

Virginia: 2022 ELIT

Response Summaries from Individual Responding LEAs

Click the school district name to jump to their report

[Accomack County Public Schools: 2022 ELIT Summary](#)

[Albemarle County Public Schools: 2022 ELIT Summary](#)

[Alleghany County Public Schools: 2022 ELIT Summary](#)

[Amelia County Public Schools: 2022 ELIT Summary](#)

[Appomattox County Public Schools: 2022 ELIT Summary](#)

[Arlington County Public Schools: 2022 ELIT Summary](#)

[Augusta County Public Schools: 2022 ELIT Summary](#)

[Bedford County Public Schools: 2022 ELIT Summary](#)

[Botetourt County Public Schools: 2022 ELIT Summary](#)

[Bristol City Public Schools: 2022 ELIT Summary](#)

[Buchanan County Public Schools: 2022 ELIT Summary](#)

[Buena Vista City Public Schools: 2022 ELIT Summary](#)

[Campbell County Public Schools: 2022 ELIT Summary](#)

[Caroline County Public Schools: 2022 ELIT Summary](#)

[Charles City County Public Schools: 2022 ELIT Summary](#)

[Charlotte County Public Schools: 2022 ELIT Summary](#)

[Charlottesville City Public Schools: 2022 ELIT Summary](#)

[Chesapeake City Public Schools: 2022 ELIT Summary](#)

[Chesterfield County Public Schools: 2022 ELIT Summary](#)

[Clarke County Public Schools: 2022 ELIT Summary](#)

[Colonial Heights City Public Schools: 2022 ELIT Summary](#)

[Culpeper County Public Schools: 2022 ELIT Summary](#)

[Cumberland County Public Schools: 2022 ELIT Summary](#)

[Danville City Public Schools: 2022 ELIT Summary](#)

[Dinwiddie County Public Schools: 2022 ELIT Summary](#)

[Essex County Public Schools: 2022 ELIT Summary](#)

[Fairfax County Public Schools: 2022 ELIT Summary](#)

[Fauquier County Public Schools: 2022 ELIT Summary](#)

[Floyd County Public Schools: 2022 ELIT Summary](#)

[Fluvanna County Public Schools: 2022 ELIT Summary](#)

[Franklin City Public Schools: 2022 ELIT Summary](#)

[Franklin County Public Schools: 2022 ELIT Summary](#)

[Fredericksburg City Public Schools: 2022 ELIT Summary](#)

[Galax City Public Schools: 2022 ELIT Summary](#)

[Gloucester County Public Schools: 2022 ELIT Summary](#)

[Goochland County Public Schools: 2022 ELIT Summary](#)

[Grayson County Public Schools: 2022 ELIT Summary](#)

[Greene County Public Schools: 2022 ELIT Summary](#)

[Greensville County Public Schools: 2022 ELIT Summary](#)

[Halifax County Public Schools: 2022 ELIT Summary](#)

[Hampton City Public Schools: 2022 ELIT Summary](#)

[Henrico County Public Schools: 2022 ELIT Summary](#)

[Isle of Wight County Public Schools: 2022 ELIT Summary](#)

[King and Queen County Public Schools: 2022 ELIT Summary](#)

[King George County Public Schools: 2022 ELIT Summary](#)

[King William County Public Schools: 2022 ELIT Summary](#)

[Lancaster County Public Schools: 2022 ELIT Summary](#)

[Lee County Public Schools: 2022 ELIT Summary](#)

[Lexington City Public Schools: 2022 ELIT Summary](#)

[Loudoun County Public Schools: 2022 ELIT Summary](#)

Lynchburg City Public Schools: 2022 ELIT Summary

Madison County Public Schools: 2022 ELIT Summary

Manassas Park City Public Schools: 2022 ELIT Summary

Martinsville City Public Schools: 2022 ELIT Summary

Mathews County Public Schools: 2022 ELIT Summary

Mecklenburg County Public Schools: 2022 ELIT Summary

Middlesex County Public Schools: 2022 ELIT Summary

Montgomery County Public Schools: 2022 ELIT Summary

New Kent County Public Schools: 2022 ELIT Summary

Newport News City Public Schools: 2022 ELIT Summary

Northampton County Public Schools: 2022 ELIT Summary

Nottoway County Public Schools: 2022 ELIT Summary

Orange County Public Schools: 2022 ELIT Summary

Patrick County Public Schools: 2022 ELIT Summary

Petersburg City Public Schools: 2022 ELIT Summary

Pittsylvania County Public Schools: 2022 ELIT Summary

Portsmouth City Public Schools: 2022 ELIT Summary

Powhatan County Public Schools: 2022 ELIT Summary

Prince Edward County Public Schools: 2022 ELIT Summary

Prince William County Public Schools: 2022 ELIT Summary

Pulaski County Public Schools: 2022 ELIT Summary

Richmond City Public Schools: 2022 ELIT Summary

Richmond County Public Schools: 2022 ELIT Summary

Roanoke County Public Schools: 2022 ELIT Summary

Rockbridge County Public Schools: 2022 ELIT Summary

Rockingham County Public Schools: 2022 ELIT Summary

Russell County Public Schools: 2022 ELIT Summary

Salem City Public Schools: 2022 ELIT Summary

Scott County Public Schools: 2022 ELIT Summary

Shenandoah County Public Schools: 2022 ELIT Summary

Smyth County Public Schools: 2022 ELIT Summary

Spotsylvania County Public Schools: 2022 ELIT Summary

Staunton City Public Schools: 2022 ELIT Summary

Suffolk City Public Schools: 2022 ELIT Summary

Sussex County Public Schools: 2022 ELIT Summary

Tazewell County Public Schools: 2022 ELIT Summary

Virginia Beach City Public Schools: 2022 ELIT Summary

Washington County Public Schools: 2022 ELIT Summary

West Point Town Public Schools: 2022 ELIT Summary

Westmoreland County Public Schools: 2022 ELIT Summary

Williamsburg-James City Public Schools: 2022 ELIT Summary

Winchester City Public Schools: 2022 ELIT Summary

Wise County Public Schools: 2022 ELIT Summary

Wythe County Public Schools: 2022 ELIT Summary

York County Public Schools: 2022 ELIT Summary

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

Accomack County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Grade 3 Annual Holland Farm field trip sponsored by local community agencies, but does not necessarily meet the MWEE criteria.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Individual schools organize field trips at the nature conservancy and at Brownsville, but nothing system-wide.

Accomack County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Individually planned field trips.

In Elective (non-required) Courses

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

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

Accomack County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Covid. We are excited to return to allowable field trips and learning experiences.

Albemarle County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: In grade 4 we partner with Community Climate Collaborative to engage students in climate action. Each student receives a climate action kit aligned to state standards. These kits include materials for activities that students engage to learn more about!

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: Students expand on our grade 4 MWEE experience to include an action project. Students and teachers participate in one day field experience that includes a stream study with local experts. They return to the classroom to further investigate ways they can

Describe Isolated MWEEs:

Albemarle County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Albemarle County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Community Partnerships. Last year we implemented a clean up throughout the division, we weighed materials collected at the landfill in order to increase the weight of our wasted materials this upcoming year.
Challenges in EE:	We are a fairly large division and ensuring equitable access to all students in a challenge with limited human resources locally.

Allegheny County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Allegheny County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Alleghany County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Hands on activities Trips to the Chesapeake bay with students and staff during the summers. literature about the Chesapeake bay region. Writing assignments about the how to preserve the region. Historical studies and information about the region.
Challenges in EE:	Distance away from the Chesapeake bay. Extra resources to expand knowledge of staff and students.

Amelia County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Amelia County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Amelia County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Appomattox County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEES

Elementary School: System-wide at ES level

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

Describe System-wide MWEES:

Describe Isolated MWEES:

Middle School: System-wide at MS level

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

Describe System-wide MWEES: James River Experience with a local partner.

Describe Isolated MWEES:

Appomattox County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

AP Science (any)

AP Math (any)

AP History (any)

AP English (any)

Appomattox County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Arlington County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

Describe System-wide MWEEs: All students in grades 3 and 5 participate in the Outdoor Lab program, which includes MWEE lessons and activities.

Describe Isolated MWEEs: In addition to the Outdoor Lab program, Arlington also has Sustainability Liaisons at each school to deliver sustainability education. Some of the activities include watersheds, environmental stewardship, and energy/water conservation.

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

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

Describe System-wide MWEEs: All seventh grade students participate in the Outdoor Lab program, which includes MWEE lessons and activities.

Describe Isolated MWEEs: In addition to the Outdoor Lab program, Arlington also has Sustainability Liaisons at each school to deliver sustainability education. Some of the activities include watersheds, environmental stewardship, and energy/water conservation.

Arlington County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: Biology students participate in the Outdoor Lab program, which includes MWEE lessons and activities.

Describe Isolated MWEEs: In addition to the Outdoor Lab program, Arlington also has Sustainability Liaisons at each school to deliver sustainability education. Some of the activities include watersheds, environmental stewardship, and energy/water conservation.

In Elective (non-required) Courses

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

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

Arlington County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Arlington has the Outdoor Lab, which ensures that students receive environmental education at grades 3, 5, 7, and biology. Arlington has the Sustainability Liaison program at all schools/programs which ensures that environmental education opportunities are provided for all students.
Challenges in EE:	Staffing, resources, and instructional time.

Augusta County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Project WILD

Augusta County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Augusta County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Bedford County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	None	2nd grade	Some schools/classes	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:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Bedford County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Bedford County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Botetourt County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: Land Day - Grade 2 Partnership with Mountain Castles Soil & Water conservation district Bay Day - Grade 4 Partnership with Blue Ridge Land Conservancy

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: In partnership with Mountain Castles Soil & Water Conservation District students do a comprehensive stream assessment.

Describe Isolated MWEEs:

Botetourt County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Botetourt County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our community partnerships have been invaluable. We are fortunate to work with several organization to provide push-in services as well as site based trips.
Challenges in EE:	Funding and time.

Bristol City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Classroom Teacher

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We have a school who does part of a MWEE but not the the full MWEE.

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Schools will do part of a MWEE but not a full MWEE.

Bristol City Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: All of our MWEE's stopped because of Covid but we are starting again this year.

In Elective (non-required) Courses

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

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

Bristol City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our science teachers participate in environmental professional development. They are great about taking it back to their classroom.
Challenges in EE:	We do not get any support from any State agency. We are not located in the Chesapeake Bay Watershed and cannot get any funding.

Buchanan County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Buchanan County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Buchanan County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Instructors who work with their existing environment and working in conjunction with the Breaks Interstate Park.
Challenges in EE:	Travel time.

Buena Vista City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

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

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **At some schools/classes at ES level**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Buena Vista City Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Buena Vista City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

Campbell County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Fourth-grade elementary students participate in field experiences and complete a unit of study related to watersheds in Virginia.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Sixth-grade students participate in a field experience with 4H at Holliday Lake where they participate in various activities and analyze abiotic and biotic indicators to determine the quality of water.

Campbell County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: Environmental Science students participate in a MWEE through James River Association where they identify their watershed address, map watershed areas, and do a short distance paddle to collect water samples and macroinvertebrate organisms. The students c

Describe Isolated MWEEs: Grade Levels: 9th, 11th, 12th Partners: James River Association, 4H, Robert E. Lee Soil Conservation District, Lynchburg Water Resources, Forestry Department See the narratives above for a program description.

In Elective (non-required) Courses

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

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

Campbell County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Providing students an opportunity to go outdoors and participate in lessons in nature. Providing students opportunities to collect and analyze data. We have not collected any formal evidence of its effectiveness, but the students are excited about the experience, and they transfer what they learn into projects in their classrooms.
Challenges in EE:	Over the last few years, the greatest challenges have been due to the pandemic. Also, costs sometimes present a challenge in implementing multiple experiences.

