

# Pennsylvania: 2022 ELIT

## Response Summaries from Individual Responding LEAs

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East Pennsboro Area School District: 2022 ELIT Summary  
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Grove City Area School District: 2022 ELIT Summary  
Harbor Creek School District: 2022 ELIT Summary  
Harrisburg City School District: 2022 ELIT Summary  
Hempfield School District: 2022 ELIT Summary  
Highlands School District: 2022 ELIT Summary  
Hollidaysburg Area School District: 2022 ELIT Summary  
Jim Thorpe Area School District: 2022 ELIT Summary  
Juniata County School District: 2022 ELIT Summary  
Keystone Oaks School District: 2022 ELIT Summary  
Lancaster School District: 2022 ELIT Summary  
Lower Merion School District: 2022 ELIT Summary  
Loyalsock Township School District: 2022 ELIT Summary  
Mahanoy Area School District: 2022 ELIT Summary  
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Midland Borough School District: 2022 ELIT Summary  
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Milton Area School District: 2022 ELIT Summary  
Minersville Area School District: 2022 ELIT Summary  
Montgomery Area School District: 2022 ELIT Summary  
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Old Forge School District: 2022 ELIT Summary  
Owen J. Roberts School District: 2022 ELIT Summary  
Palisades School District: 2022 ELIT Summary  
Palmyra Area School District: 2022 ELIT Summary  
Penn Cambria School District: 2022 ELIT Summary  
Penn Hills School District: 2022 ELIT Summary  
Pennridge School District: 2022 ELIT Summary  
Pennsbury School District: 2022 ELIT Summary  
Perkiomen Valley School District: 2022 ELIT Summary  
Peters Township School District: 2022 ELIT Summary  
Philadelphia City School District: 2022 ELIT Summary  
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Pleasant Valley School District: 2022 ELIT Summary  
Punxsutawney Area School District: 2022 ELIT Summary  
Purchase Line School District: 2022 ELIT Summary  
Ringgold School District: 2022 ELIT Summary  
Rochester Area School District: 2022 ELIT Summary  
Sayre Area School District: 2022 ELIT Summary  
Schuylkill Haven Area School District: 2022 ELIT Summary  
South Williamsport Area School District: 2022 ELIT Summary  
Southeastern Greene School District: 2022 ELIT Summary  
Southern York County School District: 2022 ELIT Summary  
Spring Grove Area School District: 2022 ELIT Summary

Springfield Township School District: 2022 ELIT Summary  
Spring-Ford Area School District: 2022 ELIT Summary  
State College Area School District: 2022 ELIT Summary  
Sto-Rox School District: 2022 ELIT Summary  
Susquenita School District: 2022 ELIT Summary  
Titusville Area School District: 2022 ELIT Summary  
Towanda Area School District: 2022 ELIT Summary  
Tunkhannock Area School District: 2022 ELIT Summary  
Tussey Mountain School District: 2022 ELIT Summary  
Tyrone Area School District: 2022 ELIT Summary  
Union City Area School District: 2022 ELIT Summary  
Union School District: 2022 ELIT Summary  
Upper Adams School District: 2022 ELIT Summary  
Upper Dublin School District: 2022 ELIT Summary  
Upper Moreland Township School District: 2022 ELIT Summary  
Upper Perkiomen School District: 2022 ELIT Summary  
Warren County School District: 2022 ELIT Summary  
Warwick School District: 2022 ELIT Summary  
Washington School District: 2022 ELIT Summary  
Waynesboro Area School District: 2022 ELIT Summary  
Weatherly Area School District: 2022 ELIT Summary  
West Branch Area School District: 2022 ELIT Summary  
West Chester Area School District: 2022 ELIT Summary  
William Penn School District: 2022 ELIT Summary  
Windber Area School District: 2022 ELIT Summary  
Wyoming Area School District: 2022 ELIT Summary  
Wyoming Valley West School District: 2022 ELIT Summary

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

## Albert Gallatin Area School District: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Environmental based field trips and also local agencies are welcomed to come into the schools to do environmental programs.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

## Albert Gallatin Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** High School participates in the state Envirothon competition.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	Some schools/classes Environmental Science
<b>AP Science (any)</b>	None			<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None			<b>AP English (any)</b>	None

## Albert Gallatin Area School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students: Teachers follow state standards.

Challenges in EE: Additional staff and resources.

## Ambridge Area School District: 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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:** Fourth grades does a unit on the Chesapeake Bay Watershed. Representatives from Beaver County Community College visit the school and teach students about the watersheds.

**Describe Isolated MWEEs:** Our partnership with the local Community College has provided our students with a rich knowledge of the importance with the Chesapeake Bay Watershed.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 8th grade Advanced Science classes learn about the Chesapeake Bay Watershed. The students are presented with a stream study PowerPoint, and later visit a local stream to conduct a water quality test and gather benthic organisms. The students are also responsible for an independent study in Ecology/Environmental.

## Ambridge Area School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:** Biology classes have Ecology chapters in which watersheds are mentioned.

**Describe Isolated MWEEs:** Biology classes have Ecology chapters in which watersheds are mentioned.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	System-wide AP Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Ambridge Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	4	Instructional technology for outdoor investigations	2
Superintendent / central office support	1	Other:	7

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our 4th grade elementary program has been effective with its watershed unit along with field trips. We have had improvements on Science PSSA scores.
<b>Challenges in EE:</b>	Implementing curriculum based on the Chesapeake Bay Watershed on top of all of the state standards that need implemented.



## Athens Area School District: 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	Not in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Athens Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Athens Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	4
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:

Challenges in EE:

## Bald Eagle Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** Grade 2 & 5 --- worked with CSATS (Center for Science and the Schools) at PSU ---- students utilize the local streams behind each elementary school or the district's environmental center to design investigations. The district is located in the Chesapeake

**Describe Isolated MWEEs:**

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The majority of system-wide MWEEs occur in the Agriculture Program and the Forestry Program. Some examples of what has occurred ---- designed and installed a riparian buffer, analysis of soil, data collection for stream runoff and temperature, effects of salt used to melt ice on the surrounding environment due to runoff.

## Bald Eagle Area School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:** Nothing yet in place to reach ALL high school students, Working hard in this area to reach this goal.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	System-wide Agriculture, Forestry and Wildlife Management
<b>AP Science (any)</b>	Some schools/classes Physics		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Bald Eagle Area School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Hands-on --- students say it's more meaningful for them to experience science in this way. Realistic --- students are able to relate and connect to their life experiences.
Challenges in EE:	Time --- that's always an issue with anything : ) The need for training of staff to implement science this way and to be knowledgeable of what a MWEE is and how to implement.

## Beaver Area School District: 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	Not in place	Established partnerships for EE delivery	Partially in place

### Student Participation in MWEEs

Elementary School: System-wide at ES level

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

**Describe System-wide MWEEs:** 5th grade focuses on watersheds, test local waterways with a variety of kits. 4th grade learns about river pollution and third grade reviews oil spills, soil as a filter. These are field experiences/field trips are included in this type of lesson/unit.

**Describe Isolated MWEEs:** MWEE training was completed by 3rd and 5th grade teachers.

Middle School: At some schools/classes at MS level

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

## Beaver Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Other than covering the environmental standards in the environmental science class, biology, AP Biology and sometimes in STEAM classes, there are no current projects.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	



## Beaver Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	6	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	7	Interdisciplinary curriculum planning / standards alignment	7
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:	Real World Connections Hands On Activities Student-Centered Learning Student reflection
Challenges in EE:	The environmental science course is new. Training for teachers and time to develop curriculum components. Resources, supplies, equipment.

## Bermudian Springs School District: 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	Partially in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Bermudian Springs School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Bermudian Springs School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	5
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

<b>Strengths of EE for Students:</b>	We have partnered with Penn State at times and one of our Science teachers created an outdoor watershed experience during the summer for students in grades 7-12.
<b>Challenges in EE:</b>	Time and professional development about how this can be naturally incorporated into what we already are doing

## Big Spring School District: 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	Not in place

### Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Outdoor classroom used by K-1 classrooms at Mt. Rock Elementary. Students grade 3-5 district-wide participate in genius hour (these activities are self-directed and occasionally explore local environmental and/or watershed activities)

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** None

## Big Spring School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** None beyond occasional activities that relate to our FFA program.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Big Spring School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	2	Funding for programming / supplies	3
PD/resources for field experiences	3	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	3
PD/resources for student-centered investigations	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:	Environmental education is covered as a topic in a number of science courses at the secondary level. Our elementary outdoor classroom at Mt. Rock is connected to environmental education but not specifically based on it.
Challenges in EE:	Staffing and other curriculum demands.

## Blairsville-Saltsburg School District: 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	Not in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Blairsville-Saltsburg School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Blairsville-Saltsburg School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	6
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	7	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	1
Superintendent / central office support	2	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Boyertown Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Boyertown Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None			<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None			<b>AP English (any)</b>	None

## Boyertown Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	5
Superintendent / central office support	5	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Grades 3-4 study the water cycle, waterways in PA, and the environmental impact on water. 6th grade learns about watersheds and they make a map of the Chesapeake Watershed. Watersheds and wetlands are a topic of our HS Environmental Science course. Students go to a local stream to analyze water quality and look for macroinvertebrates.
<b>Challenges in EE:</b>	the ability to coordinate/take field trips, time

## Brookville Area School District: 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	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: At some schools/classes at ES level**

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Field trip to Elk County Center Students participate in outdoor Field experiences (Plant life cycles)

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Brookville Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Envirothon competition Grades 7-12 Class Biology & Appreciating the natural world students investigate invasive species and human impact on the environment, planet herbs and trees

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>		
<b>AP History (any)</b>			<b>AP English (any)</b>		

**Brookville Area School District: ELIT Summary (continued)**

**Needs for Support**

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

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



## California Area School District: 2022 ELIT Summary

ELIT Response Submitted by: 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	Partially in place

### Student Participation in MWEEs

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

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

Describe System-wide MWEEs:

Describe Isolated MWEEs:

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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Describe System-wide MWEEs:

Describe Isolated MWEEs:

## California Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	Some schools/classes	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

California Area School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

## Cambria Heights School District: 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	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	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Environmental education is embedded in multiple subject areas, but is particularly important in elementary science programs. Partnerships include those with local parks, such as Prince Gallitzin State Park.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Similar to the elementary school, at the middle level there are environmental standards addressed at each grade level and partnerships with local state parks and other environmental agencies.

## Cambria Heights School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Primarily, these programs are addressed in the 9th grade Biology curriculum.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Cambria Heights School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	5	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	4
Superintendent / central office support	4	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest elements include field trips and other hands-on experiences, and their effectiveness is evidenced by the students' engagement and mastery of the objectives for each.
<b>Challenges in EE:</b>	Balancing the time needed for environmental education with other science curriculum, including preparing for the Keystone Biology exam in Pennsylvania.

## Camp Hill School District: 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	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:**

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Camp Hill School District: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	



## Camp Hill School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Carlisle Area School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Carlisle Area School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Geo-Environmental Science courses, along with some Biology courses have continued with the tree planting that was designed pre-COVID. Furthermore, students created a 2 acre pollinator garden in which the middle school participates with planting and re-se

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes AP Biology and AP Environmental Science			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Carlisle Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	2	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	3	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:	The strongest element is the extensive community partnerships we have created. The teachers are able to reach out to community partnerships for guidance, support and ideas. Additionally, the strong support from Central Administration is another strength.
Challenges in EE:	Time is always the greatest challenge.

