

ELIT 2026

This is a fillable version of all questions in the 2026 ELIT survey of school districts. We recommend using this document to prepare your responses in advance, and then come back to the survey to enter the answers.

If your district has previously responded to past ELIT surveys (2024, 2022, 2019, and/or 2017), you can find your district's past responses here:

https://www.chesapeakebay.net/who/publications-archive/education_workgroup

- Search for documents labeled “ELIT Response Summaries” and your state’s abbreviation
- 2024 reports include response from the 2024 and 2022 ELIT
- 2019 reports included responses from the 2019 and 2017 ELIT

This can help you update and verify the accuracy of your most recent responses, rather than starting from scratch.

If you have any difficulty finding your district's past responses or with answering the questions in the ELIT, email our evaluation support team for help at: ELIT@jsickler.net.

We're here to help!

ELIT 2026: Question 1

On behalf of which type of local education agency are you responding? (select one)

- ☐ Charter school(s)
- ☐ Public school district
- ☐ Private school
- ☐ Other - please describe _____

~~~~~

**OMB Control Number: 0648-0753, 02/28/2029**

**(This collection is currently under review by OMB and the expiration date will be updated once clearance is received.)**

**Paperwork Reduction Act Statement** Public reporting burden for this collection of information is estimated to average 15 minutes for entering data into the survey instrument and 45 minutes to review instructions, search existing data sources, and gather the data needed to complete the survey. This results in a total of 60 minutes per response. Send comments regarding this burden estimate or any other suggestions for reducing this burden to Shannon Sprague, NOAA Chesapeake Bay Office, 410 Severn Avenue, Suite 207, Annapolis, MD 21403.

Responses are voluntary, but are not confidential. Information will be treated in accordance with the Freedom of Information Act (5 USC 552).

Notwithstanding any other provision of the law, no person is required to respond to, nor shall any person be subject to a penalty for failure to comply with, a collection of information subject to the requirements of the Paperwork Reduction Act, unless that collection of information displays a currently valid OMB Control Number.

~~~~~

About the ELIT

This is a voluntary survey. The purpose of the Chesapeake Bay Program's Environmental Literacy Indicator Tool (ELIT) is to help local and state schools systems collect important information that will help advance the implementation of environmental education efforts in schools in the mid-Atlantic region.

This tool, the data collected, and related efforts supporting environmental education in the region are in direct support of the Environmental Literacy Outcomes of the Chesapeake Bay Watershed Agreement (signed 12/2/2025).

School District Environmental Literacy Planning Outcome: Increase the number of school districts that have policies and practices in place that support environmental education and sustainable schools. By 2040, reach all jurisdictional targets for the number of public school districts that are well prepared to deliver a comprehensive and system-wide approach to environmental literacy.

Student Environmental Literacy Experiences Outcome: Increase the number of students who participate in inquiry-based environmental literacy instruction with the aim of each student receiving at least one Meaningful Watershed Educational Experience, or [MWEE](#), in elementary, middle and high school. By 2040, reach jurisdictional targets to result in at least 75% of public school students being enrolled in a school district that offers a MWEE for all students.

The underlying principles of the outcomes and the resulting elements of this tool are founded on research-based best practices in the field of environmental education. The results from these data collection efforts will provide valuable information to states and the Chesapeake Bay Program Education Workgroup about how best to support local efforts to create and implement comprehensive strategies to support student environmental literacy. It will also be used by major funding partners, including the NOAA Bay Watershed Education and Training (B-WET) Program and the Chesapeake Bay Trust, to inform funding priorities and decisions. Therefore, accurate reports of both accomplishments and gaps are important.