Caroline County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We work with 4 H outreach, Camp Hanover, local garden clubs ,soil and water conservation for Caroline. and friends of the Rappohanock. They provide guest speakers, demonstrations, and environmental education

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We have done a mandatory MEWEE to Poor Farm Park in Hanover in the past but for the past three years during covid, we did not participate. We have embedded labs and experiences in the classroom but not a field trip

Caroline County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: Water quality testing with all Env Science students. They are following the State Env Science guidelines. They have a guest speaker coming in from the county about recycling. Environmental Club is running the recycling program. Collaboration between a

Describe Isolated MWEEs: Friends of the Rappahannock has worked closely with our students through the BWET grant in the past, providing speakers, and field experiences. We would like to continue to work with them, but funding is not in place.

In Elective (non-required) Courses

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

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

Caroline County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	We had an excellent teacher at our high school for 30 years. She made a huge impact on our students and taught about the environment. She wrote numerous grants and exposed our students to multiple field experiences. Every year our environmental team placed in the competition. We have just been awarded the BWET grant again and are working closely with partners to write an environmental literacy plan so we are hoping to continue Robin's strong start with growing the program.
Challenges in EE:	Finding partners, funding and time organizing. I am one Science Instructional Specialist for k-12 schools

Charles City County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: n/a

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: There are plans for 2022-2023 to build an outdoor classroom near a pond on-campus.

Charles City County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Charles City County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	This area needs improvement
Challenges in EE:	PD for staff

Charlotte County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **No evidence of MWEE in grade band**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: **No evidence of MWEE in grade band**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Charlotte County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Charlotte County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Charlottesville City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: STEM Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: All fourth grade students participate in a MWEE program. This includes lessons, field experience, and reflection. Students explore water and local environmental factors effecting the health of the watershed. The field experience is completed with the Thom

Describe Isolated MWEEs: Current partnerships that serve some grades and classes are a field experience conducted in partnership with the Chesapeake Bay Foundation. Student spend time on and around local water bodies examining state and health of the environment.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: In sixth grade some students are able to engage in a field experience conducted in partnership with the Chesapeake Bay Foundation which explores the state and health of local lakes and streams. In eighth grade students are able to engage in a field experience with Charlottesville Community Climate Collaborative to explore the state and health of a local stream.

Charlottesville City Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Charlottesville City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Local context for global challenges has increased enrollment through increased interest and engagement.
Challenges in EE:	Scheduling and financing field experiences especially during COVID mitigation protocols.

Chesapeake City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: 3rd: Identify erosion as an area of concern. Develop and implement a plan to reduce erosion on school grounds. 4th: Identify a problem on school grounds concerning a natural resource; develop and implement a plan. Parter - ERP - communicate problem, pla

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: 6th grade science curriculum includes several PBAs for the watershed unit - schools may select which to complete. Students examine the impact runoff from their campus has on the watershed or they identify sources of pollution on campus then create a PSA for the identified threat. Students may also choose to propose expansion of positive projects at school level.

Chesapeake City Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: This will become a focus in secondary schools this year. We intend to reach out to community organizations to identify opportunities for students to actively engage in Meaningful Watershed Educational Experiences. KEY POINT: For the past 15 years or so, Chesapeake has had a policy in place that prohibited students from participating in ANY activities on or near water, with very few exceptions. That policy has just been relaxed in the last 30 days, and we look forward to getting our secondary students involved in water-based activities soon.

In Elective (non-required) Courses

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

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

Chesapeake City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Partnerships provide training and materials for implementation. Elementary and some middle school students make a change for their school environments - the ownership of positive change. Teachers continue projects year to year.
Challenges in EE:	Prior to this month, a ban on water-based activities was a major challenge. Funding and time to implement are major challenges, as is transportation.

Chesterfield County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **At some schools/classes at ES level**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We partner with the James River Association, Pocahontas State Park and Maymont Park to provide students with the opportunity to participate in a MWEE experience.

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We partner with the James River Association to provide MWEE experiences.

Chesterfield County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: James River Association partners with schools to provide MWEEs.

In Elective (non-required) Courses

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

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

Chesterfield County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Utilization of community partners, provide resources and professional development, state standards are well-aligned. Feedback from teachers have shown it is effective.
Challenges in EE:	Time, money (e.g. transportation), fidelity of implementation

Clarke County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: CCPS received a NOAA B-WET grant in 2018. With this funding through the 2021-2022 school year, CCPS (in partnership with Blandy Experimental Farm) develops students' 21st Century Skills via engagement in MWEE watershed system investigations that require

Describe Isolated MWEEs: None

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: With this funding through the 2021-2022 school year, CCPS (in partnership with Blandy Experimental Farm) develops students' 21st Century Skills via engagement in MWEE watershed system investigations that require problem-solving, collaboration, creativity,

Describe Isolated MWEEs: None

Clarke County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs: With this funding through the 2021-2022 school year, CCPS (in partnership with Blandy Experimental Farm) develops students' 21st Century Skills via engagement in MWEE watershed system investigations that require problem-solving, collaboration, creativity,

Describe Isolated MWEEs: None

In Elective (non-required) Courses

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

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

Clarke County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	All students are actively engaged in experimentation, investigation, and using scientific tools. We are increasingly finding that students remember content over a longer period of time and can apply their knowledge in different settings. Students are becoming more aware of their actions and how they impact our local and regional watersheds. Evidence to support this is shown in student work, surveys, and data from our external evaluators. All teachers are designing and leading classroom activities before and after the MWEE field investigations. In addition, those teachers not comfortable with the content or cross-curricular design are beginning to demonstrate more confidence in these areas. In the end of the year survey, teachers reported transforming static curricular standards into questions; interconnecting disciplines to learn about watersheds; incorporating reading and writing literacy strategies into science, math, and social studies; applying 21st-century skills; incorporating MWEE projects into curricular plans; and using performance-based assessments for student action projects.
Challenges in EE:	Time to develop, plan, and implement MWEEs (including vertical alignment). Creating full MWEEs that include action projects and merging disciplines. Convenient access to outdoor locations to implement MWEEs without negatively impacting the ecosystem. Sustaining the MWEEs after the NOAA B-WET grant ends.

Colonial Heights City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Colonial Heights City Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Colonial Heights City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The NOAA’s BWET grant in our middle school has been exceptionally effective for student learning and teachers' professional development. Feedback from students and staff demonstrate its effectiveness.
Challenges in EE:	The lack of a division level position to oversee and implement it is a challenge.

Culpeper County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Kindergarten classes participate in observing the life cycle through the use of butterfly kits that are purchased through appropriate scientific resources. They observe growth and changes that occur during the life cycle of a butterfly. Discussion on resources needed in the environment, such as clean water for the butterflies are discussed. This may only partially meet the MWEE definition. We are currently in the planning stages of developing a countywide 4th grade MWEE plan with the Friend of the Rappahannock. Professional development was provided on MWEE instruction to all 4th grade teachers in August 2022. In previous years several schools at elementary various grade levels have worked with the Culpeper Water and Soil Conservation district coordinator to participate in the Human Impact on the Earth through investigation of the watershed. This has been moved to a countywide program at the 6th grade level for the 2022-23 school year. Several schools take a trip to Maple Tree Farms and Graves Mountain to explore plant and animal needs. Some second grade classes participated in learning field trips that would be part of a MWEE experience at Shenandoah National Park.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: In previous years, several schools at elementary various grade levels have worked with the Culpeper Water and Soil Conservation district coordinator to participate in the Human Impact on the Earth through investigation of the watershed. This has been moved to a countywide program at the 6th grade level for the 2022-23 school year. This program will involve use of the instruction on the watershed and a school group MWEE applying the student learning. The Friends of the Rappahannock have MWEE opportunities that could be expanded upon at the middle school level.

Culpeper County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Both schools had recycling programs that involve at least grades 11-12 ecology students. One school involves all students. Students collect, mass, and calculate carbon sequestration from the program. Students also learn ways recycling protects watersheds and inland waterways by limiting erosion, mining, and deforestation through the ecology class at one of the high schools. One high school has been partnering with Friends of the Rappahannock. Students were able to tackle a watershed learning program and action plan with 9th grade students in the environmental science class. The other high school had participated in an Envirothon and went to Graves Mountain to examine water quality and run off.

In Elective (non-required) Courses

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

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

Culpeper County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our strongest elements of our environmental education program have been the collaborative efforts we have developed with local agencies to support instruction in the classroom and professional development on MWEEs. Feedback for both students and teachers have been positive. Students have been actively engaged in the activities presented with outside agencies.
Challenges in EE:	The last few years COVID has made it challenging to effectively collaborate with outside agencies and bring in resources they may be able to provide.

Cumberland County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Other: Division Lead Science Teacher

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Cumberland County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Cumberland County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Danville City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: We utilized the VA SOL Curriculum Frameworks to select hands-on experiences. We use STEMscopes for K-8 science. Kindergarten: K.9ABC Weather & Patterns in Nature; 1st: 1.8ABC Earth's Resources; 2nd: 2.5A Interdependency; 3rd: 3.8ABC Influences on Ecosystem

Describe Isolated MWEEs: The Danville Science Center offers Riverside Science for students to learn more about our local ecosystem and watershed directly from the Dan River. Including this partnership is a part of our future plans.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: 6th: 6.6DE Influences of Water on Land & Climate; 6.9ABDF Energy Use; 7th: (not required but available) LS.8ABC/9A Environmental Changes. We use STEMscopes & our list of required labs for the district.

Describe Isolated MWEEs: The Virginia Museum of Natural History offers outreach programs such as "We're all in a Watershed" and "Historical Climate Change."

Danville City Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: Biology is a part of our required lab initiative. Environmental Science and APES have built in performance tasks that meet MWEE requirements.

Describe Isolated MWEEs: One of our high schools has a student managed outdoor garden.

In Elective (non-required) Courses

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

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

Danville City Public Schools: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	7
Superintendent / central office support	7	Other: We would like to utilize environmental learning progressions from K-12 to implement sound environmental instruction throughout our curricula.	7

“Other Need” written-in response (if any): We would like to utilize environmental learning progressions from K-12 to implement sound environmental instruction throughout our curricula.

Qualitative Self-Assessment

Strengths of EE for Students:	Investment from teachers and leaders to implement environmental practices within the classroom and our school environments.
Challenges in EE:	We need more focused training to better prepare teachers.

Dinwiddie County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Dinwiddie County Public Schools: ELIT Summary (continued)

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

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

Algebra 1	Algebra 2	Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes
Physics	Geography	Earth / Env. Science	
History	Economics	Civics / Government	
Literature	Health / Physical Education	Other Required Course	Some schools/classes Research & Writing

Describe System-wide MWEEs:

Describe Isolated MWEEs: Reestablishing Envirothon

In Elective (non-required) Courses

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

Algebra 1	Some schools/classes	Algebra 2	Some schools/classes	Geometry	
Biology		Chemistry	Some schools/classes	Earth / Env Science	Some schools/classes
Physics	Some schools/classes	Geography		Civics / Gov't	Some schools/classes
History	Some schools/classes	Economics	Some schools/classes	English / Lang. Arts	Some schools/classes
Literature	Some schools/classes	Health / Physical Education	Some schools/classes	Other Elective Course	Some schools/classes Other
AP Science (any)	Some schools/classes AP Envir. Sc.		AP Math (any)	Some schools/classes AP Stats & AP Calc. AB/BC	
AP History (any)	Some schools/classes AP World & AP Gov.		AP English (any)	Some schools/classes AP Composition & Literature	

Dinwiddie County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Partnerships with Soil and Water Conservation
--------------------------------------	---

Challenges in EE:	
--------------------------	--

Essex County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We are currently in the process of establishing partnerships with The Center for Educational Partnerships for tested subject areas to include GR5, GR8, and Biology. Further, we are in the process of integrating FOSS, beginning with GR5 and GR8 for the 2022-23 school year through this partnership.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We are currently in the process of establishing partnerships with The Center for Educational Partnerships for tested subject areas to include GR5, GR8, and Biology. Further, we are in the process of integrating FOSS, beginning with GR5 and GR8 for the 2022-23 school year through this partnership.