## Carlynton School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	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	Not 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: No evidence of MWEE in grade band**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Carlynton School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	Some schools/classes AP Biology		<b>AP Math (any)</b>	None AP Calculus A/B	
<b>AP History (any)</b>	None AP US History AP Gov't		<b>AP English (any)</b>	None AP Lit and Comp AP Lang and Comp	

## Carlynton School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	5
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	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:	Our dedicated course to Environmental Science and the feedback from the student who take it.
Challenges in EE:	It is deeded a Science elective course and not required ti be taken by all students.

## Carmichaels Area School District: 2022 ELIT Summary

ELIT Response Submitted by: Classroom Teacher

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	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 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Carmichaels Elementary Center partners with PA Fish and Boat Commission and PA Game Commission to provide programming for our elementary students among other opportunities including pollinator habitat projects for Monarch butterflies and other pollinators.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The entire 7th grade participates in the Pittsburgh RiverQuest field experience. Other interested 6th and 8th graders participate in Water Surveys of the Yough River tributaries in partnership with California University of PA, Trout Unlimited, and Ohiopyle State Park.



## Carmichaels Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	Some schools/classes	<b>Algebra 2</b>	Some schools/classes	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	Some schools/classes	<b>Economics</b>		<b>English / Language Arts</b>	Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b>	Some schools/classes	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Conservation Biology/College Ecology students participate in field experiences each Fall and Spring along with participation in the Envirothon at the County and State levels.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	Some schools/classes
<b>History</b>		<b>Economics</b>	Some schools/classes	<b>English / Lang. Arts</b>	
<b>Literature</b>	Some schools/classes	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes College Ecology		<b>AP Math (any)</b>		
<b>AP History (any)</b>	Some schools/classes		<b>AP English (any)</b>		

## Carmichaels Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	7	Funding for PD	7
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	7
Superintendent / central office support	6	Other: Support from Board of Education	7

“Other Need” written-in response (if any): Support from Board of Education

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Strong Conservation Biology program with students who participate in the Envirothon competition placing in the top 5, with 2 State Envirothon championships the past two years and a third in the world placing at the NCF-International Envirothon.
<b>Challenges in EE:</b>	Funding for transportation is the greatest challenge. Conflict with other subject teachers when students are on valuable in-the-field experiences instead of attending their classes.

## Catasauqua Area School District: 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	Partially in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** K-3 - Reading stories about environmental topics in Reading Program. Environmental topics integrated into Foss science curriculum modules as well. 4th Grade Teachers recently participated in MWEE training; however, current student experiences do not include all aspects of MWEE as defined above. 4th Grade: Outdoor Field Experience - Jacobsburg Considering a Stream Study in the Catasauqua Park Implementation of Foss Environments curriculum module 5th Grade: Annual Trip to Carbon County Environmental Education Center (birds of prey, reptiles, and a nature walk)

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** In these grade levels environmental science standards are frequently integrated into the science curriculum.

## Catasauqua Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

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

**Describe Isolated MWEEs:** Earth Science II - Grades 10,11,12 -Water sampling of Lehigh River, examination for contaminants after satellite map examination of the watershed for point sources -Visited Northampton Water Treatment Plant -Shared results with online network -TED Talks to other science classes Environmental Science - Grades 10, 11, and 12 -Installed bluebird houses and monitored their population. Worked with BHCWA on invasive species and the need to monitor native populations.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Catasauqua Area School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Collaboration and partnerships - we are a small community, but everyone is willing to pitch in for the best interest of students!
Challenges in EE:	While the MWEE experiences are excellent, they take a great deal of time and effort to prepare, plan, and implement. With so many curricular requirements, it can be extremely difficult to fit everything in! Ongoing professional development is needed to prepare teachers for any new curriculum requirements.

## Central Bucks School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

Implementation of specific elements:

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** In Grade 5, all students in all of the 15 elementary schools, within our district, study curriculum related to soil and nature's recyclers. As part of this curriculum, students spend a day at Peace Valley Park to investigate the constituents of soil and

**Describe Isolated MWEEs:** Central Bucks School District works together with Peace Valley park to educate students about the ecological relationships among organisms and the contributions these play in maintaining our park, including the lakes, plants, and animals.

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** In 6th Grade, all 15 elementary schools (K-6) visit Peace Valley Park as part of the "Clean Stream" program, which is aligned to the curriculum. As part of this, students become familiarized with where the drinking water in the community originates as we

**Describe Isolated MWEEs:** Students in Grade 6 visit Peace Valley Park to evaluate the water quality by multiple measurements. They learn how community watershed contribute to the community supply of drinking water as well as a habitat for aquatic animals to thrive. Students are involved with coming up with solutions to maintaining high quality and clean water. Students in Grade 7 visit Terra Cycle, where they have the opportunity to meet and learn from real scientists about the value of "up-cycling" in re-using and making value out of ordinary trash items.

## Central Bucks School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence			
<b>Algebra 1</b>		<b>Algebra 2</b>	<b>Geometry</b> None
<b>Biology</b> None		<b>Chemistry</b> None	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b> None

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

**Describe Isolated MWEEs:** In our AP Environmental Science class (grades 11-12), students are learning about wastewater, treatments, and ways in which we need to evaluate remediation techniques that are not harmful to the environment. In our Environmental Sustainability classes (Grades 10-12), students study and examine how to sustain water resources, describe the environmental issues, and explore reasonable solutions to diminish or resolve issues, both locally and globally.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence			
<b>Algebra 1</b> None		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b> None
<b>History</b> None		<b>Economics</b> None	<b>English / Lang. Arts</b> None
<b>Literature</b> None		<b>Health / Physical Education</b> None	<b>Other Elective Course</b>
<b>AP Science (any)</b> Some schools/classes Environmental			<b>AP Math (any)</b>
<b>AP History (any)</b>			<b>AP English (any)</b>

## Central Bucks School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	6	Instructional technology for outdoor investigations	7
Superintendent / central office support	6	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest element of our environmental education is having teachers that are highly qualified/experienced in this subject matter. This allows for meaningful field trips with relevant and rigorous discussions about creating solutions.
<b>Challenges in EE:</b>	The greatest challenge is that these courses are not required for graduation and, thus, not all students are exposed to the knowledge and issues surrounding our environment.



## Central Cambria School District: 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	Partially in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Central Cambria School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b> Some schools/classes		<b>Chemistry</b> Some schools/classes		<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b> Some schools/classes
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>
<b>Literature</b> None		<b>Health / Physical Education</b>		<b>Other Required Course</b> Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b> None		<b>Algebra 2</b> None		<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> Some schools/classes		<b>Earth / Env Science</b> System-wide
<b>Physics</b> Some schools/classes		<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b> Some schools/classes		<b>Economics</b> None		<b>English / Lang. Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b> Some schools/classes
<b>AP Science (any)</b> Some schools/classes		<b>AP Math (any)</b> None		
<b>AP History (any)</b> None		<b>AP English (any)</b> None		

## Central Cambria School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	6
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:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Central Columbia School District: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

### 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: At some schools/classes at ES level**

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our district will be developing a MWEE at minimum of one experience per building level (3 Total). This will be completed as part of our science curriculum rewrite and B-WET grant acceptance of award.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Will be developing further with science curriculum rewrite and B\_WET acceptance of award.

## Central Columbia School District: 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					
<b>Algebra 1</b>	Some schools/classes	<b>Algebra 2</b>	Some schools/classes	<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	Some schools/classes	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>	System-wide Ag. Science

**Describe System-wide MWEEs:** MWEE will be developed in buildings and courses that required for all students to take. In addition the science curriculum rewrites will include these experiences across buildings.

**Describe Isolated MWEEs:** We have two approved CTE programs in Ag. Mechanization and Ag. Sciences that are lead by this year's Golden Owl recipient. We also have a certified Ag. Science teacher in the MS offering some course content through a unified arts rotation.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>		
<b>AP History (any)</b>			<b>AP English (any)</b>		

## Central Columbia School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Existing Agricultural Science programs lead by a golden owl recipient. Have long established advisory councils that help lead the direction of our programs. This includes strong partnerships at the local and state level. Course offerings and options are numerous and cover a wide array of career paths. Students have been successful in high stakes testing and NOCTI exams.
<b>Challenges in EE:</b>	For us it would be building a systemic program that starts in early elementary and moves appropriately with students through graduation. A program that utilizes authentic experiences for students. Providing PD opportunities to build capacity with staff at all levels at the same time all the other required PD needs that are placed upon schools.

## Cheltenham Township School District: 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	Partially in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Cheltenham Township School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	Some schools/classes Environment Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	



## Cheltenham Township School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	6
PD/resources for field experiences	7	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	5
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:	The strongest element is our AP Environmental Science course offering and our partnership with Farmer Jawn Community Greenhouses
Challenges in EE:	"Post"-Pandemic recovery efforts

## Colonial School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	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	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade System-wide	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

**Describe System-wide MWEEs:** MWEE is fairly new to us. We have units and lessons at every grade level at address environment and ecology as the standards have previously been written but in terms of environmental literacy, we are moving to implementing the new standards published in

**Describe Isolated MWEEs:** Our 4th grade is currently partnering with Riverbend to develop our MWEE. After this year, we will then we looking to expand to to other grades.

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

6 <sup>th</sup> grade None	7 <sup>th</sup> grade None	8 <sup>th</sup> grade None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our 4th grade is currently partnering with Riverbend to develop our MWEE. After this year, we will then we looking to expand to to other grades. Our Middle school has an aquaponics program that is used in all grades to further integrate our Environment and Ecology standards, but in terms of MWEE's this does not address that, as it is not an outdoor experience.

## Colonial School District: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** MWEEs are only found in our Environment and Ecology Courses

**Describe Isolated MWEEs:**

#### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b> System-wide
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

## Colonial School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	7
Superintendent / central office support	5	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Our Aquaponics system was developing and because it was interdisciplinary was the most effective component of our environmental education. However, with the pandemic, it was difficult to maintain and it has not been reinstituted since we have returned to school.
Challenges in EE:	Time and aligned all the other DIC's to fit within the MWEE.

## Conestoga Valley School District: 2022 ELIT Summary

ELIT Response Submitted by: Classroom Teacher

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not 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	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	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Conestoga Valley School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Outdoor school outdoor ed experience for 10th grade bio students, extensive field work in FWB, APES, and Eco

**Describe Isolated MWEEs:** Trout in the classroom, Eels in the classroom. stream cleanup service programs

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	System-wide Ecology, Freshwater Biology
<b>AP Science (any)</b>	System-wide APES			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Conestoga Valley School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	5	Funding for PD	5
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	7	Other: \$for subs/subs	6

“Other Need” written-in response (if any): \$for subs/subs

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Outdoor school is for all students. We have students participate in this and then sign up for APES, FWB and Ecology because of their experiences in this unit.
<b>Challenges in EE:</b>	finding substitutes. Increasing competition for education funding

## Connellsville Area School District: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Connellsville Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>		

## Connellsville Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	7	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	My school has partnered with Mountain Watershed Association on several occasions to provide watershed lessons to 4th grade students.
<b>Challenges in EE:</b>	District wide curriculum is changing and is not in place currently. Also, we struggle with teaching students to read and it cuts into science/social studies time. The teachers are working on embedding those lessons in the ELA block.

