

## District of Columbia Public Schools: 2024 ELIT Summary

Data last submitted: 2024

ELIT Response Submitted by: Curriculum Supervisor/Coordinator

### Preparedness to Implement Environmental Education

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

Implementation of specific elements:

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

### Student Participation in MWEEs

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

Kindergarten	Some schools/classes	2 <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:** Department of Energy and Environment has a grant program that funds four organizations to conduct programming at the grade 4 level and three organizations for programming at the grade 5 level. Schools may be using EcoRise curriculum or participating in FoodPrints. Other partners include Live It Learn It and Nature Forward.

**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:** Sixth grade academy (all Title I schools) have a signature experience in Rock Creek Park or the National Arboretum.

**Describe Isolated MWEEs:** Schools may also participate in NEED programming, EcoRise, Anacostia RiverKeeper.

## District of Columbia Public Schools: ELIT Summary (continued)

**High School:** At some schools/classes required at 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>	Some schools/classes	<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>		<b>English / Language Arts</b>	None
<b>Literature</b>		<b>Health / Physical Education</b>	Some schools/classes	<b>Other Required Course</b>	

**Describe System-wide MWEEs:**

**Describe Isolated MWEEs:** Bioblitz in grade 9, EcoRise for all grades, Living Classrooms.

### 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>	None	<b>Health / Physical Education</b>		<b>Other Elective Course</b>	
<b>AP Science (any)</b>	Some schools/classes Environmental Science			<b>AP Math (any)</b>	
<b>AP History (any)</b>				<b>AP English (any)</b>	

## District of Columbia Public Schools: ELIT Summary (continued)

### Needs for Support

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

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

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

### Qualitative Self-Assessment

Strengths of EE for Students:	Course offerings and access to partners and vendors to provide programs.
Challenges in EE:	Marginalization of science in K-5, so access to teachers is difficult. Bringing them access to the partners, etc., is challenge. Especially because this is where it is needed the most. Easier at the middle and high school level.