Please complete the five sections of the Environmental Literacy Indicator Tool:

Section I: Environmental Literacy Planning

Section II: Student Participation in Meaningful Watershed Educational Experiences (MWEEs)

Section III: Environmental Education Improvement Efforts

Section IV: Feedback on ELIT

If you have questions about this tool, please contact:

Elise Trelegan, Coordinator

Chesapeake Bay Program Education Workgroup

NOAA Chesapeake Bay Office

elise.trelegan@noaa.gov

240.628.4507

~~~~~

Please complete this contact information before you begin completing the ELIT survey.

Please select your state from the drop-down list below:

- ☐ Delaware
- ☐ District of Columbia
- ☐ Maryland
- ☐ Pennsylvania
- ☐ Virginia
- ☐ West Virginia

~~~~~

Please select your school district or local education agency (LEA) from the dropdown list.

[DROP DOWN LIST WITH ALL PUBLIC LEAS IN YOUR STATE]

What is your primary job title/responsibility?

(please select the title that most closely matches your job)

- ☐ District-level superintendent
- ☐ District-level assistant superintendent
- ☐ District-level director of curriculum/instruction/education
- ☐ District-level curriculum supervisor/coordinator
- ☐ District-level STEM supervisor/coordinator
- ☐ District-level business administrator
- ☐ School principal
- ☐ School assistant principal
- ☐ Classroom teacher
- ☐ Other, please describe: _____

~~~~~

**Please remember that you are completing the ELIT on behalf of a school district, not just one school.**

~~~~~

Does your LEA have a staff lead or team responsible for coordinating sustainable schools efforts?

- ☐ Yes
- ☐ No
- ☐ I don't know

~~~~~

## Section1: Environmental Literacy Planning

***Environmental Literacy Planning Outcome:*** *Each participating Bay jurisdiction should develop a comprehensive and systemic approach to environmental literacy for all students in the region that includes policies, practices and voluntary metrics that support the environmental literacy Goals and Outcomes of this Agreement.*

State departments of education and local education agencies play an important role in establishing expectations and guidelines, and providing support for the development and implementation of environmental education programs within their schools. To ensure that every student in the region graduates with the knowledge and skills to act responsibly to protect and restore their local watershed as called for in the Chesapeake Watershed Agreement, environmental education should be embedded into the local curriculum and Meaningful Watershed Educational Experiences ([MWEE Definition](#)) and should occur at least once during each level of instruction (elementary, middle, and high school).

In the development of plans and the delivery of programs, local education agencies can also benefit from partnerships with environmental education organizations, natural resource agencies, universities, businesses, and other organizations that have a wealth of applicable products and services as well as a cadre of scientific and professional experts that can complement the classroom teacher's strengths and heighten the impact of environmental instruction both in the classroom and in the field.

~~~~~  
The following questions are intended to help assess the current capacity of your school division/local education agency (LEA) to implement a comprehensive and systemic approach to environmental education.

Please review the following elements (a-f) and, using the scale below, make a determination about your LEA's capacity to address them.

a. An established program leader for environmental education (providing effective, sustained and system leadership). This need not be a full-time position.

☐

Not in Place

☐

Fully in Place: Program leader is in place to design, implement, and/or monitor EE program

Comments?

~~~~~

b. Environmental education is infused into appropriate disciplinary areas within the curriculum.

☐

Not in Place

☐

Partially in Place: EE is represented in some LEA curricula (science, social studies, math, reading, etc.) or initiatives (STEM, Service Learning, etc.)

☐

Fully in Place: EE is fully embedded in the curriculum across all relevant PK-12 LEA curricula and initiatives

Comments?

---

---

---

---

---

~~~~~

c. Regular communication among staff responsible for environmental education curriculum and program implementation

☐

Not in Place

☐

Partially in Place: Appropriate staff meet periodically and/or share information about environmental education curriculum and programs

☐

Fully in Place: Appropriate staff meet regularly to design, implement, and/or monitor environmental education curriculum and programming for students

Comments?

~~~~~

d. A support system in place that enables teachers and administrators to engage in high quality professional development in content knowledge, instructional materials, and methodology related to environmental education

☐

Not in Place

☐

Partially in Place: PD in environmental education is offered periodically to teachers and/or administrators

☐

Fully in Place: PD in environmental education is provided regularly for all relevant teachers and administrators

Comments?

---

---

---

---

---

