM Achievement in Baltimore Elementary Schools) curriculum in grades K-5, IQWST (Investigating and Questioning our World through Science and Technology) curriculum in grades 6-9, and updated all high school science curricula during the 2018-19 school year. We have received several National Science Foundation grants to provide supply kits to schools. While 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 are embedding science and environmental education into the curriculum. 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. Our partnership with Visit Baltimore Foundation has allowed us to advertise and lower the cost of curriculum-aligned experiences. Action projects from the MWEEs are performance-based assessments. These are school-based projects that are not submitted to the district office.
Strengths of EE for Teachers:	Science teachers have multiple professional development opportunities, ranging from one hour to one week, which can help them get comfortable with the units and find resources. Some courses are for teachers of multiple grades, while others are directed to one grade level only and provide course-specific instruction and support. Many of our PD partners offer ongoing support to teachers.
Success Stories:	9th grade MWEE: -- NorthBay, courtesy of Maryland Department of Natural Resources, provided a two-day summer course for biology teachers and then supported those teachers when they brought their students to a stream for the first time. -- Chesapeake Bay Foundation co-led a half-day session at City Schools' Great Kids Farm for biology teachers. 5th grade MWEE: -- Towson University and the Waterfront Partnership led a summer course for 5th grade teachers. 6th grade MWEE: -- The Aquarium provides training and support to 6th grade teachers and a family night where schools that have completed action projects are invited to free entrance to the Aquarium. 5th and 9th grade MWEEs and general environmental education: -- Chesapeake Bay Foundation led two summer courses for our teachers about the MWEEs and general information and awareness about environmental education and resources.
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. -- NGSS learning curve. We are working hard to have our teachers be experts in NGSS standards and expectations, leaving less time available to focus specifically on environmental education. -- Unfamiliarity teaching elementary science. While some of our schools provide

	differentiated content areas, most of our elementary schools do not, so some teachers do not have a strong science foundation. -- Discomfort with bringing students outside. 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. -- High teacher movement. We have many teachers who change grade levels, change schools, or leave the district altogether, making continuity with content difficult. -- Swing space/construction. Our 21st Century School Buildings Program means that many schools are moving to temporary space or moving into new spaces. While this change is due to major building improvements and upgrades, it disrupts schools.
Growth Opportunities:	Fortunately, we have several opportunities as we develop our program, including: -- STEM Plan. City Schools developed a STEM Plan in school year 2018-19. One work group focuses on attracting and retaining science teachers. Another focuses on transportation to curriculum-embedded STEM experiences. -- Excellent partnerships. In Baltimore City, we have strong partners who want to work with our students and our teachers to get students outside and engaged with the environment.

Baltimore County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **System-wide at the 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 grade 5 students participate in a field experience aligned to curriculum. The unit of study is called "BioBlitz" The field study takes place at one of five parks in Baltimore County during the school year. Bio Blitz is about exploring, understanding, and documenting the biodiversity of life in an area. Understanding the relationship between all life on Earth is a major focus of NGSS and the Bio Blitz The field study is preceded by a lesson to orient students to the expectations and concepts in order to provide a safe and meaningful field experience. On the day of the field study, students conduct a Bio Blitz to collect data that will be utilized when the unit is taught. Bio Blitz is collected using a GPS enable tablets. The data collected by the students is synced to a web mapping application for all students to access. Students are able to conduct a visual analysis of the data to look for patterns and relationships. Students are able to extract images to create food chains, and food webs to model the flow of energy and cycling of matter in the ecosystems.

***Describe Isolated MWEEs**:*

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* Grade 6 Students conduct field investigations to survey schoolyard ecosystems. Students identify local native species in the area. Students research resources needs of a native species of plant or wildlife to determine the actions that could be taken to support the species in and around the schoolyard. Students analyze and interpret data to determine actions needed to provide optimal resources for their organisms to survive, grow and reproduce. (all actions must be approved by BCPS staff and grounds) Grade 8 Students select a local natural resource or natural system that support living resources for a restoration or protection project. (this may include local agriculture land, fisheries, forest, wetlands, underwater grass beds etc.) Students summarize their research and explain the importance of the natural resource. Students conduct field and classroom investigations to explore how humans affect natural systems and resources. Students use the design process to evaluate a possible solution that will mitigate the effects of human activities in the watershed. Student carry out their action plan.All grade 5 students participate in a field experience aligned to curriculum. The unit of study is called "BioBlitz" The field study takes place at one of five parks in Baltimore County during the school year. Bio Blitz is about exploring, understanding, and documenting the biodiversity of life in an area. Understanding the relationship between all life on Earth is a major focus of NGSS and the Bio Blitz The field study is preceded by a lesson to orient students to the expectations and concepts in order to provide a safe and meaningful field experience. On the day of the field study, students conduct a Bio Blitz to collect data that will be utilized when the unit is taught. Bio Blitz is collected using a GPS enable tablets. The data collected by the students is synced to a web mapping application for all students to access. Students are able to conduct a visual analysis of the data to look for patterns and relationships. Students are able to extract images to create food chains, and food webs to model the flow of energy and cycling of matter in the ecosystems.

***Describe Isolated MWEEs**:*

High School: **System-wide in a HS required class**

Biology	Earth Science	Mathematics	
Chemistry	History / Social Studies	Other Req Science	System-wide
Physics	English / Language Arts	Other Req Course	

Baltimore County Public Schools: ELIT Summary (continued)

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

Needs for Support

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

Funding	7	Community Partnerships	3	Outdoor Classrooms	3
Teacher PD	5	Sustainable Schools Technical Assistance	2	Support from Board of Education	5
Curriculum Planning/Integration	2	Increased Curricular Alignment	2		

Qualitative Self-Assessment

Strengths of EE for Students:	BCPS has an effective and progressive outdoor education program for students K - 12. Environmental programs are aligned directly to BCPS curriculum (NGSS) and are impacting student achievement. Student knowledge and achievement is measured through curriculum learning cycle assessments
Strengths of EE for Teachers:	BCPS provides many opportunities for professional learning for all teachers (elementary, middle, high) Attendance and the increase of teacher implementation of the MWEE s indicates that the success of the programs
Success Stories:	During the summer of 2019 approximately 32 middle and high school teachers participated in the MWEE summer professional learning offered the staff of the BCPS Office of Science. The goal of the workshop was to prepare teachers to design and implement Meaningful Watershed Educational Experiences for students. Workshop participants explored several field sites including Days Cove, Dundee Creek, Little Gunpowder Falls, Cromwell Valley Park, and the Loch Raven High School campus. Teachers studied local water quality, biodiversity, geology, and the ways humans are impacting the local ecosystems.. Throughout the week, teachers made relevant connections the the BCPS curriculum, explored web-based tools and and selected citizen science projects to engage their students in authentic research.
Challenges in EE:	The programs in BCPS are very effective and well attended. Additional resource teachers and administrators are needed to expand the programs.
Growth Opportunities:	BCPS would like to write and implement programs and MWEEs for every student.

Calvert County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at the ES level

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

***Describe System-wide MWEEs**:* Fifth-grade students learn about the importance of oysters to the Chesapeake Bay region both ecologically and economically. Students engage in an outdoor field experience to learn more about oysters and oyster reefs. Students then choose how to advocate to the public about the importance of oysters. This program is in coordination with The Chesapeake Beach Oyster Conservation Society and the Calvert Natural Resources Department. In the Spring, due to a new partnership, all fifth-grade students will work in small groups to create reef balls. The 200+ reefballs we plan to create will be deployed in the St. Mary's River Sanctuary.