Essex County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We are currently in the process of establishing partnerships with The Center for Educational Partnerships for tested subject areas to include GR5, GR8, and Biology. Further, we are in the process of integrating FOSS, beginning with GR5 and GR8 for the 2022-23 school year through this partnership.

In Elective (non-required) Courses

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

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

Essex County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Additional professional development is needed to support new and provisionally licensed teachers to implement MWEE experiential learning/hands-on learning with the watershed.

Fairfax County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: In Grade 7 Life Science, students implement a full MWEE during their first unit of study. This unit includes a "Watershed Walk" lesson in which students participate in a schoolground walk to explore the geography of their local and regional watersheds. Th

Describe Isolated MWEEs:

Fairfax County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Fairfax County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	<p>Get2Green focuses on student-centered action for environmental stewardship. We provide professional development around outdoor learning to prepare teachers to take students outdoors and integrate environmental topics into their content areas. In our partnership with the National Wildlife Federation, we have 147 schools registered as Eco-Schools, with 18 schools earning a green flag award through NWF’s Eco-Schools USA program. Get2Green has engaged over 100 teachers and administrators in environmental education professional development offerings over the past year. Feedback from teachers is positive and teachers who participate use the best practices learned in their classrooms.</p>
Challenges in EE:	<p>Get2Green’s greatest challenges are funding and staffing to establish and maintain outdoor learning spaces. Time for teachers to implement environmental education is challenging because EE is not explicit in programs of study. Competing priorities at the school level can negatively impact the support for EE. Our greatest challenge is not having a dedicated environmental educator at most schools. The role is often taken on by the STEAM teacher in elementary schools who is able to interact with all students and has flexibility in the lessons they teach during their STEAM time. There is also a lack of funding for substitute teachers, transportation to provide opportunities for students to experience meaningful learning experiences in the field: i.e. CBF student trips. A funded environmental educator at every school could have the task of supporting sustainability best practices at the schools (i.e. recycling efforts, energy reduction efforts, reducing single-use plastic culture, seek grants for student opportunities, support teachers in outdoor learning, etc.)</p>

Fauquier County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	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: Field trips to The Clifton Institute with guided instructions/research opportunities (some classrooms K-5), school pollinator and/or food gardens (various grades), trout in the classroom (4-5)

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Field trips to The Clifton Institute with guided instructions/research opportunities, trout in the classroom, school and local clean-up projects

Fauquier County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Stream monitoring - often through John Marshall Soil & Water Conservation District (Environmental Science, Ecology, AP Environmental Science), community cleanup projects, field trips to Clifton Institute, Chesapeake Bay Foundation sites, etc.

In Elective (non-required) Courses

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

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

Fauquier County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	So much available locally and a new partnership with Friends of the Rappahannock supported by a NOAA BWET grant. Teachers are reaching out the local organizations and seeking opportunities for PD and student experiences.
Challenges in EE:	COVID, limited science time (especially at the elementary level), getting over fears that MWEEs need to be big and fully prepared up front

Floyd County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: We work with the Blue Ridge Land Conservancy to plan and execute a Bay Days project and trip with our division fourth graders.

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Floyd County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Floyd County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	We have great access to natural resources for our environmental education efforts. We are also close to two major universities for future outreach and planning efforts.
Challenges in EE:	TIME! There is so much to cover and getting teachers to help build and carve out time for these activities is challenging. We are also a very small division so there is always an issue with finding someone to lead these efforts.

Fluvanna County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: All first grade students participate in Environmental units of study Watershed resources, plants and animals and participate in a field trip to Pleasant Grove to extend their learning to an outdoor field experience and reflect upon how they can impact the

Describe Isolated MWEEs: All first grade students participate in Environmental units of study Watershed resources, plants and animals and participate in a field trip to Pleasant Grove to extend their learning to an outdoor field experience and reflect upon how they can impact the environment, and how the environment impacts them. All 3rd grade and 5th grade students participate in watershed lessons and a field trip to Maymont Park to participate in hands on watershed/wetlands exploration. All 4th grade students participate in AG Day and rotations that focus on Chesapeake watershed and a Science unit (4.9a) that covers this topic. All Kindergarten and 2nd grade students participate in science/literacy units that cover this topic, but not an outdoor field experience dedicated to it/consistent throughout the entire grade.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: 6th grade students all participate in completion of a watershed unit, a correlating PBA, a field experience to Holiday Lake and wetland area behind our middle school to conduct hands on action projects and use information to determine the health of our wa

Describe Isolated MWEEs:

Fluvanna County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: Activities within coursework and partnership with local 4H for monitoring water quality and effects on environment.

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

Algebra 1	None	Algebra 2	None
Biology		Chemistry	System-wide
Physics	Some schools/classes	Geography	
History	Some schools/classes	Economics	None
Literature	None	Health / Physical Education	None
			Other Elective Course
AP Science (any)			AP Math (any)
AP History (any)			AP English (any)

Fluvanna County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Continuous opportunities throughout the K-12 curriculum for students to participate in hands on MWEEs, as well as community partnerships that support environmental education programs. Evident in curriculum pacing guides, PBAs, and field experiences. Professional development offerings to staff to grow their knowledge in environmental education (i.e. AP Environmental training at George Mason, Envirothon training)
Challenges in EE:	Budgetary - staffing - to have one person solely dedicated to facilitating the environmental education program.

Franklin City Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: FCPS is beginning to incorporate the scientific and engineering principles as presented in the 2018 Science Standards. Additionally, we have reached out to the WHRO STEM van to support us in bringing these experiences to our students.

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: FCPS is beginning to incorporate the scientific and engineering principles as presented in the 2018 Science Standards. Additionally, we have reached out to the WHRO STEM van to support us in bringing these experiences to our students.

Franklin City Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: FCPS is encouraging teachers to participate in the professional learning opportunities offered by the Chesapeake Bay Foundation. Additionally, FCPS is beginning to incorporate the scientific and engineering principles as presented in the 2018 Science Standards. Additionally, we have reached out to the WHRO STEM van to support us in bringing these experiences to our students.

In Elective (non-required) Courses

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

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

Franklin City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	FCPS is working to strengthen these opportunities for our students.
Challenges in EE:	FCPS is working to incorporate EE experiences for students that align with the state standards.

Franklin County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: School Principal

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Some schools partner with Dan River Basin Association. Some partner with local 4H. One school has a "floating classroom" program involving Trout in the classroom, water quality, and field experiences with kayaks.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: 6th--students are required to participate in a site-based Environmental Impact Investigation to determine the impact of their local building on the watershed. 7th--Some students participate in a reuse/recycle action research project designed around the i

Describe Isolated MWEEs:

Franklin County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Franklin County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Different pockets throughout the school division are starting to form, plan, and implement their own programs. Division-wide committee has been formed to begin planning/implementing some of these ideas division-wide.
Challenges in EE:	Teacher buy-in, not making them believe it's "one more thing". Money, time, and plans.

Fredericksburg City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Fredericksburg City Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Fredericksburg City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students: We are in the planning stages for this.

Challenges in EE: We are in the planning stages for this.

Galax City Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: **Unprepared (0-3)**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Galax City Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Galax City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Gloucester County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Due to COVID-19 restrictions for 2021-22, we were not able to have partnering community agencies (VLM, VIMS, 4H, master naturalists, local watermen) involved in our schools to engage students in MWEEs.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: For 6th and 8th grade students at one school, they were able to do water quality studies using the nature trail on the school grounds. Both 6th and 7th grade also had kit studies from the Virginia Institute of Marine Sciences which connected them to thei

Describe Isolated MWEEs: 6th and 7th grade - Virginia Institute of Marine Sciences 6th and 7th grade - Virginia Institute of Marine Sciences, Virginia Living Museum, Friends of Dragon Run, master naturalists, local watermen

Gloucester County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: For the 2021-22 school year, COVID-19 restrictions did not allow for community partners to bring MWEE activities into our schools. However, we are working with both 4H, VIMS, VLM, and other community partners to bring these activities back to schools.

In Elective (non-required) Courses

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

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

Gloucester County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The community partnerships our division has established are paramount to getting our MWEE programs in the hands of students. We begin our planning process early to ensure that it aligns with our curriculum. We also plan with other community organizations (Friends of Dragon Run) to develop teacher professional development opportunities to continue to incorporate new experiences for our students. We know that the experiences we provide are strong and meaningful based on the feedback we receive from our students, teachers, and community partners.
Challenges in EE:	We are fortunate to have limited challenges at the elementary and middle school levels. However, professional development for all teachers on ways to incorporate environmental education for students at all grades would be tremendous. In addition developing ideas and partnerships to expand our environmental at the high school would be amazing. The true difficulty comes in with their 4x4 schedule (4 classes/semester). Planning with the variety of times of year for all students to experience the same MWEEs regardless of their semester of instruction will be hurdle for our division to overcome next year.

Goochland County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

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

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **At some schools/classes at ES level**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Goochland County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Goochland County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our Environmental Science courses are the most effective programs for students and teachers. We have an Academy for Sustainable Energy as a part of our CTE program - which has increased enrollment and awareness throughout our schools.
Challenges in EE:	Staffing and capacity

Grayson County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Grayson County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Grayson County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Partnering with our local Blue Ridge Discovery Center - They take students on field trips to find indicator species in streams and inform students about protecting the environment.
Challenges in EE:	Lack of funds and staffing availability, also our location is along the New River, so our water flows to the Gulf of Mexico - not the Chesapeake Bay.

Greene County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Greene County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Greene County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Greenville County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Greenville County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Greenville County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	'-Bringing in outside agencies to assist with hand-on experiences -I actually observed the classes on the days when the external presenters were in class and then sat in classes in the days afterward to observe follow up
Challenges in EE:	'-division leadership and staffing in schools to effectively implement -training and resources for teachers -limited class time

Halifax County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: **Unprepared (0-3)**

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **No evidence of MWEE in grade band**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Halifax County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Please indicate which of the following are required high school courses (i.e., every student must take the course in order to graduate). This section does NOT allow one to select more than one item. We require: Biology, Earth/Environmental Science, US History, Algebra I, or Math(s), Health/PE, and a form of Economics to graduate from high school.

In Elective (non-required) Courses

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

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

Halifax County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Teacher creativity. Effectiveness measured by student scores on standardized tests and teacher observation/evaluations.
Challenges in EE:	Obtaining good teachers.

Hampton City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

Describe System-wide MWEEs: Currently embedded in the curriculum. Also, school system is a part of GLOBE and developing Oyster Gardens for the Elizabeth River Project.

Describe Isolated MWEEs: Every 5th Grade students is provided an all day experience on the James River, Fort Monroe Beach, and the History of Fort Monroe as it relates to preserving and maintaining our water sources. This is done via the James River Association Grant and Shore Up (study of oysters).

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

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

Describe System-wide MWEEs: Currently embedded in the curriculum. Full Option Science System (FOSS) is used in each grade level, watershed labs are conducted, and the Virginia Living Museum is also working closely with Hampton City Schools.

Describe Isolated MWEEs: James River Association JRA, Virginia Living Museum VLM, Virginia Air and Space Museum VASM, Virginia Beach Aquarium, and Hampton University Marine Biology Department.

Hampton City Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: Currently implementing FOSS in all Biology classes, Science Academies, and the HCS Floating Lab are programs that are in place.

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Hampton City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Anything that is real world application and hands on experiences that incorporate Language Arts has been proven to be effective and our strongest element for environmental education.
Challenges in EE:	Student attendance and behavior.