~~~~~

e. A documented plan to ensure opportunities for all students to engage in meaningful watershed educational experiences (MWEEs) at the elementary, middle and high school levels

- ☐ Not in Place
- ☐ Partially in Place: LEA has a plan to provide MWEEs in one or two grade bands (elementary, middle, and high)
- ☐ Fully in Place: LEA has a plan to provide MWEEs at least once in each grade band (elementary, middle, and high)

Comments?

~~~~~

f. Established community partnerships for delivery of environmental education, including implementation of MWEEs

- ☐ Not in Place
- ☐ Partially in Place: Partners are offering environmental education programs in schools, but these are not coordinated with the LEA
- ☐ Fully in Place: Partners are working with LEA to coordinate delivery of environmental education programs in support of a LEA environmental education plan or priorities

Comments?

---

---

---

---

~~~~~

Section 2: Student Participation in Meaningful Watershed Educational Experiences

Student Environmental Literacy Experiences Outcome: Increase the number of students who participate in inquiry-based environmental literacy instruction with the aim of each student receiving at least one Meaningful Watershed Educational Experience, or MWEE, in elementary, middle and high school. By 2040, reach jurisdictional targets to result in at least 75% of public school students being enrolled in a school district that offers a MWEE for all students.

All four of these components are required for the experience to qualify as a Meaningful Watershed Educational Experience (MWEE) (for a more detailed definition, see [MWEE Definition](#)):

Issue definition:

Students identify an environmental question, problem, or issue and explore through background research and investigation.

Outdoor field experiences:

Students participate in one or more outdoor field experience sufficient to collect the data required for answering the research questions and informing student actions.

Synthesis and conclusions:

Students analyze and evaluate the results of their investigation of the issue and synthesize and communicate results and conclusions.

Environmental Action projects:

Students participate in an action project during which students take action to address environmental issues at the personal or societal level.

On the following pages, please describe the participation of your school district's elementary, middle, and high school students in MWEEs in the 2025-26 school year.

~~~~~

## Elementary School

For each grade level, please indicate student participation in MWEE programs during the 2025-2026 school year.

A complete MWEE program includes: 1) Issue Definition, 2) Outdoor Field Experience, 3) Synthesis and Conclusions, 4) Environmental Action Project ([MWEE Definition](#))

|              | A system-wide<br>MWEE is in place for<br>students in this grade | Some schools or<br>classes in this grade<br>participate in MWEEs | No evidence that<br>students in this grade<br>participate in a<br>MWEE |
|--------------|-----------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------|
| Kindergarten | <input type="checkbox"/>                                        | <input type="checkbox"/>                                         | <input type="checkbox"/>                                               |
| 1st grade    | <input type="checkbox"/>                                        | <input type="checkbox"/>                                         | <input type="checkbox"/>                                               |
| 2nd grade    | <input type="checkbox"/>                                        | <input type="checkbox"/>                                         | <input type="checkbox"/>                                               |
| 3rd grade    | <input type="checkbox"/>                                        | <input type="checkbox"/>                                         | <input type="checkbox"/>                                               |
| 4th grade    | <input type="checkbox"/>                                        | <input type="checkbox"/>                                         | <input type="checkbox"/>                                               |
| 5th grade    | <input type="checkbox"/>                                        | <input type="checkbox"/>                                         | <input type="checkbox"/>                                               |

**Display This Question If:**

**If Elementary MWEE = A system-wide MWEE is in place for any students in this grade**

Please describe the system-wide MWEE programs that are in place to reach all elementary school students (i.e., grade, description of unit, partnerships, etc.).

---



---



---



---



---

~~~~~

We are interested in learning more about other inquiry-based environmental literacy programs that have the potential to be expanded into full, system-wide MWEEs. These may include existing field trips, sustainable school efforts, service learning programs, or MWEEs that are offered only to some students in the district.