***Describe Isolated MWEEs**:* The third-grade Terrapins unit is offered at all schools, but not all schools include an action project beyond head-starting their baby terrapin. Last year students at one elementary school began a project to only get straws after a request. They presented to their school community and wrote a letter to the Child Nutrition program to support their No Straw Program.

Middle School: System-wide at the MS level

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

***Describe System-wide MWEEs**:* For the past 20+ years, seventh-grade students in Calvert County have been assisting the U.S. Fish and Wildlife Service (U.S.F.W.S.) in a bay-wide study of submerged aquatic vegetation (SAV). These underwater grasses play a critical role in the health of the bay as a filter for nutrients and sediment which can be detrimental to the health of the environment. Additionally, these plants serve as important habitat for crabs and for spawning fish in the bay and its tributaries. SAV have been drastically reduced within the Chesapeake Bay and efforts to restore these grasses through propagation and transplanting and monitoring the existing natural beds, are critical to the recovery of these important species. As a part of the seventh-grade science curriculum, students work in the classroom to learn about the important role of SAV, the trends in SAV growth and the actions that can be taken to improve the environmental conditions that would permit the return of SAV in the Chesapeake Bay. Students read an article by a U.S. Fish and Wildlife scientist, interpret graphs and aerial photography of SAV population trends supplied by partner agencies, and conduct research on individual SAV species to prepare them for their action project that will take place during a field experience on a Chesapeake Bay tributary. Students visit King's Landing Park in Huntingtown for their CHESPAX field experience. Here they learn about actions that can be taken to improve conditions for SAV and then take part in the SAV survey project. Students travel by canoe to a research site and collect small samples of the grasses to be used for identification purposes. Students make notes about the environmental conditions at the site relevant to SAV growth and survival. Students also record any wildlife observations made during their research period. Upon their return to shore, students use field guides to identify the SAV species collected and record their findings on their field data form. All data are used as a part of the report that the students will make to the U.S.F.W.S. as their final project activity. All 8th-grade students participate in a 10-day, inquiry-based science unit centered on an environmental concern.-- Students can self-select an environmental interest that drives them, but there are structured materials related to biodiversity, natural resources in the waste stream, water quality, energy consumption. Students modified school and home habitats to support biodiversity. The asked questions of the school administration and Food Services Supervisor and replaced single-use plastic in their lunchroom with silverware. They created brochures and PowerPoints related to the impact of plastic in the environment and what students can do to decrease their use of plastics. They helped classmates make reusable grocery bags out of pillowcases or old T-shirts and a variety of other projects. Central to the program is the development of student responsibility for the care of the natural environment.-- The concept of "citizen science" is a recurring theme throughout the project.-- Much of the field data generated for many environmental monitoring projects comes from citizens trained to perform these field data collection tasks.-- This model provides scientists with more time to conduct detailed analyses of the data and makes a strong connection for community members as a part of the scientific process.-- Students are also exposed to many green careers as part of this unit by learning what scientists around the world are doing to support sustainability

and decrease or counteract human impacts on their environment.Fifth-grade students learn about the importance of oysters to the Chesapeake Bay region both ecologically and economically. Students engage in an outdoor field experience to learn more about oysters and oyster reefs. Students then choose how to advocate to the public about the importance of oysters. This program is in coordination with The Chesapeake Beach Oyster Conservation Society and the Calvert Natural Resources Department. In the Spring, due to a new partnership, all fifth-grade students will work in small groups to create reef balls. The 200+ reefballs we plan to create will be deployed in the St. Mary's River Sanctuary.

***Describe Isolated MWEEs**:*

High School: **System-wide in a HS required class**

Biology	System-wide	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

Calvert County Public Schools: ELIT Summary (continued)

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	In Place		

Needs for Support

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

Funding	6	Community Partnerships	3	Outdoor Classrooms	2
Teacher PD	6	Sustainable Schools Technical Assistance	3	Support from Board of Education	2
Curriculum Planning/Integration	3	Increased Curricular Alignment	3		

Qualitative Self-Assessment

Strengths of EE for Students:	Chespax trips align with curricular objectives and support students making connections with the world around them. On MISA, standards that align with Chespax trips are more likely to have a wider gap in performance above state-level scores. Many current science teachers went through the Chespax program.
Strengths of EE for Teachers:	Teachers use Chespax trips back in the classroom to support student connections to science content. Teachers are asked to provide feedback after every trip and teacher feedback from all trips is positive.
Success Stories:	Refillable water bottle stations have been installed in all schools (or will be soon). This was based on a student question. Other student questions have let to the removal of straws (unless requested) in multiple schools, a change from single-use plastic utensils to metal utensils at one Middle School, a drainage problem addressed at another Middle School and more. Through a strong relationship between the ELit Supervisor and the Green Schools Coordinator in our facilities department, student questions and ideas are more easily moved to action. https://www2.ed.gov/programs/green-ribbon-schools/performance.html
Challenges in EE:	Time for professional development.
Growth Opportunities:	Increase sustainability focus in several units and increase student-driven action opportunities.

Caroline County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **System-wide at the 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**:* Students in 5th grade visit waterways in the watershed and observe the animals in their habitats. They determine the impact humans have on the environment and discuss ways to create change for the future. They then visit a second site at a park and do similar observations. Part of their action project is to plant native plants in an area to support the environment. 2nd grade works with a local partner to visit a site to investigate pollinators and how they impact our environment. Why do we need them and how do they work to support us? Lessons are done before students visit the site and after as a follow up of learning. Students create pollinator type devices that could be used in their home or school yard.

***Describe Isolated MWEEs**:*

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* North Bay- week-long adventure that has students evaluate different habitats and ecosystems to determine the health of those ecosystems. They even evaluate their own ecosystem to include interactions, bullying, ect. Students develop an action plan that they take back to their school to put in place.Students in 5th grade visit waterways in the watershed and observe the animals in their habitats. They determine the impact humans have on the environment and discuss ways to create change for the future. They then visit a second site at a park and do similar observations. Part of their action project is to plant native plants in an area to support the environment. 2nd grade works with a local partner to visit a site to investigate pollinators and how they impact our environment. Why do we need them and how do they work to support us? Lessons are done before students visit the site and after as a follow up of learning. Students create pollinator type devices that could be used in their home or school yard.

***Describe Isolated MWEEs**:*

High School: **System-wide in a HS required class**

Biology	None	Earth Science	System-wide	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	6	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	2	Sustainable Schools Technical Assistance		Support from Board of Education	2
Curriculum Planning/Integration	3	Increased Curricular Alignment	2		

Qualitative Self-Assessment

Strengths of EE for Students:	Multiple opportunities, not just required, for students to interact with their environment both at their schools and away. These hands on experiences allow students to touch and see things that they may not always have the chance to.
Strengths of EE for Teachers:	Multiple PD opportunities with outside agencies to improve their knowledge of resources in our local areas to add in student opportunities.
Success Stories:	
Challenges in EE:	Funding. Grants are great at the beginning but once the grant goes away the sustainability is tough in a small district.
Growth Opportunities:	Work with more outside agencies that are in our area.