## Corry Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Corry Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

**Corry Area School District: ELIT Summary (continued)**

**Needs for Support**

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

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	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	7	Interdisciplinary curriculum planning / standards alignment	7
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:	

## Cranberry Area School District: 2022 ELIT Summary

ELIT Response Submitted by: 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	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Cranberry Area School District: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

**Cranberry Area School District: ELIT Summary (continued)**

**Needs for Support**

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

PD/resources for student action	6	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	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	6	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:	
Challenges in EE:	



## Cumberland Valley School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our 5th grade students participate in a camp experience that helps to build an understanding of environmental issues, but falls short of a true MWEE. We hope to remedy this during our next curriculum development cycle.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Coverage of Environmental science topics occurs each year in our middle level science classes, but these experiences fall short of MWEEs.

## Cumberland Valley School District: 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			
<b>Algebra 1</b>		<b>Algebra 2</b>	<b>Geometry</b> None
<b>Biology</b> None		<b>Chemistry</b> None	<b>Earth / Env. Science</b> System-wide
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b> None

**Describe System-wide MWEEs:** 9th grade students are required to complete a 9th grade Environmental Science course which has a strong research component. This program uses some of the software that has been made available for watershed mapping and exploration.

**Describe Isolated MWEEs:** Honors students in our 9th grade Environmental science program participated in a Bio-Blitz at a local nature preserve that was organized by a local group - we hope to attend again this year and include more students in the experience.. The topics were very diverse, but this could be expanded into something like a MWEE.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence			
<b>Algebra 1</b> None		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b> None
<b>History</b> None		<b>Economics</b> None	<b>English / Lang. Arts</b> None
<b>Literature</b> None		<b>Health / Physical Education</b> None	<b>Other Elective Course</b> None
<b>AP Science (any)</b> Some schools/classes AP Enviro		<b>AP Math (any)</b> None	
<b>AP History (any)</b> None		<b>AP English (any)</b> None	

## Cumberland Valley School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	5
PD/resources for field experiences	5	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	5
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	4	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The addition of a required 9th grade program was a big step forward for us, and we look to this program to measure student growth after middle school. Students who leave this program often look to their experiences in this course in order to design independent study experiences, such as a science fair project.
<b>Challenges in EE:</b>	The CVSD has a very conservative contingent of constituents who often reject topics of environmental importance.

## Curwensville Area School District: 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	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 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Curwensville Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b> System-wide
<b>Physics</b>	Some schools/classes	<b>Geography</b>	None	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>			<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Curwensville Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	5	Interdisciplinary curriculum planning / standards alignment	4
Partnership with EE or other community providers	4	Instructional technology for outdoor investigations	5
Superintendent / central office support	4	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The hand-on aspects of environmental education program both at the elementary and high school levels.
<b>Challenges in EE:</b>	Programs are strong in our elective environmental science courses, not as much integrated into our required courses, so not everyone gets the same quality experience.

## Downingtown Area School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:* 6th grade participates in a stream study that includes, research, conducting water study, analyzing the data, creating action plan.

*Describe Isolated MWEEs:* Partnerships with Stroud, Waste Management, local parks.

## Downingtown Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** AP Environmental courses conduct stream studies, field experiences, land usage, etc. Partners include waste management and state parks.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	System-wide AP Environmental		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	



## Downingtown Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	4	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	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	6
Superintendent / central office support	2	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Increased enrollment in the environmental education courses. AP scores are high.
Challenges in EE:	Not a priority at the elementary level. No required environmental course at the high school level. Trying to establish time and curriculum that focuses on the importance of environmental education K-12.

## DuBois Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## DuBois Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	None
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	Some schools/classes Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## DuBois Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	3	Funding for programming / supplies	6
PD/resources for field experiences	3	Funding for transportation	7
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	2
Superintendent / central office support	2	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	AP Environmental Science offers students a culminating experience regarding environmental education. The students AP scores show the overall success of the program.
Challenges in EE:	Time to develop programs and money to support this development

## East Penn School District: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## East Penn School District: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

East Penn School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

## East Pennsboro Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	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 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## East Pennsboro Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes AP Environmental Science			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## East Pennsboro Area School District: ELIT Summary (continued)

### Needs for Support

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

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

## Eastern Lancaster County School District: 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	Partially in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Eastern Lancaster County School District: ELIT Summary (continued)

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

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

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

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

## Eastern Lancaster County School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	7	Funding for PD	5
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	6
Superintendent / central office support	6	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Eastern Lebanon County School District: 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	Partially in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** Project Feeder Watch (Grades 3-5): We have a partnership with the Richland Public Library, The Librarian, comes to our Intermediate Building every other month to meet with classes and presents a lesson about birds. Through this partnership Mary as acquire

**Describe Isolated MWEEs:** Garden Club (Voluntary for Grades 3-5): Teaching students good gardening techniques and how to be a steward of the land and where are food comes from. They do all their own gardening relying on community member for help in donations and of giving their time to teach our students about gardening. Teachers also have connections with the Penn State Extension Office that also provide ideas for gardening. The grade levels that participate are 3-5 grade at the Intermediate School.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Students participate in Environmental club and some activities are integrated into curriculum, but more work is needed in this area.

## Eastern Lebanon County School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:** All student in a unit in 9th grade are exposed to water quality experiences, but they don't meet the criteria of MWEE.

**Describe Isolated MWEEs:** Chesapeake Bay Field Trip (AP Biology, AP Environmental Science, and Envirothon Club Members): Marsh explorations, setting crab pots, history of the Bay, propping, connections of upstream waterways to the Bay, and water quality monitoring; Trout in the Classroom (Wildlife and Forestry Courses, and FFA and Envirothon Clubs): The TIC is a program where students take care of trout from egg to fingerling, and then are able to release the trout at the end of the school year. We have a partnership with Blue Triton Water, Fish and Boat Commission, and local representative from Trout Unlimited who helps immensely with set up, any needs or questions and then clean up and release at the end of the year. Stream Monitoring (Envirothon Club): Physical, chemical, and Macro invertebrate monitoring of local streams by the students. Streams are monitored 3-4 times per year; Aquaponics System (FFA Club, Plant Science, Intro to Agriculture): Students use problem solving skills to successfully run the system while encountering different kinds of issues. They learn the relationship between horticulture and aquatics. Students use a tracking system on their iPad to collect data throughout the project; Aquatics CDE project (FFA Club): Compete in practicums including but not limited to determining watershed boundaries, pond management, and GPS.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	System-wide Plant Science and Intro to Agriculture Science
<b>AP Science (any)</b>	System-wide Environmental Sci and Biology		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Eastern Lebanon County School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	6
PD/resources for field experiences	7	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	7	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	7
Superintendent / central office support	4	Other:	1

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	5. At secondary level the strengths include the projects integrated into our Agricultural CTC program including CDEs and FFA. These projects give students hands-on learning experiences that they don't often get in a regular classroom. In our 9th grade Ecology science unit, students get mini-experiences outdoors. The advanced courses like AP Biology and AP Environmental Science expand on these experiences. Effectiveness is measured by student success on the Biology Keystone and AP Exams as well as monitoring the number of students who elect to take advanced coursework in environmental science and agriculture. At the elementary level, we have made strides at implementing additional experiences for students, but we have not yet made the shift to the newer standards in science.
<b>Challenges in EE:</b>	6. At the secondary level, the challenges involve the time that is required to provide these types of experiences when the curriculum and especially the Biology Keystone curriculum includes so much content. In addition, the technology needed to teach these topics is sometimes unattainable or unaffordable at a school district. Transportation costs are also a concern as well as the inability to get substitutes to cover for the teacher while they are taking students on a trip. At the elementary level, the biggest challenges involve having enough time to incorporate science experiences into the school day when such a strong focus is placed on math and reading.



## Eastern York School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Eastern York School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Eastern York School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Elizabethtown Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:* Eighth Grade students study water health, make predictions, then spend a few days gathering samples in an outside stream to test the water health. They then develop conclusions on the health of the water system based on the life they discover in the stream.

*Describe Isolated MWEEs:*

## Elizabethtown Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

Elizabethtown Area School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	4
PD/resources for field experiences	7	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	4
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	4	Other:	

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

## Fairview School District: 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	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: At some schools/classes at ES level**

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Again, its the collaboration with Asbury Woods Nature Center for all kids.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:* Lake Erie Watershed, specifically Walnut Creek program with Asbury Woods.

*Describe Isolated MWEEs:*

## Fairview School District: 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					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Earth Action in 9th grade environmental

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
Algebra 1		Algebra 2		Geometry	None
Biology		Chemistry		Earth / Env Science	
Physics	None	Geography	None	Civics / Gov't	
History		Economics		English / Lang. Arts	
Literature		Health / Physical Education		Other Elective Course	
AP Science (any)	Environmental Science		AP Math (any)		
AP History (any)	AP English (any)				



## Fairview School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	3	Funding for programming / supplies	3
PD/resources for field experiences	3	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	3
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	2	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:	Partnership with Asbury Woods and Earth Action.
Challenges in EE:	All teachers don't value environmental education.

## Fannett-Metal School District: 2022 ELIT Summary

ELIT Response Submitted by: 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: No evidence of MWEE in grade band**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Fannett-Metal School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Fannett-Metal School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	6	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Students have real world experience with environmental experiences.
Challenges in EE:	Staff, time and resources.

## Farrell Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Farrell Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Farrell Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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:

Challenges in EE:

Time to focus on this, with all other demands from PDE

## Fleetwood Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Fleetwood Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence			
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>	
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>	
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>	
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Fleetwood Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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:

Challenges in EE:

## Franklin Regional School District: 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	Partially in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Franklin Regional School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

Franklin Regional School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	6	Funding for programming / supplies	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	5	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	6	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:	
Challenges in EE:	

## Gettysburg Area School District: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Gettysburg Area School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence			
<b>Algebra 1</b>		<b>Algebra 2</b>	<b>Geometry</b> None
<b>Biology</b> None		<b>Chemistry</b> None	<b>Earth / Env. Science</b> Some schools/classes
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence			
<b>Algebra 1</b>		<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> None	<b>Earth / Env Science</b>
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b> None		<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>		<b>AP Math (any)</b>	
<b>AP History (any)</b>		<b>AP English (any)</b>	

## Gettysburg Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	3	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	4	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	5	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Time, resources



## Governor Mifflin School District: 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	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 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** All K-5 students are exposed to MWEE related lessons by teachers who were/are being trained through MWEE.

**Describe Isolated MWEEs:** MWEE, Stroud Water Research, Trout in the Classroom, and district riparian buffer and steam study collaborative project at the Rabbit Run location, as well as other environmental education topics embedded within the K-12 curriculum. Partnerships with Berks Nature, Trout Unlimited, and Angelica Creek Watershed Association.

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade
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**Describe System-wide MWEEs:** MWEE, Stroud Water Research, Trout in the Classroom, and district riparian buffer and steam study collaborative project at the Rabbit Run location, as well as other environmental education topics embedded within the K-12 curriculum. Partnerships with Berk

**Describe Isolated MWEEs:** MWEE, Stroud Water Research, Trout in the Classroom, and district riparian buffer and steam study collaborative project at the Rabbit Run location, as well as other environmental education topics embedded within the K-12 curriculum. Partnerships with Berks Nature, Trout Unlimited, and Angelica Creek Watershed Association.