Henrico County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: All 4th grade students participate in a MWEE which correlates with their study of SOL 4.8 (Virginia Natural Resources). Students identify an issue, complete 2 or more field experiences, complete an action project, and reflect on their learning. Some of ou

Describe Isolated MWEEs: Through grant funding and community partnerships, we have been able to provide some 4th grade students and teachers with field experiences and professional development on the James River with the James River Association. Our goal is to expand this program to include all 4th grade students and provide professional development opportunities for teachers to take back to their classroom instruction.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: Students in one of the following 6th grade courses Introduction of Earth and Environmental Science (Grade 6 Science) or Advanced Life Science, have the opportunity to engage in a MWEE during their study of watersheds (Unit 7: SOLs 6.8 & 6.9 c,e,f). In t

Describe Isolated MWEEs: Due to costs and time constraints, some 6th grade students participate in a more thorough MWEE than others. Experiences with the James River Association (JRA) or Chesapeake Bay Foundation (CBF) usually require a charter bus (due to distance and/or amount of time needed for experience) in addition to the program fee. These programs usually include 2-4 environmental educators who plan ahead with teachers the experiences they would like for their students. An example of a program with JRA would include taking a group of 80 students to Deep Bottom Park to work through various activities (stations) that include: canoeing in river to observe ecosystem, water quality testing, biotic organism classification, and discussion of human impacts on the environment. Likewise, the CBF offers a boat tour on the James River from Jordanâ€™s Point Marina that can fit up to 25 students. In this experience, students discuss impacts on the watershed, test the water quality, and trawl the river to catch organisms, classify them, and discuss their adaptations.

Henrico County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: For the students who are in environmental science, there is a unit that focuses on local issues and allows for MWEEs. This allows for MWEEs to occur but they do not occur in every classroom. During the 2021-22 school year, HCPS piloted JRA field experienc

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Henrico County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of the EE program are that they allow for student connection to the community in which they are relevant topics being explored. Student action and engagement are also key elements.
Challenges in EE:	The greatest challenges are 1) funding for the actual field experiences with community partners and 2) staffing and transportation to coordinate the field experiences, and 3) ongoing professional learning for teachers and administrators.

Isle of Wight County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: In some K-3 classes, Students tended hydroponic gardens. They grow lettuce & herbs. They learn about pH, sustainable ways to grow food, and how plants grow without soil. They learn the needs of all plants and more. In 1st grade, students discussed plant life cycle, needs, photosynthesis, why particular plants are important to the world, what would happen if there were not plants. Students created posters, diagrams, models, etc to share with their families. Students planted sunflowers seeds and germinated beans to see the life cycle in action. In some 2nd grade classes, students were exposed to various aspects of environmental stewardship - soil/water/air conservation, plant/animal care. In some 3rd grade, students built dams to keep water in their "reservoirs" after discussing the importance of the fresh water in reservoirs on earth as our water becomes more and more polluted. In some 4th grade, students researched "What's my why?" How their actions have lasting impacts on our ecosystem. They created displays and research centers where parents came in to observe while students presented their data and gave persuasive presentations on how people should recycle, reuse, reduce, and repurpose items, and how wastefulness destroys habitats, waterways, etc. In some 5th grade classes, after studying the need for viable water supplies, students engineered water towers to collect rainwater and then tested them reporting results to peers.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: In some 6th grade classes, students tested the water quality of their school pond and created a model watershed to see where watersheds drain and runoff; affecting other environments.

Isle of Wight County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: In a World History II course, students reviewed current 2008 SOL standards, discussing environmental topics in depth related to Standard WHII.16b. Students then researched potential updates for a modernized set of SOL standards to possibly include newer environmental topics such as the loss of bees, ocean acidification, water scarcity, ocean plastic, the Holocene extinction, and desertification. In some Chemistry classes, students research what a polymer is and find an environmentally harmful polymer we use today. They created a brochure with a proposed solution to the environmental consequences listed. In a Horticulture class, Tilipia are grown in tanks in an enclosed system. The recirculating water fertilizes the plants organically while the plant roots purify the water for the fish. It is a sustainable plant production system.

In Elective (non-required) Courses

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

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

Isle of Wight County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Students and teachers exposure and awareness of environmental concerns has risen by the amount of experiences reported.
Challenges in EE:	Although exposure and awareness of environmental concerns has risen, the action and synthesis/conclusion component of experiences has not been implemented consistently.

King and Queen County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Partnership with K&Q Fish Hatchery for field experience.

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

King and Queen County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

King and Queen County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students: Hands-on experiences, survey

Challenges in EE: Funding and resources

King George County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Classroom Teacher

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: *Our garden club works to learn about organic gardening. *Energy unit *Earth Day Activities *Conservation Unit *VA Resources Unit *Recycling *Plant and animal needs *Coordination with Friends of the Rappahannock to provide MWEE activities *School provided with prob wear with grant funding from NOAA *We used to conduct an environmental study of the Potomac River collecting specimens, etc.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Floating lab field trip - students were able to participate in an educational trip to board a boat, conduct species sampling and identification and water quality testing.

King George County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: No efforts have been made due to transportation issues.

In Elective (non-required) Courses

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

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

King George County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	<p>*Content is taught in grade levels *Our garden club works to promote native plants and plants kids can eat *We learn ways to garden organically *It has been effective because many families have been encouraged to start family gardens at home *The strongest element of the environmental education program that we are able to do is with the Friends of the Rappahannock guest speakers *They are able to reach all students in 6th and 7th grade science classes. *Students enjoy the hands on activities and are encouraged with the Friends of the Rappahannock speakers The class was canceled due to improper implementation of the program</p>
Challenges in EE:	<p>*Finding the time *Consistency in implementation *Time & SOL correlations *The greatest challenge related to establishing and implementing an environmental education program is time *Teachers don't have enough planning time to research and develop an established environmental education program *Transportation for field experience *Equipment *Trained staff</p>

King William County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

King William County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

King William County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

COVID, Time, Resources, Teacher turnover

Lancaster County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Lancaster County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Lancaster County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Lee County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Students participate in Kids in the Creek in partnership with the Daniel Boone Soil and Water Conservation

Lee County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Lee County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Partnerships with local conservation programs. Teacher and student feedback indicates the effectiveness of these programs.
Challenges in EE:	Funding, time in student schedules

Lexington City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: School Principal

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: Pre-MWEE for K-3 classes, systemic field programs addressing key concepts and components.

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: We typically offer an annual Chesapeake Bay Foundation three-day island trip for our 7th grade students. In 2021-2022, we were unable to participate in this trip due to COVID. In Fall 2022, we were able to offer this trip to both 7th and 8th grade students.

Describe Isolated MWEEs: In partnership with Boxerwood, we have an annual 6th-grade walking field trip along Woods-Creek, a tributary of the Chesapeake, where they study water quality and environmental issues.

Lexington City Public Schools: ELIT Summary (continued)

High School:

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Lexington City Schools does not have a high school.

In Elective (non-required) Courses

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

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

Lexington City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our instructional staff and the hands-on learning experiences they provide individually, and in conjunction with Boxerwood Gardens, our community partner, are our strongest environmental education elements. We know this has been effective due to strong SOL scores, and a high level of student interest in environmental issues.
Challenges in EE:	Implementing hands-on learning experiences is both time-consuming and expensive.

Loudoun County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Green Schools Program -- Rust Watershed Adventures Program Offered to LCPS schools from the Audubon Naturalist Society. 20 elementary schools have been named as Green School partners. Rust Watershed Adventures, an environmental education program offered in partnership with the Audubon Naturalist Society's GreenKids program. As a Rust Watershed Adventures partner, schools will receive the following services: Professional development for Grade 3 and Grade 5 teachers, Field trips for both grade 3 and grade 5 to the Rust Nature Sanctuary for an SOL focused Meaningful Watershed Educational Experience.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: : Trout in the Classroom 3 LCPS middle schools participate in TIC. Trout in the Classroom (TIC) is an environmental education program in which students, raise trout from eggs to fry, monitor tank water quality, engage in stream habitat study, learn to appreciate and safeguard native species in waterways.

Loudoun County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Loudoun County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any): Support for teacher/Instructional Facilitators (FTE)

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of the LCPS environmental educational program for students consist of course offerings at the high school level. Students are offered two different courses, Environmental Science & AP Environmental Science. Each of LCPS’s 17 high schools offers Environmental Science. Enrollment in environmental sciences has steadily increased since the course inception in 2004. In addition, many schools have formed partnerships with local environmental groups during Project Based Learning projects. Many of the PBL projects have an environmental focus. Teachers are offered continuous opportunities for professional development in environmental education. LCPS has a long list of partners who offer PD.
Challenges in EE:	Inclusion of MWEE lessons as required elements of the curriculum and getting students to appropriate sites for experiences. Many schools do not have facilities to conduct robust MWEE experiences and although LCPS has a large number of partners who can help to provide these experiences, transportation costs and time out of the classroom are challenges. Funds to support MWEE and teacher PD are also limited.

Lynchburg City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We had a school with 21st Century grant that partner with our local water resources to develop and implement field trips and educational experiences for 4th and 5th grade students. Also, the science specialist worked with k-3 students to provide a MWEE experience.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: We have a partnership with the James River Association to provide a MWEE experience for all 8th grade students in the division. Additionally, we had our science specialist work with 6th grade student in one of the middle schools to provide a MWEE experien

Describe Isolated MWEEs: We are working to expand the 6th grade MWEE experience to all middle schools.

Lynchburg City Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs: We have a partnership with the James River Association to provide a MWEE experience for all AP Environmental Science students in the division. We also had Biology Ecology students in one school participate in this initiative.

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Lynchburg City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	This MWEE experience provides students the ability to experience science outside the classroom. Also, some teachers are part of a training in implementation of MWEE experiences.
Challenges in EE:	Time and funding.

Madison County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Other: District Instructional Technology, Former Science teacher

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: Ag in the classroom for both 1st and 3rd grades. The program ends with a grade level field day. Local volunteers, 4H, and CSWCD are all part of the program.

Describe Isolated MWEEs: Our 4H chapter leads the Ag in the classroom program.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: Our middle school has partnered with CSWCD. CSWCD received a large grant from NOAA about 4 years ago and we were the first school in our district to participate in the program with CSWCD/NOAA. The program is complete containing a pre-assessment, classro

Describe Isolated MWEEs: There are two rain gardens on the school campus that is maintained by the science students. The middle school has also participated in raising trout with the Friends of the Rappahannock.

Madison County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Madison County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Collaboration with local groups: Culpepper Soil and Water Conservation District, 4H, Friends of the Rappahannock, Chesapeake Bay Foundations (we have participated in day canoe trips and overnight excursions at Smith Island)
Challenges in EE:	Staff turnover. It is hard to continually retrain new staff.

Manassas Park City Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Manassas Park City Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Manassas Park City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Martinsville City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: K-5 students have a garden area to investigate the movement of water. K-5 students and the Natural Science Museum have a partnership to explore MWEEs 4th grade students take a trip to a local river

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: 6th-grade students and DRBA visit a local river area.

Martinsville City Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Martinsville City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Outdoor classroom/garden- student engagement
Challenges in EE:	Teachers are not familiar with the MWEE

Mathews County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Due to restrictions in place as a result of the COVID-19 global pandemic, activities were not in place for the 2020-2022 timeframe.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: Chesapeake Bay Days: all 6th graders participated in an event with collaboration from VIMS, Mathews Historical Society, Fairfield Foundation, and Tidewater Oyster Growers Association. The event was modified due to COVID precautions but themes included bo

Describe Isolated MWEEs: Due to restrictions in place as a result of the COVID-19 global pandemic, activities were not in place for the 2020-2022 timeframe.

Mathews County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Due to restrictions in place as a result of the COVID-19 global pandemic, activities were not in place for the 2020-2022 timeframe. Past partnerships have included MWEEs with VIMS.

In Elective (non-required) Courses

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

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

Mathews County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	We are close to the Bay and our science teachers are very passionate about educating students about their surroundings.
Challenges in EE:	Our major challenges are time and staffing.

Mecklenburg County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Mecklenburg County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

AP Science (any) **AP Math (any)**

AP History (any) **AP English (any)**

Mecklenburg County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	No evidence
Challenges in EE:	Other required objectives

Middlesex County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Urbanna Oyster Festival Educational Day

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Urbanna Oyster Festival Educational Day

Middlesex County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Urbanna Oyster Festival Educational Day

In Elective (non-required) Courses

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

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

Middlesex County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Montgomery County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: Field trip for all 7th grade students where they circulate through a variety of community-based learning stations related to storm water issues. Students explore an ArcGIS Story Map to examine storm water-related issues in their community.