Carroll County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes, but nothing system-wide

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	None

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

***Describe Isolated MWEEs**:* Building oyster reef structures for Chesapeake Bay via partnership with CCA

Middle School: System-wide at the MS level

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

***Describe System-wide MWEEs**:* 6th grade 5-day residential MWEE program

***Describe Isolated MWEEs**:* 7th grade chestnut restoration school-based research orchards

High School: At some schools/classes in required courses; nothing system wide

Biology	Some	Earth Science		Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	
Physics	Some	English / Language Arts	None	Other Req Course	

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

Needs for Support

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

Funding	7	Community Partnerships	4	Outdoor Classrooms	2
Teacher PD	6	Sustainable Schools Technical Assistance	2	Support from Board of Education	1
Curriculum Planning/Integration	4	Increased Curricular Alignment	4		

Qualitative Self-Assessment

Strengths of EE for Students:	Environmental education is embedded in preK-12 curricula as evidenced and assessed in curricula Commitment to maintain a strong district outdoor education program that provides opportunities for students across all grade levels, including a 5-day residential outdoor school program Passionate and dedicated leaders and staff, and teachers that support environmental education Sustainable community partnerships
Strengths of EE for Teachers:	Environmental education is embedded in preK-12 curricula as evidenced and assessed in curricula that is developed by teachers Commitment to maintain a strong district outdoor education program that provides opportunities for students across all grade levels, including a 5-day residential outdoor school program Passionate and dedicated leaders and staff, and teachers that support environmental education Provide and communicate professional development activities for teachers to participate in with colleagues and/or students
Success Stories:	Multiple Maryland green schools and a national green ribbon school Advisory lessons, involvement of clubs and school organizations in supporting environmental action projects
Challenges in EE:	Lack of human and fiscal resources Due to policy barriers, it's difficult to provide the outdoor experiences that complement classroom instruction
Growth Opportunities:	Deeper connections in middle school social studies More fully developed MWEEs Funding through grants

Cecil County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **At some schools/classes, but nothing system-wide**

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

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

***Describe Isolated MWEEs**:* Some elementary schools have been working to build rain gardens, plant milkweed and do other projects around there schools. We are hoping this grows within our elementary school community.

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* Grade 6 students attend NorthBay for the week. 7th Grade students participate in a watershed evaluation process. Some 8th grade classes also participate these watershed evaluations.

***Describe Isolated MWEEs**:*

High School: **At some schools/classes in required courses; nothing system wide**

Biology	None	Earth Science	Some	Mathematics	
Chemistry	None	History / Social Studies	Some	Other Req Science	
Physics	None	English / Language Arts		Other Req Course	

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	2	Outdoor Classrooms	4
Teacher PD	4	Sustainable Schools Technical Assistance	2	Support from Board of Education	3
Curriculum Planning/Integration	5	Increased Curricular Alignment	3		

Qualitative Self-Assessment

Strengths of EE for Students:	The 6th grade NorthBay week long trip. The 7th grade watershed field trips and their sharing of information at outreach sessions held at their local library. Periodically, these are reported to the community through the local newspaper and sometimes can be seen on Cecil TV. Students in the high school capstone class have done watershed type of research projects over the past several years that stems from their time at NorthBay and their 7th grade watershed field trip.
Strengths of EE for Teachers:	The fact that after the grant funds have ended, many 7th grade teachers are still taking students out into the field to conduct the watershed evaluations. More middle school and high school teachers are interested in becoming a Green School and are working toward that goal.
Success Stories:	
Challenges in EE:	The cost for substitutes to cover for teachers taking students out into the field and just finding substitute teachers. The same is true for transportation on field trips. State assessments take up much of the spring between social studies, science, ELA and mathematics.
Growth Opportunities:	We need to get more outdoor experiences in our elementary grades but once again, all the testing gets in the way. Finding more less expensive ways of getting high school students involved in MWEEs

Charles County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* In grade 5, all students participate in a MWEE at our Nanjemoy Creek Environmental Education Center (NCEEC).

***Describe Isolated MWEEs**:* We have MWEE content available to students in grades 3-4 science. Examples of these units include a historical focus on the local watershed and the history of human impact on the local watershed in grade 4. For grade 3, we have a pollinator MWEE unit. For SY19-20, we are partnering with Alice Ferguson Foundation (AFF) in developing a MWEE that focuses on relationship between pollinators and native plants.

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* We are utilizing Bridging the Watershed modules through our partnership with AFF to facilitate our MS MWEE's. Examples of these modules include sustainability, human impact/pollution, stream health using macro invertebrates, invasive species removal, and water chemistry.In grade 5, all students participate in a MWEE at our Nanjemoy Creek Environmental Education Center (NCEEC).

***Describe Isolated MWEEs**:*

High School: **System-wide in a HS required class**

Biology	System-wide	Earth Science	System-wide	Mathematics	None
Chemistry	System-wide	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

Needs for Support

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

Funding	7	Community Partnerships	6	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	7
Curriculum Planning/Integration	6	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest element of our environmental education program exists with our Grade 5 MWEE that occurs at NCEEC. Data from pre and post assessments during these extended day trips for our 5th graders show that students' knowledge about environmental issues and action projects to address those issues increases after a visit to NCEEC. In addition, our BTW program that exists at both the MS and HS level is the strongest part of our EE program. Approximately 6,000 students participated in a MWEE for SY18-19 and we are looking to increase participation for this school year. Students participate in pre/post surveys to assist in gathering information in regards to EE knowledge and attitudes.
Strengths of EE for Teachers:	The strongest element of our EE program for teachers consists of the professional development provided for teachers to address their EE needs. Feedback via exit slips and conversations inform us of our future EE needs for our teachers as well as a guidepost to let us know we are moving in the right direction in regards to EE professional development. We have expanded our PD to be facilitated on county-wide inservice days in addition to offering evening PD sessions. Offering a variety of formats and topics for PD has helped to build our numbers with teachers participating.
Success Stories:	Our immersive PD sessions are facilitated via a 2-day institute focused on EE and offered each summer. We had a record number of teachers participate in our latest offering in August, 2019. Teachers leave with content, confidence, resources, and a student view point in regards to what a MWEE should look like instructionally.
Challenges in EE:	Greatest challenge that is present still continues to be funding. Our NOAA BWET grant funds will be exhausted at the end of this current school year without an extension. We are hoping that EE can become a line item in the overall CCPS budget.
Growth Opportunities:	Continue to seek partners in Maryland and Charles County and additional funding sources to supplement our EE program.

Dorchester County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* '- All grade 5 students participate in a true MWEE at NorthBay for one week - All grade 4 students participate in a true MWEE at the Blackwater National Wildlife Refuge

***Describe Isolated MWEEs**:*

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* '- All grade 6 students participate in a true MWEE with Blackwater National Wildlife Refuge'- All grade 5 students participate in a true MWEE at NorthBay for one week - All grade 4 students participate in a true MWEE at the Blackwater National Wildlife Refuge

***Describe Isolated MWEEs**:*

High School: **System-wide in a HS required class**

Biology System-wide	Earth Science	Mathematics
Chemistry	History / Social Studies	Other Req Science
Physics	English / Language Arts	Other Req Course

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	Not In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	6	Outdoor Classrooms	
Teacher PD	4	Sustainable Schools Technical Assistance	7	Support from Board of Education	
Curriculum Planning/Integration	5	Increased Curricular Alignment			

Qualitative Self-Assessment

Strengths of EE for Students:	We reach all students at each of the grade levels where we have sustainable MWEE programs (grades 4, 5, 6, and 9). Students complete the designed action projects at each level.
Strengths of EE for Teachers:	Proximity and exposure to those environmentalists in the field.
Success Stories:	
Challenges in EE:	Funding to continue district wide efforts; time to dedicate to environmental literacy
Growth Opportunities:	We expanded our partnership with ShoreRivers for this upcoming school year 2019 - 2020 and will be implementing a district wide grade 3 true MWEE focused on Sturgeon.