## Governor Mifflin School District: 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			
<b>Algebra 1</b>		<b>Algebra 2</b>	<b>Geometry</b> System-wide
<b>Biology</b> System-wide		<b>Chemistry</b> System-wide	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b> Some schools/classes		<b>Economics</b>	<b>English / Language Arts</b> Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b>

**Describe System-wide MWEEs:** MWEE, Stroud Water Research, Trout in the Classroom, and district riparian buffer and stream study collaborative project at the Rabbit Run location, as well as other environmental education topics embedded within the K-12 curriculum. Partnerships with Berk

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence			
<b>Algebra 1</b>		<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	<b>Earth / Env Science</b> System-wide
<b>Physics</b> System-wide		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b> Some schools/classes		<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b> System-wide AP Biology and AP Environmental Science			<b>AP Math (any)</b>
<b>AP History (any)</b>			<b>AP English (any)</b>

## Governor Mifflin School District: ELIT Summary (continued)

### Needs for Support

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

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

<b>Strengths of EE for Students:</b>	We have a very strong science department with a wealth of knowledge in stream ecology, cold-water conservation, and ecology. The effectiveness is evident in our schools participation and interest in activities relating to ecology, stream studies, and cold-water conservation. Our Environmental science courses are among our most popular high school courses.
<b>Challenges in EE:</b>	Resources are a limiting factor in reaching more students and access to more authentic experiences.

## Greater Latrobe School District: 2022 ELIT Summary

ELIT Response Submitted by: Classroom Teacher

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	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	Some schools/classes	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We run a kindergarten Earth day program utilizing seniors that take an environmental science course. There are a few pieces of environmental science that are taught in other grade levels, with inconsistencies.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** A 6th grade "camp" experience is in place that focuses on several environmental science topics. In addition, there are many pieces of environmental science and climate included in the 7th grade curriculum.

## Greater Latrobe School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We currently offer a Capstone environmental science course to seniors only. It encompasses current environmental issues, field work and/or guest speakers, and culminating activities.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b> None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b>
<b>AP Science (any)</b>	Some schools/classes Biology		<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Greater Latrobe School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	4	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	4	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The Capstone environmental science course has been offered since 1995, with a long history of advanced content, community projects, and community involvement. We have historically partnered with local watershed groups, environmental groups, nonprofits, and local businesses.
<b>Challenges in EE:</b>	Time, money, planning, support, and classroom instructional time at each grade level. In addition, we have a lack of teachers with an environmental science background and/or training.

## Greensburg Salem School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Fully in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* The K-5 science curriculum is aligned with the state standards.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* The middle school curriculum is aligned with state standards.

## Greensburg Salem School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b> None
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b> None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None



## Greensburg Salem School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	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	7
Superintendent / central office support	1	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Environmental education is not a focus. It may be discussed as a part of the science curriculum K-12, but not a priority.
Challenges in EE:	PA's emphasis on state science assessments and unclear expectations for implementation or standards.

## Grove City Area School District: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Grove City Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

Grove City Area School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	3
PD/resources for field experiences	7	Funding for transportation	3
PD/resources for schoolyard or community as outdoor learning space	2	Funding for PD	2
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	5	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:	N/A
Challenges in EE:	Time and staffing

## Harbor Creek School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

<b>Kindergarten</b>	Some schools/classes	<b>2<sup>nd</sup> grade</b>	Some schools/classes	<b>4<sup>th</sup> grade</b>	Some schools/classes
<b>1<sup>st</sup> grade</b>	Some schools/classes	<b>3<sup>rd</sup> grade</b>	Some schools/classes	<b>5<sup>th</sup> grade</b>	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

<b>6<sup>th</sup> grade</b>	Some schools/classes	<b>7<sup>th</sup> grade</b>	Some schools/classes	<b>8<sup>th</sup> grade</b>	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Harbor Creek School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	Some schools/classes	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** N/A

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes Biology			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Harbor Creek School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	7	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	6	Interdisciplinary curriculum planning / standards alignment	4
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:	Science staff and Environmental Science class. Numbers of students who take this class as an elective.
Challenges in EE:	Balancing other science credits and graduation requirements.

## Harrisburg City School District: 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	Not in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	Not in place	Established partnerships for EE delivery	Partially in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Harrisburg City School District: 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					
<b>Algebra 1</b>	System-wide	<b>Algebra 2</b>	System-wide	<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	System-wide	<b>Civics / Government</b>	System-wide
<b>History</b>	System-wide	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>	System-wide	<b>Other Required Course</b>	System-wide English

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	System-wide
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	Some schools/classes	<b>Geography</b>	System-wide	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	Some schools/classes	<b>English / Lang. Arts</b>	System-wide
<b>Literature</b>	System-wide	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes Biology			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

Harrisburg City School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	7	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	7	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	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:	There is no contact person for Env. Ed. at the time.

## Hempfield School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Hempfield School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 'stream study with all biology students but does not include action projects -AP Environmental project specific to that course only -Eco-lit option in the English department for exploring and researching environmental issues (no action projects or outdoor field experiences)

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	System-wide AP Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Hempfield School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	7
PD/resources for field experiences	3	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	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	7	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:	All students participate in project-based learning through stream study.
Challenges in EE:	-finding time within the full curriculum

## Highlands School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

Implementation of specific elements:

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

### Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our Kindergarten students take a field trip to Harrison Hills Park where they explore and learn about plants and animals that are native to PA. First graders go to Beechwood Farms which is a nature preserve. 2nd grade students participate in a unit on erosion, its effects and how to prevent it. They also learn about plants and animals make adaptations to survive. 5th graders explore units on Earth's systems and Earth's water. They learn about the water cycle, the oceans and Earth's freshwater and how humans impact these.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** In 8th grade, the students explore a unit on the changing earth and human activity. They discuss fossil fuels and the benefits of alternative forms of energy.

## Highlands School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** A group of interested students visited the Wingfield Pines passive treatment facility in conjunction with the PASSHE. They participated in efforts that emulated normal data gathering operations in accordance with the Department of Environmental Protection policies. They assisted with field determination of dissolved metal concentrations, measured stream discharge and documented stream health which resulted in discussions of potential remediation strategies.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Highlands School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	4	Funding for programming / supplies	6
PD/resources for field experiences	5	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	6
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	7
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:	Teacher and student engagement. We have a group of teachers and students who are initiating a greenhouse project on the high school campus.
Challenges in EE:	Aligning courses to the PA Integrated Science Standards specific to environmental science. Securing funds for out of classroom experiences. Coordinating efforts K-12



## Hollidaysburg Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Hollidaysburg Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b> None

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

**Describe Isolated MWEEs:** Biology 1A, Biology 1B, College Bound Bio, AP Bio, AP Environmental Science, Environment and Ecology, Bio 2, CB/Honors Environment and Ecology, Microbiology, Earth Science, Marine Biology, Oceanography, Environmental Science - ALL of these courses have the ability to utilize the below resources. COVID has made it hard the last two years. Currently we use Juniata College - Science in Motion. They can deliver "Stream in a Bucket" labs to schools. They also offer a Field Site at Raystown Lake for students to attend field trips. SFU - Rural Outreach Chemistry for Kids (ROCK) They also offer stream/water quality labs and opportunities for field trips to their campus. Field trips to Canoe Creek State Park to do biological, chemical, and physical parameters of streams. Visit a sewage treatment plant Stream/watershed mapping

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b> None
<b>AP Science (any)</b>	Some schools/classes		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

## Hollidaysburg Area School District: ELIT Summary (continued)

### Needs for Support

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

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

**“Other Need” written-in response (if any):** Time/opportunities to collaborate with outside organizations for possible educational opportunities.

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Hands on and lab opportunities for field trips
<b>Challenges in EE:</b>	Funding - making sure there is budgeted monies for field trips/subs Continue to fund Juniata College - Science in Motion Time- plan trips and discuss with Science department

## Jim Thorpe Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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	Fully in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* The district works closely with the Carbon County Environmental Center.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* The district works closely with the Carbon County Environmental Center.

## Jim Thorpe Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	Some schools/classes
<b>AP Science (any)</b>	Some schools/classes		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Jim Thorpe Area School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:	The district's strongest element is its relationship with the Carbon County Environmental Center. All classes attend a day at the center. Also, the center comes to the schools to provide educational activities at night during student/parent nights.
Challenges in EE:	Time to work on curriculum. Staffing issues. Turnover of admins, teachers, etc.

## Juniata County School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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	Fully in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Juniata County School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	



## Juniata County School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	3	Funding for PD	7
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	2
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:	We do participate in different events - have outside contacts with Chesapeake Bay Foundation to do Eels in the Classroom, Little Buffalo State Park, Stroud Watershed Research Center. We also participate in Envirothons.
Challenges in EE:	Time - we have to teach to the Biology Keystones and other areas that are tested. Funding is also an issue.

## Keystone Oaks School District: 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	Not in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Keystone Oaks School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	Some schools/classes Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

Keystone Oaks School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

## Lancaster School District: 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	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: No evidence of MWEE in grade band**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Lancaster School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

Lancaster School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	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	2	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:	

## Lower Merion School District: 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	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	Fully in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Lower Merion School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b> Some schools/classes		<b>Chemistry</b> Some schools/classes		<b>Earth / Env. Science</b>
<b>Physics</b> None		<b>Geography</b>		<b>Civics / Government</b> None
<b>History</b> None		<b>Economics</b>		<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None		<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b> None		<b>Algebra 2</b> None		<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b> None		<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b> None		<b>English / Lang. Arts</b>
<b>Literature</b> None		<b>Health / Physical Education</b>		<b>Other Elective Course</b> None
<b>AP Science (any)</b> Some schools/classes AP Environmental Science			<b>AP Math (any)</b> None	
<b>AP History (any)</b> None			<b>AP English (any)</b> None	

## Lower Merion School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	1	Funding for programming / supplies	4
PD/resources for field experiences	3	Funding for transportation	6
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	4
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	5	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:	Local Partnerships
Challenges in EE:	Time, Transportation, Funding

## Loyalsock Township School District: 2022 ELIT Summary

ELIT Response Submitted by: Classroom Teacher

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Fully in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Sixth grade students participate in an outdoor field experience. Small group of students 6-8 participate in Trout in the Classroom program.

## Loyalsock Township School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:** Watershed unit on Earth and the Environment course.

**Describe Isolated MWEEs:** Ninth grade students participate in a water quality monitoring program through ALLARM/USGS.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Loyalsock Township School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	7	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	4
Superintendent / central office support	7	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Hands on learning experiments directly related to watershed mapping. Assessed using formative and summative assessment.
Challenges in EE:	Getting students in the "field" to study. Challenges related to transportation: drivers, cost, etc. Managing large groups of students on a field trip.

## Mahanoy Area School District: 2022 ELIT Summary

ELIT Response Submitted by: School Assistant Principal

### 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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Mahanoy Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Mahanoy Area School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:



## Manheim Township School District: 2022 ELIT Summary

ELIT Response Submitted by: Other: Content Specialist

### 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	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** 5th Grade- Essential Questions include: How do organisms live, grow, respond to their environment, and reproduce? How and why do organisms interact with their environment and what are the effects of these interactions? How is energy transferred and cons

**Describe Isolated MWEEs:** One of our elementary schools has access to a stream so in 3rd grade some teachers take advantage of this resource and take the kids outside during thier "Every Drop Matters" unit. A few schools have milk weed that grows on campus do during 2nd grade's "Monarchs and Pollinators" unit, the student do outside to learn about the role of pollinators in a sustainable environment.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** 7th and 8th grade science classrooms obtained aquaponics tanks (Aquasprouts). The goal was to incorporate them into Life and Earth Science courses but was not initiated by staff so the buy in was not there.