Describe Isolated MWEEs:

Montgomery County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Developing pollinator gardens

In Elective (non-required) Courses

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

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

Montgomery County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Time for field work

New Kent County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: Our middle school students take part in a study of oysters and mussels and their impact on the health of the Chesapeake Bay. This was developed in partnership with VCU. Our students raise mussels and oysters while studying rate of growth and indicators of

Describe Isolated MWEEs: We also provide lessons throughout different classes as they apply to the science curriculum.

New Kent County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

New Kent County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The opportunity our students have to attend the Chesapeake Bay Governor's School for Marine and Environmental Science is an exceptional opportunity that benefits a small number of our students immensely. Along with this opportunity our partnerships with the James River Association and VCU have provided classroom experiences and professional learning opportunities that have assisted in our ability to provide environmental education for our students.
Challenges in EE:	Inclusion of MWEE lessons as required elements of the curriculum and getting students to appropriate sites for sustained ongoing experiences.

Newport News City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: Students attend the Virginia Living Museum for a MWEE program in the third grade.. Grades 3 - 5 also have school based MWEE programs with curriculum check ins. The third grade program also includes the LAS as part of the environmental education program.

Describe Isolated MWEEs: The Virginia Living Museum provides MWEE based activities for all 3rd grade students when they visit the museum and their education department.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: All 6th grade students have the opportunity to engage in a full MWEE that is led by the James River Association. All 7th grade students have the opportunity to engage in a 12 lab Chesapeake Bay program at the Virginia Living Museum.

Describe Isolated MWEEs: Some schools are able to provide boating trips procured by the Chesapeake Bay Foundation and these could possibly be expanded to 8th grade with proper funding.

Newport News City Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: All 9th grade students will participate in a fully implemented MWEE funded by a B-WET grant through the Mariner's Museum. Students will grow native eel grass in the classroom that will later be part of a planting at Mariner's Lake in conjunction with a co

Describe Isolated MWEEs: NNPS is part of a multi system grant that focuses on Environmental Education from a pK-12 lens. The goal of this initiative is to have a vertically aligned Environmental Education curriculum. The goal for NNPS is to create a capstone for the higher level science courses found in the 11th and 12th grade.

In Elective (non-required) Courses

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

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

Newport News City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	We have 6 grade levels with dedicated MWEE programs in place that now cover all three levels of education. We also have built strong partnerships with a large number of stakeholders in the process.
Challenges in EE:	Substitute coverage for teachers, transportation, and additional funding to expand the programs for more grade levels.

Northampton County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We partner with the Eastern Shore Soil and Water Conservation, Virginia Marine Science and other local agencies. These partners provide both classroom and field trip experiences.

Northampton County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs: NCPS students must complete three Science courses to graduate. All of the classes contain elements of the MWEE program.

Describe Isolated MWEEs: In addition to our partnerships our students participate in the Envirothon competition.

In Elective (non-required) Courses

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

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

Northampton County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Working with the Soil and Water Conservation. Our teachers receive PD from several outside sources.
Challenges in EE:	The amount of instructional time missed when going off campus.

Nottoway County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Activities are implemented in the classroom but it is difficult without having designated individuals and funding to support implementation.

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We incorporate activities for students into the classroom curriculum but it is difficult without having funding to support students.

Nottoway County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Teachers incorporate activities into the classroom. To sustain the program, we need to having funding for opportunities and resources.

In Elective (non-required) Courses

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

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

Nottoway County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our program needs to be redefined and focused to ensure we are meeting all environmental educational needs. It is taught but not to the level of critical thinking necessary.
Challenges in EE:	Funding and staffing are the two biggest challenges. We need resources to make learning opportunities occur.

Orange County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: We normally have a complete MWEE at the 4th/5th grade level, but were not able to complete the elementary MWEE because of restrictions that were still in place during the 2021-2022 school year due to the pandemic. We will resume our MWEE programming during the 2022-2023 school year.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: Environmental Literacy in the Piedmont is delivered by Culpeper Soil and Water Conservation District and funded by the National Oceanic and Atmospheric Administration. In Orange County, CSWCD staff delivered each school's classroom programming and field

Describe Isolated MWEEs:

Orange County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band In Required Courses

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

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

Describe System-wide MWEEs: All students in 9th-grade Environmental Science students did the following: In-class lessons on water quality standards and methods to improve water quality throughout the watershed (including the importance of wetlands, riparian buffers, the timing of fe

Describe Isolated MWEEs: Bio II Ecology students: Participated in the Trout in the Classroom project, raising brook trout from eggs to fingerlings and released in the Rush River in Rappahannock County in the spring. Students tested water quality in the trout tank, making proper adjustments to bacteria levels (nitrogen cycle) and doing water changes to keep the water at acceptable levels for trout survival. Bio II: Ecology and Horticulture students (11th and 12th grade): With guidance from Friends of the Rappahannock, designed, prepared the space, and planted a roughly 900 ft² native plant/pollinator garden to be used as an outdoor classroom space. Students were taught the importance of native plants for pollinators, erosion control, and water conservation. This project is ongoing as Ecology classes continue to research and grow more native flowers and shrubs from seed to be placed in the garden each spring.

In Elective (non-required) Courses

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

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

Orange County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of our environmental education program have been our partnerships with organizations outside of our school division. These groups have resources and knowledge that are not available to us without them.
Challenges in EE:	Our greatest challenge is time within our school day and funding for these activities. Grant support has helped with this as well as financial support from local partners.

Patrick County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

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

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: **At some schools/classes at ES level**

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Patrick County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Patrick County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	time and funding

Petersburg City Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: The MWEE programs that were implemented in Petersburg City Public Schools is not systemwide. Various teachers had PD in Feb. 2021. Lessons were taught in March of 2018, there were field trips as well as the Plant Out Pollution project at Lakemont. It is our desire to provide Walnut Hill with these experiences this year.

Middle School: No evidence of MWEE in grade band

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Petersburg City Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Petersburg City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our partnership with the James River Association has aided us in creating an understanding of environmental concepts that we can build from.
Challenges in EE:	As a novice in the K-12 Science Program Specialist position, I would assume that a challenge would be to encourage teachers to do this work. Educators are inundated with other aspects of education.

Pittsylvania County Public Schools: 2022 ELIT Summary

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

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: System-wide at ES level

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

Describe System-wide MWEEs: All 4th grade students visit a local farm on AG Day where they visit stations that include dairy, livestock, horses, conservation, forestry, and wildlife. These stations were manned by individuals from the Pittsylvania Soil and Water Conservation District

Describe Isolated MWEEs: A STEM teacher went to all of the elementary schools and conduct experiments with the different grade levels on watersheds. K-5 - Flower and edible gardens are planted at schools to assist with erosion. 5th grade-Students also examined a local stream to investigate the negative and positive impacts caused by humans.

Middle School: System-wide at MS level

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

Describe System-wide MWEEs: Middle school students participated in an Environmental; Awareness Project through a partnership with the STEM Academy and the Dan River Basin Association. Experiments were conducted and presentations were given which included ways to help the environmen

Describe Isolated MWEEs:

Pittsylvania County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: All Environmental Science classes are required to complete a MWEE investigation on Biomagnification and Watersheds.

Describe Isolated MWEEs: 9th grade - Watershed and Pollution Investigations are conducted each semester.

In Elective (non-required) Courses

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

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

Pittsylvania County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest element is the curriculum. Teachers ensure the curriculum is aligned to the standards and they strive to incorporate activities that are meaningful and relevant to their communities.
Challenges in EE:	Outdoor classrooms and funding for resources are our greatest challenges.

Portsmouth City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

Describe System-wide MWEEs: Four day, pull-out, immersion program = ENVIROBASE AQUARIUS. All 5th grade students (1100) participate in 16 hr of coursework that is Watershed focused.

Describe Isolated MWEEs: Middle school AQUABASE for select 7th grade students. Approximately, 400 students participate.

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: After school clubs study oysters and script and record videos for division use.

Portsmouth City Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Use of Paradise Creek Nature Park for data collection.

In Elective (non-required) Courses

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

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

Portsmouth City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Covid-19 recovery has been slow. The Division intent is a return to the field experiences at Paradise Creek Nature Park for Middle and High School students.
Challenges in EE:	Transportation to field experiences.

Powhatan County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: **Well Prepared (9-12)**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

Describe System-wide MWEEs: Each spring all of our 4th graders participate in a day long field trip that focuses on our watershed. The trip is taught by our Bio II:Ecology students under the supervision of community volunteers and science educators. Children rotate to eight differe

Describe Isolated MWEEs:

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

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

Describe System-wide MWEEs: Both grades 6 and 7 monitor the water quality of the creek behind their school. They monitor macroinvertebrates and water chemistry.

Describe Isolated MWEEs: The above activities could be expanded into a comprehensive MWEE. Our school is brand new.

Powhatan County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: APES students monitor the water quality of our county. Our Bio II students run the MWEE for our grade 4 students.

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Powhatan County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	The "students teaching students" model has been a huge success. Our Bio II students are generally not "into" school, and they often are not the kids who are selected as leaders. Each year at least one student recognizes his/her potential to become a park ranger or wildlife educator.
Challenges in EE:	Each time we have teacher turnover at the high school, we have to train the new teacher and "sell" the program. They tend to balk at the idea that "those kids" are capable of running the field trip until they experience it first hand.

Prince Edward County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Prince Edward County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Prince Edward County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

staff turnover with knowledge of area-specific components to the EE program

Prince William County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Other: EAGLES teacher/coordinator and environmental literacy coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Division is developing expanded place based/project based environmental literacy opportunities for all grade levels through new emphasis in the division strategic plan.

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: Division is developing expanded place based/project based environmental literacy opportunities for all grade levels through new emphasis in the division strategic plan.

Prince William County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs: could not indicate that the following are required for graduation: US History, US Government, Algebra 1, 4 years of high school English, 3 credits of math, 3 science courses, Economics, 2 yrs of Physical Education/Health, 4 electives

In Elective (non-required) Courses

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

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

Prince William County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any): additional staff dedicated to MWEEs

Qualitative Self-Assessment

Strengths of EE for Students:	Environmental Literacy is incorporated across the division within multiple disciplines (not just science). We have generous/continuous partnerships with multiple organizations. Environmental Literacy is supported by School Board and Superintendent. Gifted with numerous outdoor resources that can be utilized.
Challenges in EE:	buy-in from teachers of the effectiveness of outdoor education (awareness), communication that conveys events that ARE happening in the schools, time constraints especially during recovery learning, Measuring effectiveness of programs. Transportation issues.

Pulaski County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Pulaski County Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Pulaski County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Richmond City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

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

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Richmond City Public Schools: ELIT Summary (continued)

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

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Richmond City Public Schools: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Our strongest elements remain the partnerships we have with a variety of local 3rd party providers - Blue Sky Fund, ACB, JRA, CBF, James River Parks System. Blue Sky Fund and JRA have been very effective in working with 3-5th grade classrooms (and Env, Sci, in the case of JRA) in having multiple touches throughout the course of a school year, both in and out of class. JRA has also been very helpful with the completion of action projects.
Challenges in EE:	We are in a Memorandum of Understanding with the VDOE and, as such, all efforts are focused towards test preparation and achievement. It is often hard to convince admins and teachers that these MWEE efforts are a part of this.

Richmond County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

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

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

Describe System-wide MWEEs: MWEE units are taught in each grade; 3-5 grade work with the local Extension office on specific units and field experiences.

Describe Isolated MWEEs:

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

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

Describe System-wide MWEEs: MWEE units are taught at each grade level and Friends of the Rappahannock partners with each grade level to provide meaningful field experiences.