Frederick County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **System-wide at the 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 from a local limestone quarry to the top of Sugarloaf Mountain. The focus is on interactions on the Earth as well as modern and historical uses of our natural resources. Students collect 12 different rock and mineral samples to make their own Frederick County Rock and Mineral Collection. Students learn how each sample was formed and how they relate to four spheres of the Earth: atmoshphere, biosphere, geosphere, and hydrosphere. Students will use this experience to continue to answer their driving question: What can we do as individuals and communities to protect the Earth's resources and environment?

***Describe Isolated MWEEs**:* Some schools participate in schoolyard investigations, Trout in the Classroom, or Green School activities.

Middle School: **System-wide at the 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 streams.Students collect water data, observe biodiversity, and interact with their local ecosystems as part of their natural world. Outdoor School: All sixth grade students participate in a 2 day field study (non residential) of the watersheds in Frederick County as an immersive experience that complements the Ecosystems unit taught in the sixth grade school science class. Students observe a variety of plants and animals that are found in our forest and wetlands ecosystems. They discover the importance of biodiversity to the Potomac River Watershed, and ultimately how it affects their community and the Chesapeake Bay. Data collected by students will be posted under the title Stream Data, under the 6th grade Program heading. Everyone is able to access all of the data from 1996 to the present to help them analyze the conditions of our local waterways and how it relates to biodiversity.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 from a local limestone quarry to the top of Sugarloaf Mountain. The focus is on interactions on the Earth as well as modern and historical uses of our natural resources. Students collect 12 different rock and mineral samples to make their own Frederick County Rock and Mineral Collection. Students learn how each sample was formed and how they relate to four spheres of the Earth: atmoshphere, biosphere, geosphere, and hydrosphere. Students will use this experience to continue to answer their driving question: What can we do as individuals and communities to protect the Earth's resources and environment?

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

High School: **System-wide in a HS required class**

Biology	System-wide	Earth Science	Some	Mathematics	
Chemistry	None	History / Social Studies		Other Req Science	
Physics	None	English / Language Arts		Other Req Course	

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	5	Outdoor Classrooms	3
Teacher PD	6	Sustainable Schools Technical Assistance	5	Support from Board of Education	5
Curriculum Planning/Integration	6	Increased Curricular Alignment	6		

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest element of our environmental education program for students is our Outdoor School. This provides an opportunity for all students in 5th and 6th grade to participate in a MWEE. Staff at the Outdoor School are trained to teach environmental education and they also provide support to our classroom teachers.
Strengths of EE for Teachers:	Professional learning for teachers is provided dependent upon courses that are taught. Choice Professional learning opportunities are available for teachers who wish to grow in the area of environmental literacy. Our STEM Leaders program for elementary schools is also our best delivery method of providing professional learning.
Success Stories:	In May 2017 we held our first systemic Environmental Expo. This was a collaboration between local environmental organization and the school system. The goals of this event were to bring families and community organizations together to learn about environmental issues and help people become better stewards of the environment. Our Outdoor School is also a model of best practice.
Challenges in EE:	The greatest challenges related to establishing an environmental program is the time to provide professional learning to teachers and time available during the school day to teach science and social studies at the elementary level. It is somewhat easier to integrate ELIT at the secondary level but time is still an issue.
Growth Opportunities:	Collaboration between curriculum specialists is an important foundation for growing the environmental program. Individual school initiatives are also helpful.

Garrett County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **At some schools/classes, but nothing system-wide**

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**:* Accident Elementary School and Broadford Elementary School have worked during the past school year to establish school based MWEEs at selected grade levels. These will be expanded to include the entire population at these schools. Other schools have established environmental education programs, but they have not transitioned to the MWEE format.

Middle School: **At some schools/classes, but nothing system-wide**

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

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

***Describe Isolated MWEEs**:* All middle school students travel to our environmental education center at least twice per year to participate in structured environmental lessons.

High School: **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	Some	History / Social Studies	None	Other Req Science	Some
Physics	None	English / Language Arts	None	Other Req Course	Some

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

Needs for Support

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

Funding	6	Community Partnerships	5	Outdoor Classrooms	2
Teacher PD	6	Sustainable Schools Technical Assistance	5	Support from Board of Education	6
Curriculum Planning/Integration	7	Increased Curricular Alignment	6		

Qualitative Self-Assessment

Strengths of EE for Students:	Our district has developed a model to have all students from Kindergarten through grade 11 attend environmental education opportunities at our district environmental education center. These activities have been aligned to the grade-level science curriculum. Other than attendance numbers, I am not sure that we have data to support the effectiveness of the program.
Strengths of EE for Teachers:	Teachers have worked with our environmental education center staff to develop activities to support environmental education goals at each grade level to be included in our environmental education plan for the district. I don't think there is any specific data being collected to support the effectiveness of the activities.
Success Stories:	https://www.garrettcounty.org/news/2013/04/the-cove-run-brook-trout-restoration-project This is a link to a stream restoration project conducted at one of our High Schools at a nearby location. The teacher and her students were able to make an impact on a section of stream and the surrounding environment to improve conditions for trout in the stream.
Challenges in EE:	Time and resources. We are a small district with limited resources to address the changing requirements for environmental education. We need time to get our staffs together to transition our current environmental education plan to MWEEs.
Growth Opportunities:	

Harford County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* All HCPS 5th grade students participate in a 3 day 2 night residential environmental stewardship program at the Harford Glen Environmental Education Center. Our curriculum is matched to the MD Elit standards and provides an action project component at their home school. It is a required portion of our 5th grade science curriculum.

***Describe Isolated MWEEs**:* Some elementary classes participate in MWEE programs at our informal partner sites such as the Eden Mill Nature Center and the Anita C. Leight Estuary Center. These experiences are extensions to the HCPS science curriculum and are not a required experience.

Middle School: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:* All HCPS 5th grade students participate in a 3 day 2 night residential environmental stewardship program at the Harford Glen Environmental Education Center. Our curriculum is matched to the MD Elit standards and provides an action project component at their home school. It is a required portion of our 5th grade science curriculum.

***Describe Isolated MWEEs**:* HCPS piloted a MWEE for 7th grade students in 2018-19 school year. It was developed through a partnership with University of MD and Calvert County Schools. It focuses on the Monarch Butterfly and having students make the link between habitats at school an

High School: **System-wide in a HS required class**

Biology	System-wide	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	System-wide	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

Needs for Support

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

Funding	6	Community Partnerships	4	Outdoor Classrooms	3
Teacher PD	7	Sustainable Schools Technical Assistance	5	Support from Board of Education	2
Curriculum Planning/Integration	6	Increased Curricular Alignment	2		

Qualitative Self-Assessment

Strengths of EE for Students:	Our 5th grade residential program is our signature program. We have a 98% participation rate. This year is our 40th anniversary of providing a residential program for HCPS. In addition, we have 40% of our schools certified as MD Green Schools with 4 sustainable schools and Harford Glen as a sustainable Green Center.
Strengths of EE for Teachers:	HCPS provides environmental education professional development courses each summer. They include "Ecological Study of Harford County" and " Human Impacts on the Chesapeake Bay Watershed" Both courses require teachers to develop an action project to be completed by their students at their home school regardless of their content area.
Success Stories:	
Challenges in EE:	The greatest challenge is convincing teachers to get students outside and the assessment calendar. High stakes testing takes many weeks off of the time available to get kids outside. April is especially difficult for outdoor/environmental education as it is filled with testing and schools do not allow folks to leave for field experiences.
Growth Opportunities:	Increased time with teachers to provide meaningful professional learning centered on E lit and outdoor field experiences is our goal for growing teacher buy in.