Please describe any existing efforts that fit this description for elementary school students, including the grade level(s) reached, partners, and a short program description.

~~~~~

**Middle School** For each grade level, please indicate student participation in MWEEs during the 2025-2026 school year.

*A complete MWEE program includes: 1) Issue Definition, 2) Outdoor Field Experience, 3) Synthesis and Conclusions, 4) Environmental Action Project ([MWEE Definition](#))*

|           | A system-wide MWEE is in place for students in this grade | Some schools or classes in this grade participate in MWEEs | No evidence that students in this grade participate in a MWEE |
|-----------|-----------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------|
| 6th grade | <input type="checkbox"/>                                  | <input type="checkbox"/>                                   | <input type="checkbox"/>                                      |
| 7th grade | <input type="checkbox"/>                                  | <input type="checkbox"/>                                   | <input type="checkbox"/>                                      |
| 8th grade | <input type="checkbox"/>                                  | <input type="checkbox"/>                                   | <input type="checkbox"/>                                      |

**Display This Question If:**

**If Middle MWEE = A system-wide MWEE is in place for any students in this grade**

Please describe the system-wide MWEE programs that are in place to reach all middle school students (i.e., grade, description of unit, partnerships, etc.).

---

---

---

---

---

~~~~~

We are interested in learning more about other inquiry-based environmental literacy programs that have the potential to be expanded into full, system-wide MWEEs. These may include existing field trips, sustainable school efforts, service learning programs, or MWEEs that are offered only to some students in the district.

Please describe any existing efforts that fit this description for middle school students, including the grade level(s) reached, partners, and a short program description.

High School For each high school course, please indicate student participation in MWEEs during the 2025-2026 school year.

A complete MWEE program includes: 1) *Issue Definition*, 2) *Outdoor Field Experience*, 3) *Synthesis and Conclusions*, 4) *Environmental Action Project* ([MWEE Definition](#))

	System-wide, a MWEE is included in this course	Some schools or classes include a MWEE in this course	No evidence that students in this course participate in a MWEE
Biology	☐	☐	☐
Chemistry	☐	☐	☐
Physics	☐	☐	☐
Earth Science or Environmental Science	☐	☐	☐
History	☐	☐	☐
U.S. Government / Civics	☐	☐	☐
Geography	☐	☐	☐
Economics	☐	☐	☐
Algebra I	☐	☐	☐
Geometry	☐	☐	☐
Algebra II	☐	☐	☐
Language Arts	☐	☐	☐
Literature	☐	☐	☐
Health and/or Physical Education	☐	☐	☐
Other Graduation Requirement Course (indicate course)	☐	☐	☐
Any AP Science course (indicate course)	☐	☐	☐

	System-wide, a MWEE is included in this course	Some schools or classes include a MWEE in this course	No evidence that students in this course participate in a MWEE
Any AP History course (indicate course)	☐	☐	☐
Any AP Math Course (indicate course)	☐	☐	☐
Any AP English course (indicate course)	☐	☐	☐
Other Elective course(s) (indicate course(s))	☐	☐	☐

Please indicate which of the following are **required high school courses** (i.e., every student must take the course in order to graduate).

- ☐ Biology
- ☐ Chemistry
- ☐ Physics
- ☐ Earth or Environmental Science
- ☐ History
- ☐ U.S. Government / Civics
- ☐ Geography
- ☐ Economics
- ☐ Algebra I
- ☐ Geometry
- ☐ Algebra II
- ☐ Language Arts
- ☐ Literature
- ☐ Health and/or Physical Education

~~~~~  
**Display This Question If:**

**If HS MWEE = A system-wide MWEE is in place for any students in this grade**

Please describe the system-wide MWEE programs that are in place to reach all high school students (i.e., grade, description of unit, partnerships, etc.).

---

---

---

~~~~~  
We are interested in learning more about other inquiry-based environmental literacy programs that have the potential to be expanded into full, system-wide MWEEs. These may include existing field trips, sustainable school efforts, service learning programs, or MWEEs that are offered only to some students in the district.