Describe Isolated MWEEs:

Richmond County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

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

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

Describe System-wide MWEEs: MWEE through Biology which all students take in partnership with the Friends of the Rappahannock

Describe Isolated MWEEs:

In Elective (non-required) Courses

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

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

Richmond County Public Schools: ELIT Summary (continued)

Needs for Support

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

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

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Partnerships with local agencies. Number and quality of projects around campuses.
Challenges in EE:	Staff turnover in our small district.

Roanoke County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level:

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Fully in place	Plan for MWEEs at all grade bands	Fully in place
Regular communication among staff about EE		Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	Some schools/classes	2 nd grade	Some schools/classes	4 th grade	System-wide
1 st grade	Some schools/classes	3 rd grade	System-wide	5 th grade	System-wide

Describe System-wide MWEEs: The above selections are a guestimate, as I am new to this position/district. I do know that our district has opportunities to collaborate with Clean Valley Council and the Museum of South Western Virginia to provide MWEE.

Describe Isolated MWEEs: Clean Valley Council - K-8 Museum of South Western Virginia K-5

Middle School: At some schools/classes at MS level

6 th grade	Some schools/classes	7 th grade	Some schools/classes	8 th grade	Some schools/classes
-----------------------	----------------------	-----------------------	----------------------	-----------------------	----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs: Clean Valley Council K-8

Roanoke County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2		Geometry	None
Biology	None	Chemistry	None	Earth / Env. Science	None
Physics		Geography		Civics / Government	None
History	None	Economics		English / Language Arts	None
Literature		Health / Physical Education	None	Other Required Course	

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None	Geometry	None
Biology		Chemistry	None	Earth / Env Science	
Physics	None	Geography		Civics / Gov't	
History		Economics	None	English / Lang. Arts	
Literature	None	Health / Physical Education		Other Elective Course	
AP Science (any)				AP Math (any)	
AP History (any)				AP English (any)	

Roanoke County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	7
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	2
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students: ?? I'm new to this position.

Challenges in EE: ?? I'm new to this position.

Rockbridge County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	2 nd grade	None	4 th grade	System-wide
1 st grade	None	3 rd grade	None	5 th grade	System-wide

Describe System-wide MWEEs: PK-3; systemic field based pre-MWEE in place

Describe Isolated MWEEs: MWEE components include in 21st Century Program (2 of 6 schools) Systemic tree planting and stream quality monitoring program in grades 4/5

Middle School: System-wide at MS level

6 th grade	System-wide	7 th grade	None	8 th grade	None
-----------------------	-------------	-----------------------	------	-----------------------	------

Describe System-wide MWEEs: Grade 6; local stream quality monitoring twice per year with related action as possible Summer program MWEE investigations with CCLC program and partner with limited action phase

Describe Isolated MWEEs:

Rockbridge County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1 None	Algebra 2 None	Geometry None
Biology None	Chemistry None	Earth / Env. Science None
Physics	Geography	Civics / Government None
History None	Economics None	English / Language Arts None
Literature	Health / Physical Education None	Other Required Course None

Describe System-wide MWEEs:

Describe Isolated MWEEs: Components are being developed for Environmental Science

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	Algebra 2	Geometry None
Biology	Chemistry	Earth / Env Science
Physics None	Geography	Civics / Gov't
History	Economics	English / Lang. Arts
Literature None	Health / Physical Education	Other Elective Course None
AP Science (any) None		AP Math (any) None
AP History (any) None		AP English (any) None

Rockbridge County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	1
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Partnership with Boxerwood and NOAA/BWET has created systemic pre-MWEE and MWEE programs for all learners through middle school. High school opportunities are being addressed.
Challenges in EE:	Money and time to collaboratively plan and managing systemic MWEE's with action components across multiple classrooms.

Rockingham County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: STEM Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Fully in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Fully in place
Regular communication among staff about EE	Fully in place	Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	Some schools/classes	2 nd grade	None	4 th grade	System-wide
1 st grade	None	3 rd grade	Some schools/classes	5 th grade	Some schools/classes

Describe System-wide MWEEs: 4th grade MWEE is district organized in their local area. They learn about their watershed address. They come out and evaluate a stream for quality. Follow is they have to write an Make an impact public service announcement based on their findings of t

Describe Isolated MWEEs: '- Composting -School gardens - Ag and environmental days

Middle School: System-wide at MS level

6 th grade	System-wide	7 th grade	Some schools/classes	8 th grade	Some schools/classes
-----------------------	-------------	-----------------------	----------------------	-----------------------	----------------------

Describe System-wide MWEEs: Students will evaluate their area and along with evaluating their area that will do a school level project (plant trees, clean a school yard garden, etc)

Describe Isolated MWEEs: '- Environmental clubs and teams -Bay bound club - We have summer enrichment teams on making a difference. -Energy conservation projects

Rockingham County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	None	Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes	Earth / Env. Science	System-wide
Physics	None	Geography	None	Civics / Government	None
History	None	Economics	None	English / Language Arts	Some schools/classes
Literature	None	Health / Physical Education	None	Other Required Course	None

Describe System-wide MWEEs: Students do a take action project on their school grounds or in their community. For example creating a buffer around a pond.

Describe Isolated MWEEs: High School AP environmental students lead activities and field days with our community members. River clean up days Tree plantings.

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None	Geometry	None
Biology		Chemistry	Some schools/classes	Earth / Env Science	
Physics	None	Geography	None	Civics / Gov't	
History		Economics		English / Lang. Arts	
Literature	None	Health / Physical Education		Other Elective Course	
AP Science (any)	System-wide AP Environmental Science			AP Math (any)	
AP History (any)				AP English (any)	

Rockingham County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	3	Funding for programming / supplies	3
PD/resources for field experiences	2	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	4
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	1	Instructional technology for outdoor investigations	2
Superintendent / central office support	2	Other: state to place importance on it.	7

“Other Need” written-in response (if any): state to place importance on it.

Qualitative Self-Assessment

Strengths of EE for Students:	Our relationship with CBF. The number of VA naturally schools typically in Rockingham County
Challenges in EE:	2020

Russell County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	None	2 nd grade	None	4 th grade	None
1 st grade	None	3 rd grade	None	5 th grade	Some schools/classes

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

6 th grade	Some schools/classes	7 th grade	Some schools/classes	8 th grade	Some schools/classes
-----------------------	----------------------	-----------------------	----------------------	-----------------------	----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Russell County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2		Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes	Earth / Env. Science	Some schools/classes
Physics		Geography	None	Civics / Government	None
History	None	Economics	None	English / Language Arts	None
Literature	None	Health / Physical Education	None	Other Required Course	

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None	Geometry	None
Biology		Chemistry	Some schools/classes	Earth / Env Science	
Physics	None	Geography	None	Civics / Gov't	
History		Economics		English / Lang. Arts	
Literature		Health / Physical Education		Other Elective Course	
AP Science (any)				AP Math (any)	
AP History (any)				AP English (any)	

Russell County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	7
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	6
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Wetlands Estanosa provides a strong program for environmental education to some of our students. Students participate in the gathering of data related to this project.
Challenges in EE:	Lack of resources and sites to engage students and staff in environmental education.

Salem City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	2nd grade	None	4th grade	System-wide
1st grade	None	3rd grade	None	5th grade	None

Describe System-wide MWEEs: 4th Grade: Fourth Grade studies Watersheds in Science. We learn about the environmental impact of pollution on Virginia's watersheds. We study the rivers that are part of the Chesapeake Bay Watershed (Potomac, Rappahannock, York, and James). We also learn

Describe Isolated MWEEs: in normal school years, all 4th grade students in partnership with the Blue Ridge Land Conservancy go to the Roanoke River, the students collect data on the health of water. Students analyze the data they collect and present their findings to their classes.

Middle School: System-wide at MS level

6th grade	System-wide	7th grade	System-wide	8th grade	System-wide
-----------------------------	-------------	-----------------------------	-------------	-----------------------------	-------------

Describe System-wide MWEEs: All sixth grade students have a field experience through Trout in the Classroom where students travel to the Roaring Run watershed and release trout raised from eggs. They also do a variety of activities before going and while there that may include but a

Describe Isolated MWEEs: See above

Salem City Public Schools: ELIT Summary (continued)

**High School: In some schools/classes for a required course at the HS level
In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2		Geometry	None
Biology	None	Chemistry	None	Earth / Env. Science	Some schools/classes
Physics		Geography	None	Civics / Government	None
History	None	Economics	None	English / Language Arts	None
Literature		Health / Physical Education	None	Other Required Course	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None	Geometry	
Biology		Chemistry	None	Earth / Env Science	
Physics	None	Geography	None	Civics / Gov't	
History		Economics		English / Lang. Arts	
Literature	None	Health / Physical Education		Other Elective Course	None
AP Science (any)	None		AP Math (any)	None	
AP History (any)	None		AP English (any)	None	

Salem City Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Community Partnerships and hands-on experiences during class.
Challenges in EE:	Funding, Time, Available PD, Limited resources due to our small district size The number of initiatives and graduation requirements required.

Scott County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	Some schools/classes	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes
-----------------------------	----------------------	-----------------------------	----------------------	-----------------------------	----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Scott County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	None	Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes	Earth / Env. Science	System-wide
Physics	None	Geography	Some schools/classes	Civics / Government	None
History	None	Economics	None	English / Language Arts	
Literature	None	Health / Physical Education	None	Other Required Course	Some schools/classes

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	Algebra 2	None	Geometry
Biology	Chemistry	Some schools/classes	Earth / Env Science
Physics	Geography	Some schools/classes	Civics / Gov't
History	Economics		English / Lang. Arts None
Literature	Health / Physical Education		Other Elective Course None
AP Science (any)	Some schools/classes	AP Math (any)	None
AP History (any)	None	AP English (any)	None

Scott County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	7
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Outdoor Field Exercises. Students have been engaged in Environmental Learning.
Challenges in EE:	Additional Resources.

Shenandoah County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared (4-8)**

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: **No evidence of MWEE in grade band**

Kindergarten	None	2 nd grade	None	4 th grade	None
1 st grade	None	3 rd grade	None	5 th grade	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: **At some schools/classes at MS level**

6 th grade	Some schools/classes	7 th grade	8 th grade
-----------------------	----------------------	-----------------------	-----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Shenandoah County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	None
Biology	None	Chemistry	None
Physics		Geography	None
History	None	Economics	None
Literature	None	Health / Physical Education	None
			Geometry
			Earth / Env. Science
			Civics / Government
			English / Language Arts
			Other Required Course

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	Algebra 2	None	Geometry
Biology	Chemistry	None	Earth / Env Science
Physics	Geography	None	Civics / Gov't
History	Economics		English / Lang. Arts
Literature	Health / Physical Education		Other Elective Course
AP Science (any)		AP Math (any)	
AP History (any)		AP English (any)	

Shenandoah County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	7
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Smyth County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	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: Incorporated in science curriculums at most schools.

Middle School: At some schools/classes at MS level

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes
-----------------------------	----------------------	-----------------------------	----------------------	-----------------------------	----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs: Watershed day is held each year for middle school students and involves many community partners and agencies.

Smyth County Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	None	Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes	Earth / Env. Science	System-wide
Physics	None	Geography	None	Civics / Government	None
History	None	Economics	None	English / Language Arts	None
Literature	None	Health / Physical Education	Some schools/classes	Other Required Course	None

Describe System-wide MWEEs:

Describe Isolated MWEEs: Just environmental science, biology, and chemistry courses at the high school incorporate some of this curriculum

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	None	Algebra 2	None	Geometry	None
Biology	None	Chemistry	Some schools/classes	Earth / Env Science	None
Physics	None	Geography	None	Civics / Gov't	None
History	None	Economics	None	English / Lang. Arts	None
Literature	None	Health / Physical Education	None	Other Elective Course	None
AP Science (any)	None	AP Math (any)	None		
AP History (any)	None	AP English (any)	None		

Smyth County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	4
PD/resources for field experiences	5	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	4
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	It is the strongest at our middle school level and especially at the 6th grade. Watershed day each year offers many stations that encompass this curriculum.
Challenges in EE:	Having instructional time with the required curriculum in courses for SOL testing.