Howard County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at the 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 on finding evidence to support descriptions of the external and internal structures and functions of the animal or plant, so that they may make connections between these aspects and the animal or plant's dependency on its environment. The student is to conclude with an explanation of an action that may be taken at school, home, or within the community to support the survival of the animal or plant. -- ERC BioBitz - Environmental Report Card BioBlitz (5th grade): students learn about Earth's systems (biosphere, hydrosphere, atmosphere, and geosphere) and how these systems interact. They have an opportunity to pose questions about what happens when these systems interact and what problems these interactions may cause. Students then use their schoolyard as an observation and collect GIS data in an online. Students connect this data collection with their study of the biosphere and the interdependence of variety of species for a healthy environment, thereby using this tool to answer their own questions and problem solve possible solutions (issues such as hydrosphere/geosphere interaction could cause erosion, and how to help). Developed in partnership with the Howard County Conservancy, students also have the opportunity to then visit the Belmont property in Elkridge, to observe, identify, and collect online GIS data about species diversity on site and compare to their own schoolgrounds.

***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 --BioBlitz -- 5th grade In Partnership with the Howard County Conservancy, students visit the Belmont property in Elkridge, to observe, identify, and collect data about species diversity on site. Students are part of a larger effort, using technology (iNaturalist) with the help of staff, to input their data and contribute to a citizen science project. Students connect this data collection with their study of the biosphere and the interdependence of variety of species for a healthy environment. --OEOH (field component off site) -- 4th grade oThis environmental field experience, held on the Living Farm Heritage Museum property, is a full day experience which involves students conducting research and investigations focusing on two main components: Hydrosphere and Geosphere. Understanding Earth's systems and how they interact is a key component of fifth grade science curriculum, and this experience helps our fourth graders connect what they are learning currently to what they will be learning about next year. This experience serves as an anchor to support two years of their science learning. oOn the Hydrosphere portion, students compare the physical properties of a stream and pond habitat. The different organisms found in each are explored to identify the external structures that function to allow these organisms to thrive in their habitats. The human impact on aquatic habitats and the organisms within them are discussed in the context of the Chesapeake Bay Watershed. Â Students participate in three stations during the hydrosphere rotation: --Exploration of Physical Properties of Aquatic Habitats -- Exploration of Organisms that live in Aquatic habitats --Macroinvertebrate Mayhem field game oOn the Geosphere side, students investigate soil samples to identify indicators of soil health: looking at the physical properties of soil, the organic matter that is found within it, how well water filters through the soil, and the importance of these indicators for a healthy environment. A variety of organisms are also explored to identify the external structures that function to allow them to thrive in their habitats. The human impact on soil health and the organisms that rely on it will be discussed in the context of Howard County. Â Students participate in four components during the geosphere rotation: --Observations of a variety of soil site samples (forest, grass, farm/tilled, pasture, home garden, and eroded/bare soil) -- Exploration of organic matter found within their soil sample -- Water filtration investigation of their soil sample --Live observations of organisms that depend upon healthy soil for survival (MD Native species: Raptor, Barn Owl, Snapping Turtle, Box Turtle, Black Rat Snake, King Snake)

Middle School: **At some schools/classes, but nothing system-wide**

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

***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 on finding evidence to support descriptions of the external and internal structures and functions of the animal or plant, so that they may make connections between these aspects and the animal or plant's dependency on its environment. The student is to conclude with an explanation of an action that may be taken at school, home, or within the community to support the survival of the animal or plant. -- ERC BioBitz - Environmental Report Card BioBlitz (5th grade): students learn about Earth's systems (biosphere, hydrosphere, atmosphere, and geosphere) and how these systems interact. They have an opportunity to pose questions about what happens when these systems interact and what problems these interactions may cause. Students then use their schoolyard as an observation and collect GIS data in an online. Students connect this data collection with their study of the biosphere and the interdependence of variety of species for a healthy environment, thereby using this tool to answer their own questions and problem solve possible solutions (issues such as hydrosphere/geosphere interaction could cause erosion, and how to help). Developed in partnership with the Howard County Conservancy, students also have the opportunity to then visit the Belmont property in Elkridge, to observe, identify, and collect online GIS data about species diversity on site and compare to their own schoolgrounds.

***Describe Isolated MWEEs**:* Schools participate in outdoor education as an extracurricular activity; programming is provider dependent.

High School: **System-wide in a HS required class**

Biology	System-wide	Earth Science	System-wide	Mathematics	
Chemistry		History / Social Studies		Other Req Science	Some
Physics		English / Language Arts		Other Req Course	Some

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	5	Community Partnerships	2	Outdoor Classrooms	5
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	5
Curriculum Planning/Integration	2	Increased Curricular Alignment	2		

Qualitative Self-Assessment

Strengths of EE for Students:	Vertically articulated learning experiences; numerous opportunities; student-directed work. This is based on curriculum analysis and anecdotal feedback from students.
Strengths of EE for Teachers:	Community partnerships; -- Lessons written and field experiences organized for their use; professional learning days that allow them to be active/interact in the field and experience the learning for themselves.
Success Stories:	--OEOH -- Grade 4 program: https://vimeo.com/184745613 Watershed Report Card
Challenges in EE:	--Time -- Professional learning for teachers -- do not have opportunity to reach all teachers, every year, about environmental instruction; responsible for much more than just environmental science and PL time is limited Transportation funding (to go offsite and not in schoolyard)
Growth Opportunities:	

Kent County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* 4th grade:Driving Question: How has human activity impacted the land and water in the Chesapeake Bay watershed? Big Idea: CHANGE OVER TIME Does our county look the same as it did 100 years ago? 200 years ago? What do you think has changed and what is your evidence? Investigating the Effects of Weathering and the Rate of Erosion - Look at Chesapeake maps from a historical perspective with an emphasis on impacts on Turner's Creek. Turner's Creek:SEEC-FT on Run-off in an Ag setting- Erosion, Tree Planting, Riparian Buffers BMPS.

***Describe Isolated MWEEs**:*

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* Driving Question: -How do humans impact biodiversity in the Chesapeake Bay watershed? Focus on the impacts of humans on the Chesapeake Bay dynamics (participating in and conduct year-long examinations of the Radcliffe Creek watershed in Kent County, in order to learn 1) how watersheds function, 2) how human activity impacts water quality downstream, and 3) how communities and individuals can implement specific practices to improve water quality and environmental health locally and throughout the Chesapeake region. Partnerships: School Yard, Sultana Education Center, Radcliffe Creek.4th grade:Driving Question: How has human activity impacted the land and water in the Chesapeake Bay watershed? Big Idea: CHANGE OVER TIME Does our county look the same as it did 100 years ago? 200 years ago? What do you think has changed and what is your evidence? Investigating the Effects of Weathering and the Rate of Erosion - Look at Chesapeake maps from a historical perspective with an emphasis on impacts on Turner's Creek. Turner's Creek:SEEC-FT on Run-off in an Ag setting- Erosion, Tree Planting, Riparian Buffers BMPS.