Please describe any existing efforts that fit this description for high school students, including the grade level(s) reached, partners, and a short program description.

Section 3: Continuous Environmental Education Improvement Efforts

What are the strongest elements of your environmental education program for students and/or teachers?

How do you know that this has been effective?

~~~~~

What are the greatest challenges related to establishing/implementing your environmental education program?

---

---

---

---

---

What are your highest priority needs for improving your environmental education programs? Please rate how much of a need each of the items below is for your LEA.

|                                                                                        | No<br>need<br>1          | 2                        | 3                        | 4                        | 5                        | 6                        | High<br>need<br>7        |
|----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Professional development (PD)<br>/ resources for facilitating<br>student action        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PD / resources for facilitating<br>outdoor field experiences                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PD / resources for using the<br>schoolyard / community as an<br>outdoor learning space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PD / resources for supporting<br>student-centered issue<br>investigations              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interdisciplinary curriculum<br>planning / writing and standards<br>alignment          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Partnership with environmental<br>education providers or other<br>community resources  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instructional technology use for<br>indoor and outdoor<br>investigations               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support from Superintendent<br>and / or Central Office<br>departments                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Funding for transportation                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Funding for professional<br>development                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Funding for programming and<br>supplies                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please describe)                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Section 6: Feedback on ELIT

**\*\*\*NOTE: After you click "Next" on this screen, you will not be able to return to view any previous answers.**

**Do not move past this page until you are satisfied with all of your previous answers.\*\*\***

On a scale from 1 to 10, how difficult or easy was it to provide the data for the ELIT survey overall? (Where 1 means very difficult, and 10 means very easy)

|                | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        | 10                       |           |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| Very difficult | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Very easy |

Do you have any suggestions for improving the design and/or functionality of the ELIT survey?

---

---

---

---

---

## Questions for Delaware Districts

### 1. SHARED: Environmental Literacy Plan Question

School district Environmental Literacy Plans (ELPs) are roadmaps that lay a foundation for district-wide implementation, integration, connectedness, and coherence of environmental literacy programming into the K-12 curriculum and beyond (like afterschool or sustainable schools programs). Learn more about Environmental Literacy Plans here: <https://www.baybackpack.com/district-toolkit/district-environmental-literacy-planning-toolkit>

#### Q1: Does your LEA have an Environmental Literacy Plan?

- ☐ Yes, and it has been approved by LEA leadership
- ☐ Yes, but it has not been formally approved by LEA leadership
- ☐ Yes, but it has not been updated in more than 5 years
- ☐ In development
- ☐ No
- ☐ I'm not sure

#### If Yes or In Development

#### Q1a: Which of the following elements does your plan address?

Curriculum integration across grade levels (PK-12)  
A schedule for Meaningful Watershed Educational Experiences (MWEEs) at each grade band  
Professional development for teachers  
Community and organizational partnerships  
Connections to standards-based curricula / SOLs  
Sustainable schools practices  