Spotsylvania County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Fully in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

Kindergarten	None	2 nd grade	None	4 th grade	None
1 st grade	None	3 rd grade	None	5 th grade	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

6 th grade	Some schools/classes	7 th grade	None	8 th grade	None
-----------------------	----------------------	-----------------------	------	-----------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs: During the 2021- 2022 school year some 6th grade courses worked through a school based MWEE.

Spotsylvania County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	None	Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes	Earth / Env. Science	Some schools/classes
Physics	None	Geography	None	Civics / Government	None
History	None	Economics	None	English / Language Arts	None
Literature	None	Health / Physical Education	None	Other Required Course	None

Describe System-wide MWEEs:

Describe Isolated MWEEs: Expectation system wide that each Environmental Science course offer students a MWEE.

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None	Geometry	None
Biology		Chemistry	None	Earth / Env Science	
Physics	None	Geography	None	Civics / Gov't	
History		Economics		English / Lang. Arts	
Literature	None	Health / Physical Education		Other Elective Course	None
AP Science (any)	Some schools/classes AP Environmental		AP Math (any)	None	
AP History (any)	None		AP English (any)	None	

Spotsylvania County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	6
PD/resources for field experiences	6	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	6
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	5
Superintendent / central office support	4	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Strongest element- is teachers ability and interest in incorporation of environmental education in to curriculum.
Challenges in EE:	Conclusion of the BWET grant and onboarding new teachers to the district.

Staunton City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Fully in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	System-wide	2 nd grade	System-wide	4 th grade	System-wide
1 st grade	System-wide	3 rd grade	System-wide	5 th grade	System-wide

Describe System-wide MWEEs: Students have specific field experiences, action projects, and summaries, depending on the grade. As an example, 3rd grade students investigate terrestrial and aquatic ecosystems and how could be improved. They visit nearby outdoor aquatic and terrestri

Describe Isolated MWEEs:

Middle School: System-wide at MS level

6 th grade	System-wide	7 th grade	System-wide	8 th grade	System-wide
-----------------------	-------------	-----------------------	-------------	-----------------------	-------------

Describe System-wide MWEEs: We have a creek that runs through Staunton -- Lewis Creek, and this has been used in exploring much of the aquatic ecosystem. There is a greenhouse on site, and students have had access to this resource. Students have used their understandings from thei

Describe Isolated MWEEs:

Staunton City Public Schools: ELIT Summary (continued)

High School: System-wide in a required HS class

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	Geometry
Biology	System-wide	Chemistry	System-wide
Physics		Geography	Civics / Government
History		Economics	English / Language Arts
Literature		Health / Physical Education	Other Required Course

Describe System-wide MWEEs: Students enrolled in Environmental Science participate in a service learning project that applies content they have learned from the course. This allows students to give back to the community.

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	Algebra 2	None	Geometry
Biology	Chemistry	System-wide	Earth / Env Science
Physics	Geography		Civics / Gov't
History	Economics		English / Lang. Arts
Literature	Health / Physical Education		Other Elective Course
AP Science (any)		AP Math (any)	
AP History (any)		AP English (any)	

Staunton City Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	4	Funding for programming / supplies	5
PD/resources for field experiences	4	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	5
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	2
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	There is a vertical focus on environmental education that is evidenced from the course offerings and enrollment for students. For example, we have visual evidence of a schoolyard garden in the elementary and the middle school and service learning in the high school.
Challenges in EE:	Balancing time to focus on multiple initiatives is always a challenge. We feel fortunate to have several community partners who are able to help!

Suffolk City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: STEM Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	None	2 nd grade	None	4 th grade	None
1 st grade	None	3 rd grade	System-wide	5 th grade	None

Describe System-wide MWEEs: Currently, we are partnered for the Nansemond River Preservation who offer our 3rd grade a Watershed Explorers opportunity.

Describe Isolated MWEEs:

Middle School: System-wide at MS level

6 th grade	None	7 th grade	System-wide	8 th grade	None
-----------------------	------	-----------------------	-------------	-----------------------	------

Describe System-wide MWEEs: Currently, we are partnered for the Nansemond River Preservation Alliance who offers our 7th grade two opportunities, one boat trip to do water quality testing, and a field study that engages students in more meaningful experiences on watersheds.

Describe Isolated MWEEs:

Suffolk City Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	Algebra 2	Geometry	None
Biology None	Chemistry None	Earth / Env. Science	
Physics	Geography	Civics / Government	
History	Economics	English / Language Arts	
Literature	Health / Physical Education	Other Required Course	None

Describe System-wide MWEEs:

Describe Isolated MWEEs: We are currently working with Old Dominion University on the Initiative "Hampton Roads Outdoor Learning Network" in hopes of receiving grant funding to expand out opportunities to increase in middle and high school.

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1 None	Algebra 2 None	Geometry	
Biology	Chemistry None	Earth / Env Science	Some schools/classes
Physics None	Geography	Civics / Gov't	None
History None	Economics None	English / Lang. Arts	None
Literature None	Health / Physical Education None	Other Elective Course	None
AP Science (any) None		AP Math (any)	None
AP History (any) None		AP English (any)	None

Suffolk City Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	6
PD/resources for field experiences	7	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	6
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	4
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	We have pockets of teachers who are comfortable with taking kids out of the building to engage them in environmental science opportunities that accompany their standards.
Challenges in EE:	The greatest challenge is ready made activities to accompany their standards. Our goal is to build our curriculum to incorporate more experiences. Additionally, many teachers lack the confidence and training in outdoor learning experiences.

Sussex County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	Not in place	Established partnerships for EE delivery	Not in place

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

Kindergarten	None	2 nd grade	None	4 th grade	None
1 st grade	None	3 rd grade	None	5 th grade	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

6 th grade	None	7 th grade	None	8 th grade	None
-----------------------	------	-----------------------	------	-----------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Sussex County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	Algebra 2	Geometry	None
Biology None	Chemistry None	Earth / Env. Science	None
Physics	Geography	Civics / Government	None
History None	Economics	English / Language Arts	
Literature	Health / Physical Education	Other Required Course	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	Algebra 2	Geometry	
Biology	Chemistry None	Earth / Env Science	
Physics None	Geography	Civics / Gov't	
History	Economics	English / Lang. Arts	
Literature	Health / Physical Education	Other Elective Course	None
AP Science (any) None		AP Math (any)	None
AP History (any) None		AP English (any)	None

Sussex County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	3
PD/resources for field experiences	7	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	3
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	7
Superintendent / central office support	7	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Tazewell County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Fully in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	System-wide	2nd grade	Some schools/classes	4th grade	System-wide
1st grade	Some schools/classes	3rd grade	System-wide	5th grade	System-wide

Describe System-wide MWEEs: 3rd grade participate in Living Soils week; 4th grade all students participate in Food and fiber. 5th grade all students participate in Water Wizard...and Pre-k-2nd grade as requested by teachers.

Describe Isolated MWEEs: Plants and plant systems, Basic senses. soil health, living organisms, field studies, watershed education.

Middle School: System-wide at MS level

6th grade	Some schools/classes	7th grade	System-wide	8th grade	Some schools/classes
-----------------------------	----------------------	-----------------------------	-------------	-----------------------------	----------------------

Describe System-wide MWEEs: 6th-tour du parc...7th 150 students from RMS,TMS,GMS;8th grade

Describe Isolated MWEEs: forestry camp; All-living soils week; All food and Fiber...5th-all

Tazewell County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes	Earth / Env. Science
Physics		Geography	Civics / Government	None
History	None	Economics	English / Language Arts	None
Literature	None	Health / Physical Education	Other Required Course	

Describe System-wide MWEEs:

Describe Isolated MWEEs: Incorporating high school student's participation in creek programs, assisting the elementary students with water wizard as introductory. Encourage schools to seek SS cert.

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None	Geometry	None
Biology		Chemistry	None	Earth / Env Science	Some schools/classes
Physics	None	Geography		Civics / Gov't	
History		Economics	None	English / Lang. Arts	
Literature		Health / Physical Education		Other Elective Course	None
AP Science (any)	None		AP Math (any)	None	
AP History (any)	None		AP English (any)	None	

Tazewell County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	2	Funding for programming / supplies	1
PD/resources for field experiences	2	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	1	Funding for PD	1
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	2
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Watershed, Kids in the creek, Living soils, Plant and Plant system programs.
Challenges in EE:	Time constraints,,, handcuffed following pacing..Mandated testing (State;division)

Virginia Beach City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	Some schools/classes	2nd grade	Some schools/classes	4th grade	Some schools/classes
1st grade	Some schools/classes	3rd grade	Some schools/classes	5th grade	Some schools/classes

Describe System-wide MWEEs:

Describe Isolated MWEEs: Many schools partnered with Lynnhaven River Now to explore water quality and track and grow wetland grasses. In third grade, students design a community garden or improvement for an existing garden. They study soil quality, water conservation, erosion, deposition, and weather. In fourth grade, students investigate the issues of urban tree canopy and its effect on storm surge and water quality., especially as it relates to the water resources in Virginia.

Middle School: At some schools/classes at MS level

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes
-----------------------------	----------------------	-----------------------------	----------------------	-----------------------------	----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs: Most grade level teachers have had training on MWEEs and they are embedded in the curricular units, teachers are not mandated to do them. Students in 6th grade investigate factors that affect water quality in a watershed/wetland. In 7th grade, students study the Chesapeake Bay and design a public facility that is environmentally green.

Virginia Beach City Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	None
Biology	None	Chemistry	None
Physics		Geography	None
History	None	Economics	None
Literature		Health / Physical Education	None
			Geometry
			Earth / Env. Science
			Civics / Government
			English / Language Arts
			Other Required Course

Describe System-wide MWEEs: While most Earth Science and AP Environmental Science teachers have been trained in MWEEs and they are embedded in the curriculum, teachers are not held accountable for implementing MWEEs. Teachers are expected to implement the MWEE in place in the Oceano

Describe Isolated MWEEs: Rising 11 and 12 grade students have an opportunity to enroll in the Environmental Studies program at the Brock Environmental Center. Various high schools have environmental science clubs that participate in action projects and service learning throughout the school year. Some schools have a federal government partnership designed to restore native species in the watershed.

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None
Biology		Chemistry	None
Physics	None	Geography	
History		Economics	None
Literature	None	Health / Physical Education	
			Geometry
			Earth / Env Science
			Some schools/classes
			Civics / Gov't
			English / Lang. Arts
			Other Elective Course
AP Science (any)	System-wide AP Environmental Science		AP Math (any)
AP History (any)			AP English (any)

Virginia Beach City Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	5
PD/resources for field experiences	5	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	2
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	We have many opportunities for growth in this area. We are always looking for opportunities to expand equitable environmental experiences for schools to provide their students. Teachers are provided professional development opportunities. Teachers have our full support in planning and implementing environmental education opportunities, as well as, developing public-private partnerships.
Challenges in EE:	Teacher willingness to take students outside, size of school division, and understanding of importance of environmental education by all school-based stakeholders.

Washington County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared (4-8)**

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Fully in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: **At some schools/classes at ES level**

Kindergarten	Some schools/classes	2 nd grade	Some schools/classes	4 th grade	Some schools/classes
1 st grade	Some schools/classes	3 rd grade	Some schools/classes	5 th grade	Some schools/classes

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: **At some schools/classes at MS level**

6 th grade	Some schools/classes	7 th grade	Some schools/classes	8 th grade	Some schools/classes
-----------------------	----------------------	-----------------------	----------------------	-----------------------	----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Washington County Public Schools: ELIT Summary (continued)

**High School: In some schools/classes for a required course at the HS level
In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	Algebra 2	Geometry	Some schools/classes
Biology	Chemistry	Earth / Env. Science	Some schools/classes
Physics	Geography	Civics / Government	
History	Economics	English / Language Arts	
Literature	Health / Physical Education	Other Required Course	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	Algebra 2	Geometry	None
Biology	Chemistry	Earth / Env Science	Some schools/classes
Physics	Geography	Civics / Gov't	None
History	Economics	English / Lang. Arts	None
Literature	Health / Physical Education	Other Elective Course	None
AP Science (any)		AP Math (any)	None
AP History (any)		AP English (any)	None

Washington County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	1
PD/resources for field experiences	5	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	4	Funding for PD	1
PD/resources for student-centered investigations	4	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	3
Superintendent / central office support	1	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	The strongest elements of our environment education program are teacher leaders who support and encourage student interest in the study of environmental education.
Challenges in EE:	One of the challenges related to our environmental education program is developing a program at the elementary level.