***Describe Isolated MWEEs**:*

High School: **System-wide in a HS required class**

Biology	System-wide	Earth Science		Mathematics	
Chemistry		History / Social Studies		Other Req Science	System-wide
Physics		English / Language Arts		Other Req Course	

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	6	Sustainable Schools Technical Assistance	6	Support from Board of Education	4
Curriculum Planning/Integration	7	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements are in the partnerships that support KCPS in getting students outside for environmental experiences. Data to support this would be the number of experiences by grade per student.
Strengths of EE for Teachers:	The strongest elements of the environmental education program for our teachers is the professional development they provided by our partners: Washington College, Sassafras Environmental Education Center, Sultana Education Center, Echo Hill. The data to support this would be the number of experiences offered and the number of teachers that take advantage of these programs and the program evaluations.
Success Stories:	
Challenges in EE:	The greatest challenges would be funding to create sustainability.
Growth Opportunities:	Having institutionalized projects per grade level with our partners.

Montgomery County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* Our Neighborhood, Our Watershed is a systemic Grade 4 MWEE - it is project based learning based on a question about the role of the school shed in the bigger CB watershed - includes outdoor assessment of school yard, designing a water collection device, water testing of runoff, designing a mitigation, and implementing.

***Describe Isolated MWEEs**:*

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* The Grade 6 science curriculum focuses largely on ecology including ecosystems and the interaction of humans and the environment. Part of the grade 6 curriculum is the residential outdoor education experience that involves students in exploration, discovery around the question: Why is the health of our watershed important? With this as a focus, students learn (or reveiw) what a watershed is, learn about the local flora and fauna of this watershed and how they interact as part of a healthy watershed, collect data and analyze stream data to determine relative health, and learn about the impact of invasives and need for resource conservation...like water. Using that background students are introduced to SSL and choose a problem that they are interested in assisting with - invasive removal, perrential planting, mulching, creating habitats. Some of that choice is dictated by time of year. Students also do a pledge in which they agree to do a new daily conservation practice for one month...like turning off the water when they brush their teeth. The hope is a habit is formed!Our Neighborhood, Our Watershed is a systemic Grade 4 MWEE - it is project based learning based on a question about the role of the school shed in the bigger CB watershed - includes outdoor assessment of school yard, designing a water collection device, water testing of runoff, designing a mitigation, and implementing.

***Describe Isolated MWEEs**:*

High School: **At some schools/classes in required courses; nothing system wide**

Biology		Earth Science	Mathematics
Chemistry	Some	History / Social Studies	Other Req Science
Physics		English / Language Arts	Other Req Course

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	In Place
Are SS efforts incorporated in district curriculum	In Place		

Needs for Support

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

Funding	7	Community Partnerships	5	Outdoor Classrooms	4
Teacher PD	5	Sustainable Schools Technical Assistance	7	Support from Board of Education	4
Curriculum Planning/Integration	4	Increased Curricular Alignment	6		

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of the program are the focus on MWEE's at three levels. subjective assessments are that these are shared student experiences that students remember years afterward. The hope is that some of the learning and overall state of mind around the environment was shaped by those experiences.
Strengths of EE for Teachers:	The Grade 6 program is strong element and we provide a lot of PD for teachers. We also provide a lot of PD for title 1 elementary school teachers who come out to our programs - we only see Title One schools in the Day Program which includes 12,000 students at two sites. In feedback surveys teachers are very appreciative of the outdoor experiences for students.
Success Stories:	
Challenges in EE:	If you are speaking K - 12 curriculum, the biggest challenge is working with other content supervisors who have competing priorities around curriculum - finding a way to help them see that some of their priorities can be met through ee is a challenge.
Growth Opportunities:	Climate change is a giant focus right now, so building off of that global concern to generate concern about the local environment to generate more energy for ee among principals. Other opportunities: State has provided MAEOE with funds so that lifts the importance of being a Green School. To increase those Green School numbers, energy is needed! With our superintendent behind this as a goal, we see this as a great opportunity.

Prince George's County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **System-wide at the 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**:* Fifth Grade -- ALL students are provided with an opportunity to visit the William Schmidt Center on an overnight trip. During their stay the students participate in a variety of outdoor activities which promote a greater understanding of the environment and their role as stewards of the environment. This is a PGCPS sponsored program. Pre and post lessons in the 5th grade science curriculum support the MWEE in 5th grade.

***Describe Isolated MWEEs**:* Kindergarten - The program focuses on integrating the arts into the environmental literacy themes in our science curriculum. Students will explore the life cycle of a plant to determine both its importance and how we can protect it. The partners for this program are Young Artists and the PGCPS Arts Integration Program. First Grade - The first grade program is a great introduction to outdoor education, providing young students hands-on opportunities to learn about the environment. Students go on a day trip and rotate in small groups through a variety of activities in outdoor classroom spaces, as well as a native garden. Currently, we are near 50% for system-wide participation. Third Grade - The Sunfish and Students program provides students and teachers with the experience of raising bluegill sunfish in their classroom from November to May or June. In May or June, participants will release their bluegill fish into a pre-determined body of water during a free, full day field trip of enrichment activities. Currently, nearly 75% of our schools participate.

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* Seventh Grade - Wild rice is a native aquatic plant that has been in decline due to non-migratory waterfowl, invasive plants, and water pollution. Students are part of the solution by growing wild rice in their classrooms and planting it once it's matured; thus, restoring habitat and helping to remove pollutants from our waterways. Funding is provided through a grant.Fifth Grade -- ALL students are provided with an opportunity to visit the William Schmidt Center on an overnight trip. During their stay the students participate in a variety of outdoor activities which promote a greater understanding of the environment and their role as stewards of the environment. This is a PGCPS sponsored program. Pre and post lessons in the 5th grade science curriculum support the MWEE in 5th grade.

***Describe Isolated MWEEs**:*

High School: **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	Some	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

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

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

Needs for Support

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

Funding	6	Community Partnerships	3	Outdoor Classrooms	4
Teacher PD	4	Sustainable Schools Technical Assistance	6	Support from Board of Education	3
Curriculum Planning/Integration	4	Increased Curricular Alignment	4		

Qualitative Self-Assessment

Strengths of EE for Students:	1- Overall PGCPS has over 63% of its schools participating in environmental programs implemented at various grade levels (K, 1st, 3rd, 5th, 7th, and High School). Both quantitative and qualitative feedback has been very positive. 2- A key component of a successful MD Green School application is student driven sustainability activities. 60% of PGCPS schools are certified as MD Green Schools with a goal of by 2022 having 100% certified.
Strengths of EE for Teachers:	1- Professional development opportunities that are offered to teachers. Each grade level program has a professional development component for teachers and follow-up. A professional development for schools considering applying for MD Green School certification and follow-up are provided. Both qualitative and quantitative information/feedback indicates the professional development sessions are well attended and well received by PGCPS teachers. We collaborate with the Science Office, Social Studies Office, and STEM Office, and the Department of Career and Technical Education to support teachers in professional development.
Success Stories:	The continued growth of the Environmental Literacy Steering Committee and continued expansion of the Student Environmental Alliance Summit aimed at increasing student capacity to make environmental changes in their schools and communities. To be announced in September 2019, PGCPS is part of a half million dollar award to promote the Treating and Teaching Program throughout the district.
Challenges in EE:	1- Getting all PGCPS schools MD Green School certified by 2022. 2- Providing the necessary support for continued expansion of the grade level programs. 3- Ensuring that all students regardless of economic background have an opportunity to learn and become stewards of environmental literacy. 4- To continue to ensure that students play an integral role in addressing environmental issues in their community, state, country, and world. 5- Transportation funding 6- Internal barriers for taking students on field trips (greater clarity and possible modification of current field trip policy for schools). 7- The administration of a grant requires a great amount of time that individuals at the Schmidt Center must commit.
Growth Opportunities:	1- Develop and submit grant applications which support the necessary resources for growth. 2- Collaborate with environmental providers for support. 3- Continue to take advantage of opportunities that allow PGCPS to present information regarding the Environmental Literacy Program. 4- Continue to collaborate with content supervisors to develop cross-curricular activities related to environmental education.