Climate literacy programming  
Workforce connections  
Other (please describe): \_\_\_\_\_

#### Q1b: If you are willing to share your environmental literacy plan, please provide a link to it and/or an email we can contact to follow-up:

[Write-in]

#### If No or Not Sure

Q1a: If resources were provided, would your LEA be willing to develop an environmental literacy plan? If yes, which of the following would be most helpful in supporting your development? Select all that apply.

- ☐ Direct technical assistance/coaching
- ☐ Ready-to-use templates and examples
- ☐ Peer mentoring/networking with other LEAs
- ☐ Other (please specify) \_\_\_\_\_
- ☐ No, our LEA would not be able to develop a plan at this time

**2. Does your system integrate Environmental Literacy competencies into workforce development programming, i.e. Career Technology Education (CTE)?**

**If yes, please describe what you did, the approach you took and any partnering organizations that supported this work.**

If no, write “n/a” below.

**3 To capture a comprehensive picture of your district’s environmental literacy initiatives, please describe any other environmental education activities, programs, or assets currently active in your school system.**

(Examples might include: outdoor school/environmental education field trips, participation in the EcoSchools Certification, nature-based SEL programs, and/or outdoor nature-based schoolyard programs/gardens/classrooms). Be sure to include any environmental education networks or networks related to environmental literacy that you are involved with.

## Questions for Maryland Districts

### SHARED: Environmental Literacy Plan Question

School district Environmental Literacy Plans (ELPs) are roadmaps that lay a foundation for district-wide implementation, integration, connectedness, and coherence of environmental literacy programming into the K-12 curriculum and beyond (like afterschool or sustainable schools programs). Learn more about Environmental Literacy Plans here: <https://www.baybackpack.com/district-toolkit/district-environmental-literacy-planning-toolkit>

#### Q1: Does your LEA have an Environmental Literacy Plan?

- ☐ Yes, and it has been approved by LEA leadership
- ☐ Yes, but it has not been formally approved by LEA leadership
- ☐ Yes, but it has not been updated in more than 5 years
- ☐ In development
- ☐ No
- ☐ I'm not sure

#### If Yes or In Development

#### Q1a: Which of the following elements does your plan address?

Curriculum integration across grade levels (PK-12)  
A schedule for Meaningful Watershed Educational Experiences (MWEEs) at each grade band  
Professional development for teachers  
Community and organizational partnerships  
Connections to standards-based curricula / SOLs  
Sustainable schools practices  
Climate literacy programming  
Workforce connections  
Other (please describe): \_\_\_\_\_

#### Q1b: If you are willing to share your environmental literacy plan, please provide a link to it and/or an email we can contact to follow-up:

[Write-in]

#### If No or Not Sure

**Q1a: If resources were provided, would your LEA be willing to develop an environmental literacy plan? If yes, which of the following would be most helpful in supporting your development? Select all that apply.**

- ☐ Direct technical assistance/coaching
- ☐ Ready-to-use templates and examples
- ☐ Peer mentoring/networking with other LEAs
- ☐ Other (please specify) \_\_\_\_\_
- ☐ No, our LEA would not be able to develop a plan at this time

**Q2. Does your system integrate Environmental Literacy standards into workforce development programming? (ex. Industry Recognized Credentials (IRC)/ Career Technology Education (CTE)/ Apprenticeships/ Internships).**

**If yes, Please share your experiences and partnering organizations.**

If no, write "n/a" below.

**Q3 To capture a comprehensive picture of your district's environmental literacy initiatives, please describe any other environmental education activities, programs, or assets currently active in your school system.**

(Examples might include: outdoor school / outdoor education, participation in the Maryland Climate Teach-In, Maryland Green Schools Certification, nature-based social and emotional wellness programs, nature play spaces/ outdoor classrooms, or outdoor nature-based schoolyard programs).