## Manheim Township School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:** 10th Grade, Unit: Watersheds and Environmental Issues. Each student goes on a Stream Study to the Lititz Run at the Millport Conservancy, which is just north of our district boundary and is a 10 minutes drive away. Students study the impact that the Conser

**Describe Isolated MWEEs:** We have man-made water retention basins and rain gardens that 10th grade students of some classes go out to visit to see how they are used in managing runoff water on campus. We have an observatory on campus that 10th/11th/12th grade students in Astronomy go outside to observe the sun during the day. Air pollution, cloud cover are discussed as they affect observation quality. The observatory was constructed with help from local builders, and our in house funding from the Manheim Township Education Foundation which provided grant money.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Manheim Township School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	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	7	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Student get to see the local problems and solutions first hand. There are so many issues in thier own back yard that they can connect to in biology. Student participation increases during and after this experinece in the classroom. State testing scores support that having an expereince such as this supports proficiency and advancemnt in ecological understandings.
<b>Challenges in EE:</b>	Funding. To take students on a field trip is expensive with transportation. Substitute coverage has also limited what we are able to do. Time has limited us since our busses are shared amoungst all grade levels and buildings- they do multiple runs- so we cannot rely on busses being availalbe at the start and end of the school day.

## McGuffey School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## McGuffey School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	Some schools/classes
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

#### Describe System-wide MWEEs:

**Describe Isolated MWEEs:** Our high school recently partnered with Range Resources on a rain barrel project in which McGuffey High School students designed and built rain barrels using materials and resources provided by Range. Additional details can be found on page 3 of this newsletter: <https://rangeadvocacynetwork.com/wp-content/uploads/2022/05/Range-in-the-Classroom-Mar-Apr-2022-reduced-PDF.pdf>

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	Some schools/classes Vocational Agriculture
<b>AP Science (any)</b>	Some schools/classes AP Biology		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## McGuffey School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other: Additional Staffing and funds to pay for staffing	7

“Other Need” written-in response (if any): Additional Staffing and funds to pay for staffing

### Qualitative Self-Assessment

Strengths of EE for Students:	Our high school vocational agriculture program. This has been effective because students in this program learn a great deal about sustainability, agricultural development, and the environment.
Challenges in EE:	The resources to put more widespread programming in place - most notably time and money.

## McKeesport Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* None at this time.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Again, would be great to start this initiative.

## McKeesport Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	



McKeesport Area School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	7
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	2
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:	Recycling Water conservation Waste
Challenges in EE:	Time to fit in all required course work and have a working course requirement initiative.

## Midland Borough School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

**Elementary School:**

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Midland Borough School District: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

Midland Borough School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

## Millcreek Township School District: 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 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade System-wide

**Describe System-wide MWEEs:** All units at all levels include Pre-visit, Visit, and Post-Visit lessons. 5th: Ecosystems: Students investigate the abiotic and biotic factors of the forest, aquatic, and field ecosystems to compare and also determine the health of the ecosystems. Provide

**Describe Isolated MWEEs:**

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

6 <sup>th</sup> grade System-wide	7 <sup>th</sup> grade System-wide	8 <sup>th</sup> grade System-wide
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**Describe System-wide MWEEs:** 7th: Watershed Assessment and Analysis described earlier. Produce a report on the health of the watershed and anything that is a concern that can be relayed to the PA DEP. 8th: Learn all about how easy it is to be green, evaluate the Nature Center which i

**Describe Isolated MWEEs:**

## Millcreek Township School District: 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					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>	System-wide	<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	System-wide	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>		<b>AP Math (any)</b>			
<b>AP History (any)</b>		<b>AP English (any)</b>			

## Millcreek Township School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	1	Funding for programming / supplies	4
PD/resources for field experiences	1	Funding for transportation	5
PD/resources for schoolyard or community as outdoor learning space	1	Funding for PD	4
PD/resources for student-centered investigations	1	Interdisciplinary curriculum planning / standards alignment	2
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

<b>Strengths of EE for Students:</b>	The strongest component is that it is totally integrated into the science curriculum, and has been since the late 1970's. I see the students virtually every year from K-12, sometimes more than once each year. Not only am the Environmental Education Coordinator for the School District, I am a resource for the teachers throughout the year for ideas, questions, activities, and presentations on topics such as careers. I provide training so the new teachers and teachers changing grades have the background information they need to prepare their students for the environmental educational components of the curriculum.
<b>Challenges in EE:</b>	I am lucky in that from the top Administration on down are fully committed to environmental science education at all grade levels, and that each grade builds on the year before. A continuous thread throughout the students K-12 Experience. And, that the Asbury Woods environmental education components are not considered field trips, they are curriculum trips. Science or Phys. Ed., etc. just happen to be at Asbury Woods today.

## Milton Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** All students in grade 4 participate in an outdoor field experience specifically aligned to the Grade 4 related PSSA Eligible Content Standards. This creates a deeper understanding of the environment through a partnership with the high school environmental science students who facilitate, plan, and evaluate this event annually.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Environmental education is addressed, which may or may not include a specific focus on MWEEs.



## Milton Area School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Environmental science students participate in a strategically-planned MWEE by completing a stream study (WQIs/macrobenthos) at Limestone Run. This is prepped during pre-labs regarding specific WQIs (water quality indicators) and biotic indices. Students partner with the Susquehanna River Basin Commission and the Northumberland County Conservation District's watershed specialists.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Milton Area School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	The strongest elements of our environment education program includes the partnership between the high school environmental science courses and the grade four Earth Day event. Grade four teachers report higher levels of interest and enthusiasm for the environmental sciences each year after the event.
<b>Challenges in EE:</b>	The greatest challenges include limited opportunity for collaboration and sequencing of instruction and curriculum to meet the environmental science needs.

## Minersville Area School District: 2022 ELIT Summary

ELIT Response Submitted by: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* N/A

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Minersville Area School District: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

## Minersville Area School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Montgomery Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* None

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* None

## Montgomery Area School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We have a Bio Ag Stem course that does some work with MWEE and watersheds. This course is open to sophomores, juniors, and seniors.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Montgomery Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	7	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	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	6	Instructional technology for outdoor investigations	6
Superintendent / central office support	6	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

Keystone/PSSA testing. It's challenging to take the time out of our school day to make room for these experiences given the time crush we're under regarding PSSA/Keystone content. Staffing, especially as it pertains to having substitute teachers to cover while a faculty member is on a field experience with a group of students. Money to pay for substitutes and for the transportation costs for these experiences.



## Moshannon Valley School District: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We have an aquaponics lab that is utilized on occasion by ES students depending on the units they are studying

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Teacher participate in MWEE training this year in hopes to incorporate a full MWEE project in some classes. Our aquaponics lab serves as a daily resource that can be utilized to support the concept.

## Moshannon Valley School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Moshannon Valley School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	3
PD/resources for field experiences	5	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	5	Interdisciplinary curriculum planning / standards alignment	5
Partnership with EE or other community providers	4	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:	Our aquaponics lab [our former biology teacher were more vested in this, and we are in the process of introducing our new staff member to the program]. Some offshoot programs, started and FFA program last year after transitioning from Technology Education to Vocational-Agriculture, have shown increased interest in this area, but not developed at this point in time
Challenges in EE:	Constantly changing staff members and/or lack of staff members is an issue

## Muhlenberg School District: 2022 ELIT Summary

ELIT Response Submitted by: STEM Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Muhlenberg School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	None
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Muhlenberg School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:	We are currently working on implementing a more rigorous environmental education program.
Challenges in EE:	The greatest challenge is working on weaving these opportunities into our existing curriculum.

## North Star School District: 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	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 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## North Star School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	



North Star School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	4
PD/resources for field experiences	5	Funding for transportation	1
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	4
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:	
Challenges in EE:	

## Northampton Area School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We have efforts done by individual teachers at their own discretion, but nothing formally put into our K - 12 curricula yet or have any individuals following up on accountability for this topic.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Again, we might have small pockets of plans going on per individual teacher, but nothing formally embedded into our approved curriculum.

## Northampton Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence			
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>	
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>	Some schools/classes
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	Some schools/classes	<b>Civics / Gov't</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b>	Some schools/classes
<b>AP Science (any)</b>	Some schools/classes		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Northampton Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	4	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	Instructional technology for outdoor investigations	5
Superintendent / central office support	4	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

We need a reboot and updated curriculum, especially in our High School Environmental courses. We have very outdated materials that our teachers use and have plans to refresh it with the new science standards in PA coming in the 2025 - 2026 school year.

## Northern Lehigh School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Northern Lehigh School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Northern Lehigh School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	5	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	2	Funding for PD	6
PD/resources for student-centered investigations	7	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	3	Instructional technology for outdoor investigations	5
Superintendent / central office support	3	Other: Changes to the accountability system to allow for more diverse priorities to be emphasized.	

“Other Need” written-in response (if any): Changes to the accountability system to allow for more diverse priorities to be emphasized.

### Qualitative Self-Assessment

Strengths of EE for Students:	We have a classroom and field based unit in fifth grade that includes two trips to local watersheds and contingent assignments/projects.
Challenges in EE:	The curriculum for science education is currently aligned to standards that emphasize content coverage, leaving little time for environmental education programming that is strategic to the system.

## Oil City Area School District: 2022 ELIT Summary

ELIT Response Submitted by: School Principal

### 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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Oil City Area School District: ELIT Summary (continued)

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

### In Required Courses

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

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

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

## Oil City Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	4	Funding for programming / supplies	5
PD/resources for field experiences	3	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	5
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	5
Superintendent / central office support	3	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	We have an environmental science class and some students can choose to participate in the Envirothon each year.
Challenges in EE:	scheduling constraints

## Old Forge School District: 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	Not in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Partially in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Some field trips and incorporated lessons

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Some lessons on watersheds

## Old Forge School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Some biology students do a watershed program through DCNR. IT is great but it doesn't incorporate the entire class.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Old Forge School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	7	Funding for PD	4
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	5
Superintendent / central office support	1	Other:	1

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

### Qualitative Self-Assessment

Strengths of EE for Students:	4th grade has water pets like turtles and discuss habitat 7-12 had trout in the classroom and watershed through DCNR
Challenges in EE:	Time and Teacher and Money

## Owen J. Roberts School District: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Owen J. Roberts School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The Ecology elective course as well as the AP/IB Environment offerings frequently collaborate with community partners (i.e. Green Valleys, Chester County Parks Services, Crow's Nest, Hawk Mountain...etc) These community partners have frequently consulted on various K-12 events; however, this varies by school and not a district wide program offering.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	Some schools/classes Ecology
<b>AP Science (any)</b>	Some schools/classes AP Enviro and IB Enviro			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Owen J. Roberts School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	7
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	1	Other: Substitute availability	7

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Students from every elementary school in grade 6 conduct a stream study at one of the local streams in the CBWS. Students conduct a macroinvertebrate study to assess the level of health in that portion of the stream. Likewise, students in Ecology and AP/IB Environment partner with Green Valleys and Chester Count Park Services in conducting Stream Study. This is only available to those students in these elective classes.
<b>Challenges in EE:</b>	Typically the cost for transportation can be a burden; more specifally, time for additional professional development and funds for substitutes is not always budgeted .



## Palisades School District: 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	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: No evidence of MWEE in grade band**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Each of our elementary schools have a school garden. Some are identified as monarch butterfly stations. Our students make use of the outdoor space, but a specific focus on watershed becomes available in seventh grade at the middle school.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:** Our Watershed Integration Program is incredible. It is an interdisciplinary approach in seventh grade to allow for students to learn their subject areas through the lens of environmental stewardship. They begin with research in the creek behind the middle school.