Queen Annes County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* The MWEE focuses on Change Over Time in regards to the Chesapeake Bay. Specifically Queen Anne's County.

***Describe Isolated MWEEs**:*

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* Land, Water, and Human Interaction. What are the effects of human development on land and water? NorthBay Adventure CampThe MWEE focuses on Change Over Time in regards to the Chesapeake Bay. Specifically Queen Anne's County.

***Describe Isolated MWEEs**:*

High School: **System-wide in a HS required class**

Biology System-wide	Earth Science	Mathematics
Chemistry	History / Social Studies	Other Req Science
Physics	English / Language Arts	Other Req Course

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

Needs for Support

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

Funding	6	Community Partnerships	3	Outdoor Classrooms	6
Teacher PD	4	Sustainable Schools Technical Assistance	2	Support from Board of Education	2
Curriculum Planning/Integration	2	Increased Curricular Alignment	2		

Qualitative Self-Assessment

Strengths of EE for Students:	The number of outdoor experience they take part in throughout their K-12 career.
Strengths of EE for Teachers:	The professional development by our informal environmental and outdoor educators. The evidence is the number of teachers who have received professional development in environmental education.
Success Stories:	
Challenges in EE:	Cost of transporting children.
Growth Opportunities:	Purchase a stand-alone property own by the district specifically for environmental education.

Somerset County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* All of the 4th graders in Somerset County attend the Wetlands and Wildlife Days sponsored by the DNR. This year's event is being held on Sept. 17th and 18th. The fifth grade students will all be attending an outside MWEE this fall at Deal Island Harbor. First grade students normally take a trip to Assateague Island in Virginia with activities before, during and after.

***Describe Isolated MWEEs**:* It depends on the school. Some teachers are very much into the environment while others don't like walking from their car to the entrance of the building. We have teachers who will take their students outside regularly to learn about the environment, exploring the world around them while others do very little. It just depends.

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* Our 7th grade students all participated in a system wide MWEE to Janes Island State Park. This trip was to learn about water quality and was a true MWEE in that there was an action project component upon return. The teachers worked in conjunction with Britt Slattery and Coreen Weilminster to write the MWEE and the students had a memorable trip because of their efforts.All of the 4th graders in Somerset County attend the Wetlands and Wildlife Days sponsored by the DNR. This year's event is being held on Sept. 17th and 18th. The fifth grade students will all be attending an outside MWEE this fall at Deal Island Harbor. First grade students normally take a trip to Assateague Island in Virginia with activities before, during and after.

***Describe Isolated MWEEs**:*

High School: **System-wide in a HS required class**

Biology	Some	Earth Science	System-wide	Mathematics	None
Chemistry	None	History / Social Studies	Some	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	

Somerset County Public Schools: ELIT Summary (continued)

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Don't Know	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	3	Outdoor Classrooms	5
Teacher PD	4	Sustainable Schools Technical Assistance	4	Support from Board of Education	2
Curriculum Planning/Integration	5	Increased Curricular Alignment	6		

Qualitative Self-Assessment

Strengths of EE for Students:	We have some teachers who are very passionate about the environment and because of their love for it they bring it in front of the students on a regular basis. We do not have the data to support this however, it is an observation across the board.
Strengths of EE for Teachers:	We have DNR consultants from Annapolis who help to plan, organize and lead field trips and PD for our teachers in 5th, 7th and 9th grade through the SURE Grant. Without their efforts there would be little time to do these activities.
Success Stories:	We had a group of students from Deal Island Elementary School participate in the Youth Environmental Action Summit held at the Ward Museum in the spring. Their action project was to provide signage in the Deal Island area with information about coastal flooding and its impact.
Challenges in EE:	One of the greatest challenges for us was the decrease in the 4-H staff which helped us with our environmental initiatives. Additionally funding for transportation to get the students out in the field. This can be very costly and the students are unable to afford to pay for the trips themselves.
Growth Opportunities:	Partnerships with the DNR have helped to grow our environmental program tremendously. We are already planning this year's MWEE's in conjunction with Britt Slattery and Coreen Weilminster. A PD was held on August 15th to put the wheels in motion.

St. Marys County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* For third grade, students track biotic and abiotic factors in vernal pool habitats.

***Describe Isolated MWEEs**:* STEM Academy grade 5 students construct oyster reef balls which are eventually deposited into the St. Mary's River.

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* Grade 6 students complete lessons developed through a partnership with Chesapeake Biological Lab, the University of Maryland, and Calvert County Public Schools. The focus of the lessons is plastics in the oceans and Chesapeake Bay. The lessons culminate in an action project where students apply what they have learned about plastics. Grade 7 students learn about native plants and the issue with invasive species. Students plant native plants.For third grade, students track biotic and abiotic factors in vernal pool habitats.

***Describe Isolated MWEEs**:*

High School: **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	Some	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	4	Outdoor Classrooms	7
Teacher PD	6	Sustainable Schools Technical Assistance	5	Support from Board of Education	6
Curriculum Planning/Integration	6	Increased Curricular Alignment	4		

Qualitative Self-Assessment

Strengths of EE for Students:	Our environmental education program is fully aligned to the Next Generation Science Standards and is an extension of the existing science curriculum. Students receive a high quality, hands-on experience when they visit our environmental education locations that have been developed and vetted by teachers in collaboration with environmental education staff. A link is shared with teachers after their trip to an environmental education location. The link is to a survey asking them to rate their experience.
Strengths of EE for Teachers:	Our environmental education staff are always eager to collaborate with teachers about the environmental education experiences.
Success Stories:	The Master Naturalist program has been offered to teachers in SMCPS for the past two years. Teachers can earn continuing professional development credit for their participation. Upon completion of the program, teachers are certified as Master Naturalists. This enables them to incorporate their knowledge into their lessons.
Challenges in EE:	A lack of time for collaboration and development of curriculum and MWEEs. A lack of adequate funding. A lack of proper and adequate facilities at some of the environmental education sites.
Growth Opportunities:	We would like to expand our program to high school.

Talbot County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

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

***Describe Isolated MWEEs**:*

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* Sixth grade students work with NOAA and Pickering Creek Audubon Center to conduct water quality and biodiversity measurements and conduct a field experience with a reclamation planting component.Grade three students participate in the Sturgeon Project with ShoreRivers.