## Questions for Virginia Districts

School district Environmental Literacy Plans (ELPs) are roadmaps that lay a foundation for district-wide implementation, integration, connectedness, and coherence of environmental literacy programming into the K-12 curriculum and beyond (like afterschool or sustainable schools programs). Learn more about Environmental Literacy Plans here: <https://www.baybackpack.com/district-toolkit/district-environmental-literacy-planning-toolkit>

### Q1: Does your LEA have an Environmental Literacy Plan?

- ☐ Yes, and it has been approved by LEA leadership
- ☐ Yes, but it has not been formally approved by LEA leadership
- ☐ Yes, but it has not been updated in more than 5 years
- ☐ In development
- ☐ No
- ☐ I'm not sure

#### If Yes or In Development

### Q1a: Which of the following elements does your plan address?

Curriculum integration across grade levels (PK-12)  
A schedule for Meaningful Watershed Educational Experiences (MWEEs) at each grade band  
Professional development for teachers  
Community and organizational partnerships  
Connections to standards-based curricula / SOLs  
Sustainable schools practices  
Workforce connections  
Other (please describe): \_\_\_\_\_

**Q1b: If you are willing to share your environmental literacy plan, please provide a link to it and/or an email we can contact to follow-up:**

[blank line]

#### If No or Not Sure

**Q1a: If resources were provided, would your LEA be willing to develop an environmental literacy plan? If yes, which of the following would be most helpful in supporting your development? Select all that apply.**

- ☐ Direct technical assistance/coaching
- ☐ Ready-to-use templates and examples
- ☐ Peer mentoring/networking with other LEAs
- ☐ Other (please specify) \_\_\_\_\_
- ☐ No, our LEA would not be able to develop a plan at this time

**Q2: Does your division currently include awareness of environmental, conservation, or “green” career pathways (the term “green Jobs” refers to any job that produces goods or services that help the environment or conserve natural resources, or any jobs that involve making a process more environmentally friendly or use fewer natural resources) in any of the following? (Select all that apply)**

- ☐ Classroom instruction in core content areas
- ☐ Career and technical education (CTE) coursework
- ☐ School counseling or advisory programs
- ☐ Extracurricular programs or clubs
- ☐ None of the above

**Display if none of the above is selected:**

**Q3a: To what extent do the following factors limit your school division's ability to support environmental career pathways?**

|                                                      | Not a barrier | Minor Barrier | Moderate Barrier | Significant Barrier |
|------------------------------------------------------|---------------|---------------|------------------|---------------------|
| Funding                                              |               |               |                  |                     |
| Staff Capacity                                       |               |               |                  |                     |
| Employer Partnerships                                |               |               |                  |                     |
| Postsecondary Partnerships                           |               |               |                  |                     |
| Student Awareness of Careers                         |               |               |                  |                     |
| Access to Meaningful Watershed Education Experiences |               |               |                  |                     |

**Display if they choose any of the first four options:**

**Q3a: Does your division offer or plan to offer any of the following credentials or pathways related to environmental fields? (Select all that apply)**

- ☐ Industry-recognized credentials in environmental science, natural resources, or related fields
- ☐ Dual enrollment courses in environmental or conservation topics
- ☐ Partnerships with postsecondary institutions for environmental career pathways
- ☐ Work-based learning opportunities (internships, job shadowing) in environmental fields
- ☐ None currently, but we are interested in developing these
- ☐ None, and we have no current plans to develop these

**Q3B: What percentage of your students take advantage of these opportunities?**

- ☐ 0 – 20
- ☐ 21-40
- ☐ 41-60
- ☐ 61-80
- ☐ 81-100

## Questions for Pennsylvania Districts

**Q1: What planning tool(s) or curricular resource(s) is/are your LEA utilizing to integrate the Environmental Literacy & Sustainability components of the PA STEELS (Science MWEE or Meaningful Environmental Literacy Experiences) inquiry practices into your LEA's culture and curriculum? Select all that apply.**

- ☐ MWEE Framework/Environmental Literacy Model (ELM)