**Describe Isolated MWEEs:**

## Palisades School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b> None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>			<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Palisades School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our middle school (7th grade) WIP program is a valued interdisciplinary program for our students who elect to learn through that model. There has been talk of possibly expanding the program for a second year.
<b>Challenges in EE:</b>	Time, funding, vertical curriculum alignment, access to resources

## Palmyra Area School District: 2022 ELIT Summary

ELIT Response Submitted by: STEM Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:* All seventh grade students participate in an official MWEE program as part of their environmental science class, complete with action project - in addition to a week long outdoor ed camp, which addresses watersheds, fishing, stream study, nature expressio

*Describe Isolated MWEEs:*

## Palmyra Area School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Palmyra Area School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Every 7th grade student receives one trimester of PA EE standards based environmental science course. Every 7th grade student participates in a weeklong outdoor ed camp that addresses multiple EE standards. Teachers volunteer to participate in Envirothon program. EE components are integrated within elementary STEM course offerings.
Challenges in EE:	Time, money, staffing needs.

## Penn Cambria School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Partially in place
Regular communication among staff about EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Penn Cambria School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	None
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	



## Penn Cambria School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	4	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	5
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	5
Superintendent / central office support	4	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Some partnership with Clearfield Creek Watershed - positive feedback and student interest
Challenges in EE:	Time and funding

## Penn Hills School District: 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	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Not in place

### Student Participation in MWEEs

**Elementary School:**

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Penn Hills School District: ELIT Summary (continued)

### High School:

#### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

#### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence		
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>	<b>AP Math (any)</b>	
<b>AP History (any)</b>	<b>AP English (any)</b>	

Penn Hills School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

## Pennridge School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	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: At some schools/classes at ES level**

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Exploration of ecosystems in 4th grade

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:* 8th-grade exploration of aquaponics and hydroponics

*Describe Isolated MWEEs:*

## Pennridge School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b> None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	System-wide AP Environmental Science		<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	

## Pennridge School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	4	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	5	Funding for PD	1
PD/resources for student-centered investigations	5	Interdisciplinary curriculum planning / standards alignment	3
Partnership with EE or other community providers	5	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:	AP Environmental Science - Annual Scores
Challenges in EE:	Time within the curriculum

## Pennsbury School District: 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	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	Partially in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* We are partnering with our local water filtration and waste water plants. We are also working with our solid waste removal company.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Pennsbury School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	Some schools/classes	<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b> None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b> None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

## Pennsbury School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	5	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	6
Partnership with EE or other community providers	7	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:	Involving students in the process has been most beneficial.
Challenges in EE:	Changing behaviors. Many staff don't believe they have the time to implement a program.

## Perkiomen Valley School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Perkiomen Valley School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env Science</b> None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b> None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b> None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

Perkiomen Valley School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

## Peters Township School District: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

### 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	Not in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Peters Township School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>	System-wide	<b>Chemistry</b>	None	<b>Earth / Env Science</b> System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	System-wide AP Biology	<b>AP Math (any)</b>		
<b>AP History (any)</b>		<b>AP English (any)</b>		

## Peters Township School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	1
PD/resources for field experiences	7	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	2	Funding for PD	1
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	4
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:



## Philadelphia City School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The Understanding the Urban Watershed program is being implemented currently in a cohort of School District of Philadelphia schools but has the potential to be expanded system-wide based on increased funding and capacity.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The Understanding the Urban Watershed program is being implemented currently in a cohort of School District of Philadelphia schools. The number of schools participation has increased since the program began. It has the potential to be expanded system-wide based on increased funding and capacity.

## Philadelphia City School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence			
<b>Algebra 1</b>		<b>Algebra 2</b>	<b>Geometry</b> Some schools/classes
<b>Biology</b> Some schools/classes		<b>Chemistry</b> Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b>
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Required Course</b> None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The Understanding the Urban Watershed program is being implemented currently in a cohort of School District of Philadelphia schools. It has the potential to be expanded system-wide, including into other disciplines such as social studies, ELA, and health/PE, based on increased funding and capacity.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence			
<b>Algebra 1</b> None		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b> None
<b>History</b> None		<b>Economics</b> None	<b>English / Lang. Arts</b> None
<b>Literature</b> None		<b>Health / Physical Education</b> None	<b>Other Elective Course</b> None
<b>AP Science (any)</b> None		<b>AP Math (any)</b> None	
<b>AP History (any)</b> None		<b>AP English (any)</b> None	

## Philadelphia City School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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

<b>Strengths of EE for Students:</b>	Student and teacher engagement, meaningful experiences in local contexts, teacher content knowledge, and teacher attitudes and confidence for participants in the Understanding the Urban Watershed Program. The program is based on environmental issues that are local and relevant to our population, leading to increased interest and applicability. We know based on surveys, analysis of student work, and written reflections by teachers. Partnerships with community organizations is another strength, enhancing the capacity and sustainability of our programs. The evidence is that the Office of Strategic Partnerships works closely with District and school administration to support innovative programs with external partners.
<b>Challenges in EE:</b>	We have innovative and effective programs and partnerships, but we currently do not have the financial or personnel capacity to scale these programs to meet the environmental literacy needs of our student population. Another challenge is the need to spread awareness on the positive impacts of environmental literacy on District priority goals around reading, math, civic engagement, and equity and justice.

## Pittsburgh School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Pittsburgh School District: 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					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>	System-wide	<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
Algebra 1		Algebra 2		Geometry	
Biology		Chemistry		Earth / Env Science	Some schools/classes
Physics	System-wide	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)			

## Pittsburgh School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Pleasant Valley School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** STC Carolina Biological Curriculum K - Ready for Wether 1- How can we predict the Sky will be dark? 2-How can we find the best way for plant to Grow? 3-How do Weather and Climate affect our Lives? 4-What is our evidence that we live on a changing earth? 5-How can we predict change in our Ecosystem? 6-Weather and Climate Systems 7- Ecosystems and their Interactions 8-Matter and Interactions and Earth's Dynamic System

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** STC Science Kits through Carolina Biological Grade 6-Weather and Climate Systems Grade 7-Ecosystems and their Interactions Grade 8- Earth's Dynamic Systems

## Pleasant Valley School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Language Arts</b>	Some schools/classes
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

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

**Describe Isolated MWEEs:** Each student, as a graduation level requirement takes the freshman Earth and the Environment course to aid understanding of physical forces and biological processes that shape ecosystems, populations and biomes. Each student as a graduation level requirement takes Biology to explore the nature of science, biochemistry, biogenetics, cellular transport, cell biology and transport as they reinforce topics covered in Earth and the Environment. Further study in chemistry is also required. Additional electives, in the MWEE strand are offered in Agriculture and Organic Farming, Astronomy, Earth and Space, Ecology and Environmental Science, Meteorology and Oceanography. PVSD also supports the Envirothon Club which has been highly successful in local state and national competitions.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence			
<b>Algebra 1</b>		<b>Algebra 2</b>	<b>Geometry</b> None
<b>Biology</b>		<b>Chemistry</b>	<b>Earth / Env Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	<b>English / Lang. Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	<b>Other Elective Course</b> Some schools/classes
<b>AP Science (any)</b>	Some schools/classes	<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None	<b>AP English (any)</b>	None



## Pleasant Valley School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	5	Funding for PD	5
PD/resources for student-centered investigations	6	Interdisciplinary curriculum planning / standards alignment	7
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

<b>Strengths of EE for Students:</b>	Dedication of teachers who engage in ongoing professional development. Student membership in club membership. In the 2021 graduating class both the valedictorian salutatorian went to Yale to continue study in Environmental Science.
<b>Challenges in EE:</b>	Continued funding to expand curriculum and provide hands on experiences for students interested in the field.

## Punxsutawney Area School District: 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	Partially in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We do teach environmental topics in our elementary school. We also have field trips that emphasize the environment (trip to Elk County Visitor Center) and we have an environment day where outside community organizations come in and set up stations the students visit.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

## Punxsutawney Area School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** We partner with DCNR to do a study of a local lake during our 9th grade Biology course.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

Punxsutawney Area School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	6	Funding for programming / supplies	3
PD/resources for field experiences	6	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	5	Interdisciplinary curriculum planning / standards alignment	6
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:	Incorporating across all grade levels

## Purchase Line School District: 2022 ELIT Summary

ELIT Response Submitted by: 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	Partially in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Purchase Line School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b> None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b> None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

## Purchase Line School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	4
PD/resources for field experiences	5	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	5	Funding for PD	5
PD/resources for student-centered investigations	2	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	3	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:	Integrated into the science curriculum
Challenges in EE:	Not a robust or rigorous plan

## Ringgold School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* 4th grade participates in a field trip related to water quality on a riverboat experience.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Ringgold School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b> None
<b>AP Science (any)</b>	Some schools/classes Environmental Science		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

## Ringgold School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	3	Funding for programming / supplies	3
PD/resources for field experiences	3	Funding for transportation	1
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	1
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	7
Partnership with EE or other community providers	7	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:	Our AP environmental science course is the strongest element, due to the teacher.
Challenges in EE:	Staff who will champion the cause.

## Rochester Area School District: 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:**

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Rochester Area School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	Some schools/classes	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Rochester Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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:	School garden Soil science
Challenges in EE:	No nature within walking distance

## Sayre Area School District: 2022 ELIT Summary

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The program director of our after school 21st Century Learning program includes outdoor and environmental learning experiences for students in grades K-8.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** We currently do not have anything in place at the middle school level to support these types of learning experiences outside of 6-8 science curriculums.

## Sayre Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	None
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Since MWEEs are new to our district (per the awarded grant), they do not exist in any of our high school courses.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None			<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None			<b>AP English (any)</b>	None

## Sayre Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	6
PD/resources for field experiences	7	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	4
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	6
Superintendent / central office support	3	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	We currently do not have a "set" environmental education program for students in our district. Students
Challenges in EE:	The greatest challenge I anticipate to establishing this type of program in our district is supporting teachers as they find ways to integrate the concepts in their existing curriculums. I also anticipate it being difficult to help teachers in content areas other than science to see how their curricular area can support these types of learning experiences for students.



## Schuylkill Haven Area School District: 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	Partially in place

### Student Participation in MWEEs

**Elementary School:**

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Schuylkill Haven Area School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

Schuylkill Haven Area School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

## South Williamsport Area School District: 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	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 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## South Williamsport Area School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	Some schools/classes	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	Some schools/classes
<b>History</b>	Some schools/classes	<b>Economics</b>		<b>English / Language Arts</b>	Some schools/classes
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	Some schools/classes	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	Some schools/classes	<b>Health / Physical Education</b>	Some schools/classes	<b>Other Elective Course</b>	Some schools/classes
<b>AP Science (any)</b>	Some schools/classes		<b>AP Math (any)</b>	Some schools/classes	
<b>AP History (any)</b>	Some schools/classes		<b>AP English (any)</b>	Some schools/classes	

## South Williamsport Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	6	Funding for PD	7
PD/resources for student-centered investigations	5	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:	Teachers engage higher level thinking activities into their lessons. Based on curriculum-based assessments and summative assessments, we believe this is effective.
Challenges in EE:	Infusing the content across content areas.

## Southeastern Greene School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Southeastern Greene School District: 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				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b> None

**Describe System-wide MWEEs:** Environthon, Outdoor Elective, Sciences / Utilization of local stream Dunkard Stream located by high school to study water effects on local and surrounding areas.