West Point Town Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	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: All of our typical outreach programs were not completed due to COVID. It is the expectation that these will return in 2022-2023.

Middle School: At some schools/classes at MS level

6th grade	Some schools/classes	7th grade	Some schools/classes	8th grade	Some schools/classes
-----------------------------	----------------------	-----------------------------	----------------------	-----------------------------	----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs: All of our typical outreach programs were not completed due to COVID. It is the expectation that these will return in 2022-2023.

West Point Town Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2		Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes	Earth / Env. Science	Some schools/classes
Physics		Geography		Civics / Government	None
History	None	Economics	None	English / Language Arts	None
Literature		Health / Physical Education	None	Other Required Course	None

Describe System-wide MWEEs:

Describe Isolated MWEEs: All of our typical outreach programs were not completed due to COVID. It is the expectation that these will return in 2022-2023.

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None	Geometry	None
Biology		Chemistry	Some schools/classes	Earth / Env Science	
Physics	None	Geography		Civics / Gov't	
History		Economics		English / Lang. Arts	
Literature	None	Health / Physical Education		Other Elective Course	None
AP Science (any)	None		AP Math (any)	None	
AP History (any)	None		AP English (any)	None	

West Point Town Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	3
PD/resources for field experiences	7	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	2
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	2
Superintendent / central office support	2	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Teachers and students are willing to explore various activities and opportunities.
Challenges in EE:	Teacher retention and access to materials.

Westmoreland County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: System-wide at ES level

Kindergarten	2 nd grade	4 th grade	System-wide
1 st grade	3 rd grade	5 th grade	

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: System-wide at MS level

6 th grade	System-wide	7 th grade	8 th grade
-----------------------	-------------	-----------------------	-----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Westmoreland County Public Schools: ELIT Summary (continued)

High School:

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	Algebra 2	Geometry
Biology	Chemistry	Earth / Env. Science
Physics	Geography	Civics / Government
History	Economics	English / Language Arts
Literature	Health / Physical Education	Other Required Course

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1	Algebra 2	Geometry
Biology Some schools/classes	Chemistry Some schools/classes	Earth / Env Science Some schools/classes
Physics	Geography	Civics / Gov't
History	Economics	English / Lang. Arts
Literature	Health / Physical Education	Other Elective Course
AP Science (any)	AP Math (any)	
AP History (any)	AP English (any)	

Westmoreland County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	6
PD/resources for field experiences	6	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	6
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	6
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Williamsburg-James City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Not in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

Kindergarten	None	2 nd grade	None	4 th grade	None
1 st grade	None	3 rd grade	None	5 th grade	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

6 th grade	None	7 th grade	None	8 th grade	None
-----------------------	------	-----------------------	------	-----------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs: WJCC is participating in the OLNI grant. We are starting with middle school science and training two teachers on delivering MWEE experiences to their students. The goal is to expand this to other teachers in middle school and ultimately across the division.

Williamsburg-James City Public Schools: ELIT Summary (continued)

**High School: In some schools/classes for a required course at the HS level
In Required Courses**

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	None	Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes	Earth / Env. Science	Some schools/classes
Physics	None	Geography		Civics / Government	None
History	None	Economics		English / Language Arts	None
Literature	None	Health / Physical Education	None	Other Required Course	None

Describe System-wide MWEEs:

Describe Isolated MWEEs: The course selected above are options for students to meet graduation requirements. Some schools partner with JRA for MWEE experiences for their students.

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2		Geometry	None
Biology		Chemistry		Earth / Env Science	
Physics	None	Geography		Civics / Gov't	
History		Economics	None	English / Lang. Arts	
Literature		Health / Physical Education		Other Elective Course	None
AP Science (any)	Some schools/classes APES		AP Math (any)	None	
AP History (any)	None		AP English (any)	None	

Williamsburg-James City Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Winchester City Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	Not in place	Established partnerships for EE delivery	Partially in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	None	2 nd grade	None	4 th grade	None
1 st grade	None	3 rd grade	None	5 th grade	Some schools/classes

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

6 th grade	Some schools/classes	7 th grade	None	8 th grade	None
-----------------------	----------------------	-----------------------	------	-----------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Winchester City Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2	Geometry
Biology		Chemistry	Earth / Env. Science
Physics		Geography	Civics / Government None
History		Economics None	English / Language Arts None
Literature		Health / Physical Education None	Other Required Course None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2 None	Geometry
Biology None		Chemistry None	Earth / Env Science None
Physics None		Geography	Civics / Gov't
History None		Economics	English / Lang. Arts
Literature None		Health / Physical Education	Other Elective Course None
AP Science (any) None			AP Math (any) None
AP History (any) None			AP English (any) None

Winchester City Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 \longleftrightarrow 7 = high need

PD/resources for student action	Funding for programming / supplies
PD/resources for field experiences	Funding for transportation
PD/resources for schoolyard or community as outdoor learning space	Funding for PD
PD/resources for student-centered investigations	Interdisciplinary curriculum planning / standards alignment
Partnership with EE or other community providers	Instructional technology for outdoor investigations
Superintendent / central office support	Other:

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Wise County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Unprepared (0-3)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	Not in place	Established partnerships for EE delivery	Not in place

Student Participation in MWEEs

Elementary School: No evidence of MWEE in grade band

Kindergarten	None	2 nd grade	None	4 th grade	None
1 st grade	None	3 rd grade	None	5 th grade	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: No evidence of MWEE in grade band

6 th grade	None	7 th grade	None	8 th grade	None
-----------------------	------	-----------------------	------	-----------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Wise County Public Schools: ELIT Summary (continued)

High School: No evidence of MWEE in grade band

In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	Algebra 2	Geometry
Biology	Chemistry	Earth / Env. Science
Physics	Geography	Civics / Government None
History	Economics	English / Language Arts
Literature	Health / Physical Education	Other Required Course None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1 None	Algebra 2 None	Geometry
Biology None	Chemistry None	Earth / Env Science None
Physics None	Geography	Civics / Gov't
History None	Economics None	English / Lang. Arts None
Literature None	Health / Physical Education None	Other Elective Course None
AP Science (any) None		AP Math (any) None
AP History (any) None		AP English (any) None

Wise County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	7
Superintendent / central office support	7	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students: N/A

Challenges in EE: N/A

Wythe County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Director of Curriculum/Instruction/Education

Preparedness to Implement Environmental Education

Preparedness Level: Somewhat Prepared (4-8)

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Not in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	None	2 nd grade	None	4 th grade	Some schools/classes
1 st grade	None	3 rd grade	None	5 th grade	Some schools/classes

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Middle School: At some schools/classes at MS level

6 th grade	None	7 th grade	Some schools/classes	8 th grade	Some schools/classes
-----------------------	------	-----------------------	----------------------	-----------------------	----------------------

Describe System-wide MWEEs:

Describe Isolated MWEEs:

Wythe County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level
In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2		Geometry	None
Biology	None	Chemistry	None	Earth / Env. Science	Some schools/classes
Physics		Geography		Civics / Government	None
History	None	Economics	None	English / Language Arts	None
Literature	None	Health / Physical Education	None	Other Required Course	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None	Geometry	None
Biology		Chemistry	Some schools/classes	Earth / Env Science	
Physics	None	Geography		Civics / Gov't	
History		Economics		English / Lang. Arts	
Literature		Health / Physical Education		Other Elective Course	None
AP Science (any)	None			AP Math (any)	None
AP History (any)	None			AP English (any)	None

Wythe County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	6	Funding for programming / supplies	5
PD/resources for field experiences	6	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	5
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	4
Superintendent / central office support	2	Other:	7

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

York County Public Schools: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

Preparedness to Implement Environmental Education

Preparedness Level: Well Prepared (9-12)

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Fully in place
Regular communication among staff about EE	Fully in place	Established partnerships for EE delivery	Fully in place

Student Participation in MWEEs

Elementary School: At some schools/classes at ES level

Kindergarten	None	2 nd grade	None	4 th grade	Some schools/classes
1 st grade	None	3 rd grade	None	5 th grade	Some schools/classes

Describe System-wide MWEEs:

Describe Isolated MWEEs: The National Oceanic and Atmospheric Administration (NOAA) has awarded the York County School Division \$225,000 through its highly competitive grant application process. The grant program entitled, Fostering Bay Stewardship by Building Capacity to Lead Meaningful Watershed Educational Experiences (MWEEs) supports the division's mission of ensuring every student is valued, supported, and challenged through learning experiences, which prepare them for a successful future. Over the next three years, the York County School Division (YCSD) will partner with the James River Association (JRA) to deliver rigorous professional learning for 4th and 5th grade teachers through a combination of classroom and field experiences so they may systematically integrate MWEEs into the curricula. Teachers will design and implement performance assessments that require students to demonstrate proficiency of scientific skills through their engagement in MWEE activities.

Middle School: At some schools/classes at MS level

6 th grade	Some schools/classes	7 th grade	Some schools/classes	8 th grade	None
-----------------------	----------------------	-----------------------	----------------------	-----------------------	------

Describe System-wide MWEEs:

Describe Isolated MWEEs: Over the next three years, the York County School Division (YCSD) will partner with an environmental science consultant to deliver rigorous professional learning for middle school teachers through a combination of classroom and field experiences so they may systematically integrate MWEEs into the curricula.

York County Public Schools: ELIT Summary (continued)

High School: In some schools/classes for a required course at the HS level In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence

Algebra 1	None	Algebra 2		Geometry	Some schools/classes
Biology	Some schools/classes	Chemistry	Some schools/classes	Earth / Env. Science	
Physics		Geography		Civics / Government	
History		Economics	None	English / Language Arts	None
Literature	None	Health / Physical Education	None	Other Required Course	None

Describe System-wide MWEEs: Earth Science, Biology, Ecology, and AP Environmental Science include environmental science lab topics within the curricula.

Describe Isolated MWEEs: Over the next three years, the York County School Division (YCSD) will partner with an environmental science consultant to deliver rigorous professional learning for high school biology, earth science, AP environmental science, and ecology teachers through a combination of classroom and field experiences so they may systematically integrate MWEEs into the curricula. The division is seeking opportunities to create an environmental career pathway within the York Zone of the school division.

In Elective (non-required) Courses

Within course topics the LEA did not indicate were graduation requirements (i.e., electives): Selection of MWEE presence

Algebra 1		Algebra 2	None	Geometry	None
Biology		Chemistry		Earth / Env Science	Some schools/classes
Physics		Geography		Civics / Gov't	
History		Economics		English / Lang. Arts	
Literature		Health / Physical Education		Other Elective Course	None
AP Science (any)	System-wide AP Environmental Science		AP Math (any)	None	
AP History (any)	None		AP English (any)	None	

York County Public Schools: ELIT Summary (continued)

Needs for Support

Rating of Level of Need: no need = 1 ←→ 7 = high need

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	3
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	5
Superintendent / central office support	3	Other:	

“Other Need” written-in response (if any):

Qualitative Self-Assessment

Strengths of EE for Students:	Our strongest elements are our job embedded professional development and field based education experiences for students. This will be determined by our third-party grant evaluator.
Challenges in EE:	Our greatest challenges consist of funding hands-on laboratory experiences to conduct MWEEs that includes resources and partnerships.