***Describe Isolated MWEEs**:*

High School: **System-wide in a HS required class**

Biology	None	Earth Science	System-wide	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	
Physics	None	English / Language Arts	None	Other Req Course	

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	1	Outdoor Classrooms	2
Teacher PD	2	Sustainable Schools Technical Assistance	1	Support from Board of Education	2
Curriculum Planning/Integration	2	Increased Curricular Alignment	4		

Qualitative Self-Assessment

Strengths of EE for Students:	Partnerships with ShoreRivers and NOAA.
Strengths of EE for Teachers:	
Success Stories:	
Challenges in EE:	Funding- grants from organizations like CBT require a lot of time for the amount you can receive and they understandably do not want to be continual funder for the same project. The start up costs involves teacher training which is usually covered by a provider and uses professional development time not funds. This leaves the field experience fees which will only increase over the years.
Growth Opportunities:	

Washington County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* Grade 4- Washington County Grade 4 teachers collaborated with our C&O Canal partners to transform the C&O Canal field experience into a full MWEE. Grade 4 teachers received professional development that was designed to support their understanding of MWEEs as an educational tool and the process that is suggested in the educator's guide for designing and implementing a MWEE. Teachers designed experiences that provided students the opportunity to explore environmental parameters and issues in the classroom before attending the field experience at the C&O Canal. During the trip to the C&O Canal students made observations, collected data, and explored possible issues for action during the Nature Walk and Earth Processes activities. In the days following the field trip students were guided to identify an issue for action. The students then completed the action based on the follow-up from their experiences at the C&O Canal.

***Describe Isolated MWEEs**:*

Middle School: **At some schools/classes, but nothing system-wide**

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

***Describe System-wide MWEEs**:* Grade 4- Washington County Grade 4 teachers collaborated with our C&O Canal partners to transform the C&O Canal field experience into a full MWEE. Grade 4 teachers received professional development that was designed to support their understanding of MWEEs as an educational tool and the process that is suggested in the educator's guide for designing and implementing a MWEE. Teachers designed experiences that provided students the opportunity to explore environmental parameters and issues in the classroom before attending the field experience at the C&O Canal. During the trip to the C&O Canal students made observations, collected data, and explored possible issues for action during the Nature Walk and Earth Processes activities. In the days following the field trip students were guided to identify an issue for action. The students then completed the action based on the follow-up from their experiences at the C&O Canal.

***Describe Isolated MWEEs**:* Teacher training for all WCPS Middle School teachers who are interested in the MWEE workshop. Teachers create a MWEE for their grade level and posted for other teachers to use as a part of our curriculum. Partners: NPS, CBF, ect

High School: **System-wide in a HS required class**

Biology	System-wide	Earth Science	Some	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	Don't Know
Have sustainability plan or formal environmental objectives	Don't Know	Received district-level SS certification	Don't Know
Are SS efforts incorporated in district curriculum	Don't Know		

Needs for Support

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

Funding	5	Community Partnerships	5	Outdoor Classrooms	6
Teacher PD	5	Sustainable Schools Technical Assistance	5	Support from Board of Education	4
Curriculum Planning/Integration	6	Increased Curricular Alignment	4		

Qualitative Self-Assessment

Strengths of EE for Students:	The implemented MWEEs make learning local and meaningful. Students are able to see how they make an impact on their Environment.
Strengths of EE for Teachers:	Final Design and the tie-in into the curriculum. Informal observations of them being used in the classroom. Interest in the MWEEs from workshop attendance.
Success Stories:	
Challenges in EE:	Teacher leadership to move the program forward within the county.
Growth Opportunities:	Upcoming summer (2020) workshops for elementary and secondary science to train a new cohort of teachers in MWEEs. Teacher information on how to implement the experiences into the classroom.

Wicomico County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

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

***Describe Isolated MWEEs**:* All grades - some schools/classes, particularly those schools working on Green School certification.

Middle School: **System-wide at the MS level**

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

***Describe System-wide MWEEs**:* 7 - Partnership with Nanticoke Watershed Alliance provided field experiences, in-class instruction, and support for development and implementation of action projects.K - the Kindergarten Watershed Environmental Experience (KWEE) in partnership with the Ward Museum 3 - LEAF program with Salisbury Zoo

***Describe Isolated MWEEs**:* 6th - 2018-19 was year one of a partnership with Pickering Creek Audubon Center. Two middle schools participated in the full MWEE. Teachers from the other three middle schools participated in the professional learning, and their students will be full MW

High School: **At some schools/classes in required courses; nothing system wide**

Biology	Some	Earth Science	Some	Mathematics
Chemistry		History / Social Studies		Other Req Science
Physics		English / Language Arts		Other Req Course

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	Not In Place		

Needs for Support

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

Funding	7	Community Partnerships	4	Outdoor Classrooms	3
Teacher PD	5	Sustainable Schools Technical Assistance	4	Support from Board of Education	6
Curriculum Planning/Integration		Increased Curricular Alignment	2		

Qualitative Self-Assessment

Strengths of EE for Students:	Continued growth in partnerships with Environmental Education providers. Data would include the increase in number of students participating in systemic MWEEs in partnership with these organizations.
Strengths of EE for Teachers:	Professional learning opportunities offered through a variety of avenues, including the above-mentioned partners and a locally-offered CBF summer workshop.
Success Stories:	
Challenges in EE:	Funding continuous to be an issue. We've had success with grants, but sustainability beyond the grant can be difficult.
Growth Opportunities:	We're looking forward to implementing the high school MWEE across the district this year.

Worcester County Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in ES

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: System-wide at the MS level

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

***Describe System-wide MWEEs**:* All WCPS 6th grade students participate in a MWEE with Assateague State Park. This program was recently revised (and continues to be revised) to include all components, span the entire school year, and better integrate with the classroom curriculum. The overarching theme for the MWEE is Connecting to a Changing Environment. Students visit Assateague for one day in the fall and one day in the spring. Assateague and Coastal Bays visit students in the classroom during the winter.

***Describe Isolated MWEEs**:* Students in grades 6-8 at various schools participate in detailed environmental based service learning projects with numerous partners. These partners include Maryland Coastal Bays, Assateague, and local town park services.

High School: No evidence of MWEE in required HS courses

Biology	None	Earth Science	None	Mathematics	None
Chemistry	None	History / Social Studies	None	Other Req Science	None
Physics	None	English / Language Arts	None	Other Req Course	None

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

Staff or team responsible for coordinating SS efforts	Not In Place	Encourage schools to seek SS certification	In Place
Have sustainability plan or formal environmental objectives	Not In Place	Received district-level SS certification	Not In Place
Are SS efforts incorporated in district curriculum	In Place		

Needs for Support

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

Funding	7	Community Partnerships	3	Outdoor Classrooms	3
Teacher PD	5	Sustainable Schools Technical Assistance	4	Support from Board of Education	5
Curriculum Planning/Integration	5	Increased Curricular Alignment	7		

Qualitative Self-Assessment

Strengths of EE for Students:	Currently, our strongest element are the partnerships that have been developed with local organizations. In the past year, we have strengthened these relationships and are collaborating as a large cohort to better align programs and environmental education with the NGSS and environmental literacy standards. Training have been offered for regional partners and several meetings/workshops have been held to foster these relationships and establish goals.
Strengths of EE for Teachers:	As we continue to revise curriculum to the NGSS, we are providing teachers with professional learning opportunities to show connections to environmental education. Additionally, many teachers have established classroom partnerships with our local environmental agencies and are working with partners in the classroom.
Success Stories:	
Challenges in EE:	Our greatest challenge is funding. System-wide full MWEEs require a great deal of money for materials, fees, transportation, etc. Additionally, as all curriculum from K-12 is currently being revised or re-written to align with the NGSS, previous programs are being evaluated to see what improvements are needed. We are in the beginning phase of implementing new curricular programs at all levels.
Growth Opportunities:	Even though new standards/curriculum is a challenge, it is also a great opportunity. Since we are revising, now is a perfect time to truly incorporate meaningful, relevant environmental programs into each grade level.