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b> None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b> System-wide Outdoor Elective
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None



## Southeastern Greene School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	4	Funding for programming / supplies	6
PD/resources for field experiences	6	Funding for transportation	2
PD/resources for schoolyard or community as outdoor learning space	1	Funding for PD	2
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	2	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Environthon- Hands on experience with local, state, and national competition. This learning has been effective due to learning objectives acquired in house and in the field.
Challenges in EE:	Implementation of growing number of initiatives with limited staffing.

## Southern York County School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	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	Some schools/classes	2 <sup>nd</sup> grade	Some schools/classes	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	Some schools/classes	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* K-6 Garden Clubs and Committees

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Garden Program K-6; information given as pertains to Earth Science & Life Science courses in the MS

## Southern York County School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	Some schools/classes	<b>Economics</b>		<b>English / Language Arts</b>	Some schools/classes
<b>Literature</b>	Some schools/classes	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	Some schools/classes Science in Literature, Earth and Space, Environmental
<b>AP Science (any)</b>	Some schools/classes AP Environmental			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Southern York County School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	4
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:	Strengths: Teacher understanding of content Resources Effective Evidence: Common Assessments AP Scores
Challenges in EE:	Time for planning and training with focus being given to meeting students needs from COVID. State Standards that are needed to be covered.

## Spring Grove Area School District: 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	Partially in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Spring Grove Area School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Spring Grove Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	5
Partnership with EE or other community providers	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	6	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Springfield Township School District: 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: No evidence of MWEE in grade band**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Springfield Township School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	Some schools/classes AP Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Springfield Township School District: ELIT Summary (continued)

### Needs for Support

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

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

## Spring-Ford Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	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	Not in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Field trips, outdoor classroom, curricular and in-classroom experiences

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Outdoor classroom experience in grade 7

## Spring-Ford Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Curriculum revisions to align with updated science standards and include MWEE across grade levels.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Spring-Ford Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	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	4	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Hands on experiences for students Students understand how to support sustainable environmental practices when given the opportunity to be immersed in the experience.
Challenges in EE:	Budget concerns, staffing, time that is required to complete activities and professional development

## State College Area School District: 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	Partially in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* I deal only with secondary curriculum

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## State College Area School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b> None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b> None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Elective Course</b> None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

## State College Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	4	Funding for programming / supplies	4
PD/resources for field experiences	4	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	3	Funding for PD	4
PD/resources for student-centered investigations	3	Interdisciplinary curriculum planning / standards alignment	2
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:	Passionate and knowledgeable teachers
Challenges in EE:	Getting more students taking envi sci



## Sto-Rox School District: 2022 ELIT Summary

ELIT Response Submitted by: School Principal

### 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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

Describe System-wide MWEEs:

Describe Isolated MWEEs:

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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Describe System-wide MWEEs:

Describe Isolated MWEEs:

## Sto-Rox School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

**Sto-Rox School District: ELIT Summary (continued)**

**Needs for Support**

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

PD/resources for student action	7	Funding for programming / supplies	7
PD/resources for field experiences	6	Funding for transportation	7
PD/resources for schoolyard or community as outdoor learning space	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	7	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:	

## Susquenita School District: 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: No evidence of MWEE in grade band**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Susquenita School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	None
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Susquenita School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	6	Funding for programming / supplies	5
PD/resources for field experiences	6	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	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:

## Titusville Area School District: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Titusville Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	Some schools/classes Comprehensive Science
<b>AP Science (any)</b>	Some schools/classes Advanced Biology			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	



## Titusville Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	5
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:	The strongest elements are that the district has collaboration programs within our community to provide environmental education and experiences for our students.
Challenges in EE:	Certification of instructors, transportation to environmental experiences within the community.

## Towanda Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Towanda Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence			
<b>Algebra 1</b>	None	<b>Algebra 2</b>	<b>Geometry</b> None
<b>Biology</b>	None	<b>Chemistry</b> None	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>	<b>Civics / Government</b> None
<b>History</b>		<b>Economics</b>	<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b> None	<b>Other Required Course</b>

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence			
<b>Algebra 1</b>		<b>Algebra 2</b> None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b> None	<b>Earth / Env Science</b> Some schools/classes
<b>Physics</b> None		<b>Geography</b>	<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b> None	<b>English / Lang. Arts</b>
<b>Literature</b> None		<b>Health / Physical Education</b>	<b>Other Elective Course</b>
<b>AP Science (any)</b>		<b>AP Math (any)</b>	
<b>AP History (any)</b>		<b>AP English (any)</b>	

## Towanda Area School District: ELIT Summary (continued)

### Needs for Support

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

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

## Tunkhannock Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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: No evidence of MWEE in grade band**

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* During the 2022-2023 school year, students in grades K-2 will be working in a school-wide garden and gifted students in grades 3-7 will be participating in designating our school as an Eco School.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Tunkhannock Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	None
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	None			<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None			<b>AP English (any)</b>	None

## Tunkhannock Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	1	Instructional technology for outdoor investigations	4
Superintendent / central office support	1	Other: Time to provide PD	

“Other Need” written-in response (if any): Time to provide PD

### Qualitative Self-Assessment

Strengths of EE for Students: N/A

Challenges in EE: Other state curriculum requirements

## Tussey Mountain School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	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: System-wide at ES level**

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Tussey Mountain School District: 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					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

Tussey Mountain School District: ELIT Summary (continued)

Needs for Support

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

PD/resources for student action	2	Funding for programming / supplies	2
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	2	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	2
Superintendent / central office support	2	Other:	2

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	

## Tyrone Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	Not 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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* Discussions about ecosystems in Science classes; sixth grade field trip to wetlands

## Tyrone Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Tyrone Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	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	5	Instructional technology for outdoor investigations	5
Superintendent / central office support	7	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Union City Area School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	Not in place	Support system for high quality PD for EE	Partially in place
Integrating environmental concepts in curriculum	Partially in place	Plan for MWEEs at all grade bands	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Union City Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>	None	<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>	None	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

Union City Area School District: ELIT Summary (continued)

Needs for Support

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

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	
Challenges in EE:	



## Union School District: 2022 ELIT Summary

ELIT Response Submitted by: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	Some schools/classes
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	Some schools/classes	5 <sup>th</sup> grade	Some schools/classes

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Our grade level teachers and STEAM teacher imbed water system lessons into their curriculum for grades 3-5.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Middle-level teachers incorporate environmental science lessons and units into their curriculum at varying levels depending upon what content is emphasized on the PSSA Exam for the 8th grade as well as in preparation for biology in the 9th grade.

## Union School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Outdoor club takes field trips and learns about biological systems related to water based environments.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Union School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	5	Funding for programming / supplies	6
PD/resources for field experiences	5	Funding for transportation	4
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	5
Partnership with EE or other community providers	5	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:	Environmental biology is the strongest element as it is directly embedded in our required biology course for 9th grade students.
Challenges in EE:	Having enough staff to implement courses outside of those mandated.

## Upper Adams School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

Implementation of specific elements:

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

### Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:** The Upper Adams School District provides an environmental education culminating camp at the end of the school year for all fifth-grade students as a capstone to their environmental education units throughout the school year. Environmental Educations conc

**Describe Isolated MWEEs:** The Upper Adams School District partners with Gettysburg College's Advancing Science Program, which provides classroom-based activities and resources to connect a variety of environmental education topics. The Upper Adams School District participates in ongoing professional development with the local Intermediate Unit concerning the new Pennsylvania Science Standards and Environmental Literacy.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The Upper Adams School District partners with Gettysburg College's Advancing Science Program, which provides classroom-based activities and resources to connect a variety of environmental education topics. The Upper Adams School District participates in ongoing professional development with the local Intermediate Unit concerning the new Pennsylvania Science Standards and Environmental Literacy.

## Upper Adams School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	Some schools/classes	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The Upper Adams School District partners with Gettysburg College's Advancing Science Program, which provides classroom-based activities and resources to connect a variety of environmental education topics. The Upper Adams School District participates in ongoing professional development with the local Intermediate Unit concerning the new Pennsylvania Science Standards and Environmental Literacy.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None			<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None			<b>AP English (any)</b>	None

## Upper Adams School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	6	Funding for programming / supplies	7
PD/resources for field experiences	3	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	2	Funding for PD	6
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	4
Superintendent / central office support	1	Other:	1

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Environmental Education Camp Experience - 5th Grade Visitation & Study of Mud College - 6th Grade MWEE Certified High School Science Teacher High Student Engagement / Hands-On Actives The Upper Adams School District partners with Gettysburg College's Advancing Science Program, which provides classroom-based activities and resources to connect a variety of environmental education topics.
<b>Challenges in EE:</b>	The funding to continue to provide necessary staff and programs continues to be a significant challenge to sustain these programs. In addition, allocating time to elective courses and activities for environmental literacy remains an obstacle as the state continues to increase mandates for student course expectations and graduation requirements.

## Upper Dublin School District: 2022 ELIT Summary

ELIT Response Submitted by: Other: district classroom teacher and director of our environmental ed center

### Preparedness to Implement Environmental Education

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

Implementation of specific elements:

Established program leader for EE	Fully in place	Support system for high quality PD for EE	Not in place
Integrating environmental concepts in curriculum	Fully in place	Plan for MWEEs at all grade bands	Fully in place
Regular communication among staff about EE	Fully 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 <sup>nd</sup> grade	System-wide	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	System-wide	3 <sup>rd</sup> grade	System-wide	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** Each of the above grades will come 2x for outdoor hands-on activities connecting to standards. In my program, 4th, 5th, 6th, 7th grade will connect specifically to watersheds and MWEEs.

**Describe Isolated MWEEs:** It is equitable for all 4 of our elementary schools/ entire grade levels will do the same program/MWEE

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:** I will also host the entire 6th and 7th grade from our middle school for an outdoor challenge day to use STEM to problem solve/MWEE, it may also connect to life science, earth science.

**Describe Isolated MWEEs:** I think their in school curriculum (6 & 7th) and sustainable school efforts, could help support my program at the Park more, for more impact.

## Upper Dublin School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b> None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b> None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>

**Describe System-wide MWEEs:** Biology is required as a freshman and some teachers may cover water/watersheds more than others. Only half of 10th graders(100-150 per year) may elect to take environmental science before graduating. Environmental science elective will have a MWEE from

**Describe Isolated MWEEs:** The elective environmental science connects to EE principals and science standards. All units will connect to climate and water impacts. IN the water unit, we will connect to watersheds, wetlands, availability, pollution, human impacts and solutions. They will come to the Park for water quality collection and analysis, observe BMPs and then design there own solution to the algal bloom, turbid water or erosion from increased storm water. Of course it would be beneficial that all students would have to take environmental science before graduation.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b> None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>
<b>AP Science (any)</b>	System-wide Environmental Science		<b>AP Math (any)</b>	
<b>AP History (any)</b>			<b>AP English (any)</b>	



## Upper Dublin School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	3	Funding for programming / supplies	2
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	3	Interdisciplinary curriculum planning / standards alignment	2
Partnership with EE or other community providers	2	Instructional technology for outdoor investigations	3
Superintendent / central office support	3	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Students are engaged, outside, using science skills, working together, critically thinking, and problem solving. Teachers witness me model the EE and science teaching practices. I know it has been mostly effective because I do conduct survey/reflections grade 3 and up. There are attitudinal and curriculum question on the survey. Some environmental science students may proceed to AP environmental class, PBL environmental class, have college majors in environmental fields or future jobs. Some learn the benefits of just being in nature to be healthy. The PBL class will do a year long project in our community.
<b>Challenges in EE:</b>	time - class time seems to get shorter and shorter; not much time for teachers to also incorporate EE.