- ☐ PA Environmental Literacy Plan Template for LEAs
- ☐ US ED Green Ribbon School/Green Strides
- ☐ PLT Project Green Schools
- ☐ National Wildlife Federation EcoSchools
- ☐ Green Schools Alliance
- ☐ NGO organizations/consortia (e.g. Women for a Healthy Environment or PA Green & Healthy Schools Partnership)
- ☐ PA Comprehensive Plan
- ☐ Other (please list)
- ☐ None

**Q2: What planning tool(s) or curricular resource(s) is/are your LEA utilizing to integrate the PA Career Education and Work Standards into your Science, Technology & Engineering, and Environmental Literacy & Sustainability-related curricula? Select all that apply:**

See PA Career Education and Work Standards here:

<https://www.pa.gov/agencies/education/resources/student/career-ready-pa/career-ready-pa>

- ☐ PA Career Ready Skills Tool Kit – PA Department of Education
- ☐ Agriculture Career Exploration - PA Department of Agriculture
- ☐ AgExplorer – National FFA Organization
- ☐ National Agriculture in the Classroom – Discover Agriculture Careers
- ☐ PA Ag & Food Careers
- ☐ Green Career Hub
- ☐ Green Jobs Board
- ☐ Green Jobs for Nature
- ☐ Environmental Defense Fund Green Jobs Hub
- ☐ Green Building Council (USGBC) Careers Resources
- ☐ Mobilize Green
- ☐ Sustainable Forestry Initiative
- ☐ MANRRS (National Society of Minorities in Agriculture, Natural Resources, and Related Sciences) Chapter Representation and Career Hub
- ☐ Project Learning Tree: Green Jobs
- ☐ PA Forest Careers
- ☐ PA Friends of Agriculture: Ag Mobile
- ☐ PA WoodMobile
- ☐ American Farm Bureau Foundation for Agriculture Careers in AG e-Learning Module
- ☐ Other
- ☐ None

**Q3: Does your LEA participate in the Pennsylvania Environmental Literacy Network's Regional Hub system?**

This system aims to foster connections and enhance communication regarding PA STEELS Academic Standards and strategies for aligning with regional, statewide, and national efforts in environmental literacy and sustainability education.

(More information about getting connected here: <https://pagatewaytogreen.org/environmental-literacy/pa-elit-network/>)

- ☐ Yes
- ☐ No
- ☐ I'm not sure.

**If Yes:**

**Q3A: Which hub does your LEA participate in?**

- ☐ Northwest
- ☐ Northcentral
- ☐ Northeast
- ☐ Southwest
- ☐ Southcentral
- ☐ Southeast

**Q3B: What level of involvement does your LEA maintain (select all that apply)**

- ☐ Our administrators/curriculum designers regularly participate in the hub's periodic meetings and workshops
- ☐ Our administrators/curriculum designers have attended occasional meetings or professional development sessions
- ☐ Our educators regularly participate in the hub's periodic meetings and workshops
- ☐ Our educators have attended occasional meetings or professional development sessions
- ☐ A member of our team has a leadership role in our hub
- ☐ Other

**Q3C: What hub supports does your LEA access? (Select all that apply)**

- ☐ Professional development opportunities (e.g. MWEE ambassador, field methods, curriculum design)
- ☐ Curriculum writing/realignment support
- ☐ Peer-to-Peer networking
- ☐ Partner-lead outside Field Experiences for students at our school
- ☐ Partner-lead outside Field Experiences for students off-site
- ☐ Other

## Questions for West Virginia Districts

**Q1: What environmental education providers has your district worked with in the past 5 years (check all that apply)?**

- ☐ Cacapon Institute
- ☐ Department of Agriculture
- ☐ Eastern Panhandle Conservation District
- ☐ Experience Learning
- ☐ NASA Globe
- ☐ Potomac Valley Audubon Society
- ☐ Trout Unlimited
- ☐ West Virginia University Extension
- ☐ Wind Dance Farm & Earth Education
- ☐ Other (please list)
- ☐ None of these

**Q2: What do you feel should be the first actions taken by environmental education providers and/or school districts to better prioritize environmental literacy?**

**Q3: How can environmental education providers promote having students complete a MWEE's (Meaning Watershed Education Experiences) in elementary, middle and high school?**

~~~~~

EVERYONE

THANK YOU for completing this survey! Please click on the SUBMIT button below to complete the survey.

If you would like a copy for your records: scroll to the bottom and click the link to download a PDF of your completed survey.

Questions? Contact us: ELIT@jsickler.net