## Upper Moreland Township School District: 2022 ELIT Summary

ELIT Response Submitted by: Asst. Superintendent

### 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: At some schools/classes at ES level**

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	System-wide	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Upper Moreland Township School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence			
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>	
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>	<b>Geography</b>	<b>Civics / Government</b>	
<b>History</b>	<b>Economics</b>	<b>English / Language Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence			
<b>Algebra 1</b>	<b>Algebra 2</b>	<b>Geometry</b>	
<b>Biology</b>	<b>Chemistry</b>	<b>Earth / Env Science</b>	
<b>Physics</b>	<b>Geography</b>	<b>Civics / Gov't</b>	
<b>History</b>	<b>Economics</b>	<b>English / Lang. Arts</b>	
<b>Literature</b>	<b>Health / Physical Education</b>	<b>Other Elective Course</b>	
<b>AP Science (any)</b>	<b>AP Math (any)</b>		
<b>AP History (any)</b>	<b>AP English (any)</b>		

## Upper Moreland Township School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	6	Funding for programming / supplies	5
PD/resources for field experiences	4	Funding for transportation	3
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	5
Partnership with EE or other community providers	3	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:

Challenges in EE:

## Upper Perkiomen School District: 2022 ELIT Summary

ELIT Response Submitted by: Classroom Teacher

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	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	Fully in place	Established partnerships for EE delivery	Partially in place

### Student Participation in MWEEs

**Elementary School:**

Kindergarten	2 <sup>nd</sup> grade	4 <sup>th</sup> grade
1 <sup>st</sup> grade	3 <sup>rd</sup> grade	5 <sup>th</sup> grade

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* I do not know. I teach at the high school.

**Middle School:**

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* I do not know, since I teach at the high school.

## Upper Perkiomen School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** In the environmental science classes, which is a science option for 11th and 12th graders, the students do a 13-point water quality assessment of the local reservoir and write a lab report. Then we follow up with a stream study on one of the local streams. Later in the course, students learn about watersheds, land-use problems that could cause water quality or quantity issues, and research solutions.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	System-wide Environmental Science		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Upper Perkiomen School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:	The reservoir study and stream study are regularly highlighted by students as one of their most impactful learning experiences.
Challenges in EE:	Lack of large chunks of time that facilitate outdoor activities. Also, having an outdoor classroom would help.

## Warren County School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:* We've had students attend our local Audobon and several have taken trip's to Chapman's Dam but that is the extent of it.

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Warren County School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	None
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>	None	<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>		<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Warren County School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	7	Funding for programming / supplies	4
PD/resources for field experiences	6	Funding for transportation	4
PD/resources for schoolyard or community as outdoor learning space	6	Funding for PD	4
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	2
Superintendent / central office support	2	Other:	

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	We have a science curriculum specialist focusing on the science curriculum. Ensuring the scope and sequence is correct, as well as ensuring students are learning the eligible content, standards, and skills in each course. This will prove to be helpful when the new NGSS standards are implemented.
<b>Challenges in EE:</b>	Lack of time and preparation to design educational opportunities in various courses.

## Warwick School District: 2022 ELIT Summary

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

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

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

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	System-wide

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Warwick School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Warwick School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	4	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	4
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	1	Other:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Washington School District: 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	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	Fully 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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Washington School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>		<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:** Not all students, just the ones in Environmental science.

**Describe Isolated MWEEs:** None

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>	None	<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	System-wide AP Biology		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Washington School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:	First year with Environmental science at the school.
Challenges in EE:	Time



## Waynesboro Area School District: 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	Not in place	Established partnerships for EE delivery	Partially in place

### Student Participation in MWEEs

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

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

**Describe System-wide MWEEs:** K- Earth Seekers, 1st grade - Wonder Web, 2nd grade - Forest Treasures, 3rd grade - Ranger Training, 4th grade - Habitats and 5th grade Ecology and Geology.

**Describe Isolated MWEEs:** Currently all four elementary schools are exploring programs.

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** The Institute provide 6th grade Wet Lands and 7th grade River Ecology and Industry.

## Waynesboro Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Waynesboro Area School District: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Our schools are all located on ideal properties to host outdoor learning spaces. We have a great partnership with our local Environmental Education center.
<b>Challenges in EE:</b>	The greatest challenge we face is having no Environmental Education coordinators. As a district, there is no need in the graduation requirements for Environmental Education from the state.

## Weatherly Area School District: 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	Partially in place
Regular communication among staff about EE	Partially in place	Established partnerships for EE delivery	Fully in place

### Student Participation in MWEEs

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

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

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Weatherly Area School District: 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					
<b>Algebra 1</b>	Some schools/classes	<b>Algebra 2</b>		<b>Geometry</b>	System-wide
<b>Biology</b>	System-wide	<b>Chemistry</b>	System-wide	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>	Some schools/classes	<b>Civics / Government</b>	Some schools/classes
<b>History</b>	Some schools/classes	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>	Some schools/classes	<b>Other Required Course</b>	

**Describe System-wide MWEEs:** Nescopeck State Park Water shed project

**Describe Isolated MWEEs:** 9th -12th

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	Some schools/classes	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	System-wide
<b>Physics</b>	Some schools/classes	<b>Geography</b>	Some schools/classes	<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	Some schools/classes	<b>English / Lang. Arts</b>	Some schools/classes
<b>Literature</b>	Some schools/classes	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>			<b>AP Math (any)</b>		
<b>AP History (any)</b>			<b>AP English (any)</b>		

**Weatherly Area School District: ELIT Summary (continued)**

**Needs for Support**

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

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

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

**Qualitative Self-Assessment**

Strengths of EE for Students:	
Challenges in EE:	

## West Branch Area School District: 2022 ELIT Summary

ELIT Response Submitted by: School Principal

### 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: System-wide at ES level

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	System-wide

**Describe System-wide MWEEs:** The fifth grade students attend a field trip to Black Moshannon State Park to learn about water testing and other environmental topics.

**Describe Isolated MWEEs:** See above

Middle School: System-wide at MS level

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	System-wide	8 <sup>th</sup> grade	System-wide
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**Describe System-wide MWEEs:** Envirothon

**Describe Isolated MWEEs:**

## West Branch Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:**

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	



## West Branch Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	5	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:	Our Envirothon team is the most effective- they won several years. Fifth grade field trip is an effective hands-on learning experience. 7th and 8th grade science curriculum encompasses STEAM and environmental topics.
Challenges in EE:	Money, staff, resources

## West Chester Area School District: 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	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	System-wide
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

**Describe System-wide MWEEs:** Grade 4 watershed and civic responsibility unit. Partnership with Stroud Water Research Center for professional development and curriculum revision.

**Describe Isolated MWEEs:**

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Grade 6 life science course incorporates a MWEE. Partnership with Stroud Water Research Center for professional development and curriculum revisions.

## West Chester Area School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence				
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b> Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b> None
<b>Literature</b>		<b>Health / Physical Education</b>	None	<b>Other Required Course</b> None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Stroud Water Research Center is partnering with us to build an outdoor classroom that will enable us to offer MWEEs in some courses.

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence				
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>
<b>Biology</b>		<b>Chemistry</b>	None	<b>Earth / Env Science</b> None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b> None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>
<b>Literature</b>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b> None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None

## West Chester Area School District: ELIT Summary (continued)

### Needs for Support

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

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

“Other Need” written-in response (if any): Funding for substitutes.

### Qualitative Self-Assessment

<b>Strengths of EE for Students:</b>	Grade 4 watershed and civic responsibility mini-unit. Success evident in student assessments and PSSA results. Grade 6 life science course with a MWEE. Success evident in student assessments and PSSA results. For teachers, the partnership with Stroud Water Research Center fosters professional and curriculum development. Success evident in teacher surveys and interviews.
<b>Challenges in EE:</b>	Time and funding.

## William Penn School District: 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	Not in place
Integrating environmental concepts in curriculum	Not in place	Plan for MWEEs at all grade bands	Not in place
Regular communication among staff about EE	Not in place	Established partnerships for EE delivery	Not in place

### Student Participation in MWEEs

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

Kindergarten	None	2 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## William Penn School District: ELIT Summary (continued)

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

### In Required Courses

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

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

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

## William Penn School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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:	7

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Windber Area School District: 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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*



## Windber Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>	None	<b>Chemistry</b>	None	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	None
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Windber Area School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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:	

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

### Qualitative Self-Assessment

Strengths of EE for Students:

Challenges in EE:

## Wyoming Area School District: 2022 ELIT Summary

ELIT Response Submitted by: Classroom Teacher

### Preparedness to Implement Environmental Education

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

*Implementation of specific elements:*

Established program leader for EE	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	Some schools/classes	7 <sup>th</sup> grade	Some schools/classes	8 <sup>th</sup> grade	Some schools/classes
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Wyoming Area School District: ELIT Summary (continued)

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

### In Required Courses

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>		<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	Some schools/classes
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	None
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>	None	<b>Geometry</b>	None
<b>Biology</b>		<b>Chemistry</b>		<b>Earth / Env Science</b>	
<b>Physics</b>	Some schools/classes	<b>Geography</b>		<b>Civics / Gov't</b>	None
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>				<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## Wyoming Area School District: ELIT Summary (continued)

### Needs for Support

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

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

## Wyoming Valley West School District: 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	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 <sup>nd</sup> grade	None	4 <sup>th</sup> grade	None
1 <sup>st</sup> grade	None	3 <sup>rd</sup> grade	None	5 <sup>th</sup> grade	None

*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

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

6 <sup>th</sup> grade	None	7 <sup>th</sup> grade	None	8 <sup>th</sup> grade	None
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*Describe System-wide MWEEs:*

*Describe Isolated MWEEs:*

## Wyoming Valley West School District: ELIT Summary (continued)

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

Within course topics the LEA indicated were graduation requirements: Selection of MWEE presence					
<b>Algebra 1</b>	None	<b>Algebra 2</b>	None	<b>Geometry</b>	Some schools/classes
<b>Biology</b>	Some schools/classes	<b>Chemistry</b>	Some schools/classes	<b>Earth / Env. Science</b>	
<b>Physics</b>		<b>Geography</b>		<b>Civics / Government</b>	None
<b>History</b>	None	<b>Economics</b>		<b>English / Language Arts</b>	
<b>Literature</b>	None	<b>Health / Physical Education</b>	None	<b>Other Required Course</b>	None

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Kingston borough does do with us a stormwater project

### In Elective (non-required) Courses

Within course topics the LEA did <u>not</u> indicate were graduation requirements (i.e., electives): Selection of MWEE presence					
<b>Algebra 1</b>		<b>Algebra 2</b>		<b>Geometry</b>	
<b>Biology</b>		<b>Chemistry</b>	Some schools/classes	<b>Earth / Env Science</b>	Some schools/classes
<b>Physics</b>	None	<b>Geography</b>		<b>Civics / Gov't</b>	
<b>History</b>		<b>Economics</b>	None	<b>English / Lang. Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>		<b>Other Elective Course</b>	None
<b>AP Science (any)</b>	None		<b>AP Math (any)</b>	None	
<b>AP History (any)</b>	None		<b>AP English (any)</b>	None	

## Wyoming Valley West School District: ELIT Summary (continued)

### Needs for Support

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

PD/resources for student action	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	6	Interdisciplinary curriculum planning / standards alignment	6
Partnership with EE or other community providers	7	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:	In biology we teach the environmental section that is related to material need for students to pass the keystone exam
Challenges in EE:	staffing shortage