District of Columbia Public Schools: ELIT Summary

Most Recent Data: 2019

Preparedness to Implement Environmental Education

Preparedness Level: **Somewhat Prepared**

Implementation of specific elements:

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

Student Participation in MWEEs

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

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

***Describe System-wide MWEEs**:* The Department of Energy and Environment funds an Overnight MWEE for fifth graders, which is implemented through three nonprofit organizations. It is offered to all schools, but not all participate.

***Describe Isolated MWEEs**:* Cornerstones, school garden programs (MWEE requirement integrated into funding requirements of the Office of the State Superintendent of Education's School Garden Grant), National Park Conservation Association's Buddy Bison program, OSSE funds DC Environmental Education Consortium partner organizations Clean Air Partners and Casey Trees to implement a program, Cleaner Air, Tree By Tree, Department of Energy and Environment funds Live It Learn It to deliver a program on Trash-Focused MWEE, OSSE funds Anacostia Watershed Society to implement a shad restoration program.

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

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

***Describe System-wide MWEEs**:* The Department of Energy and Environment funds an Overnight MWEE for fifth graders, which is implemented through three nonprofit organizations. It is offered to all schools, but not all participate.

***Describe Isolated MWEEs**:* Cornerstones, school gardens, Department of Energy and Environment funds Living Classrooms to conduct MWEE program on Kingman Island

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

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

Sustainable Schools Best Practices

Implementation of Sustainable Schools (SS) Best Practices:

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

Needs for Support

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

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

Qualitative Self-Assessment

Strengths of EE for Students:	Environmental education program is standards-based. We will have data soon, once the DC Science assessment data is released (in December 2019).
Strengths of EE for Teachers:	Environmental education program is standards-based. We also have the availability of partners to support our initiatives and participate in helping with professional development activities. We will have data soon, once the DC Science assessment data is released (in December 2019).
Success Stories:	The Office of the State Superintendent of Education has a program that works with elementary school teachers to help integrate environmental education at every grade level within their school: https://osse.dc.gov/node/1220026
Challenges in EE:	Funding for providers, access to teachers (especially at K-5), enabling conditions at the school level are inconsistent across schools, testing, transient nature of teachers (30-40 new teachers each year at the MS/HS levels).
Growth Opportunities:	Development of new Cornerstones and other curriculum resources, new scheduling requirements for K-5 to include increased minutes of science instructional time: for K-2, 45 mins a day for half a year, and for 3-5, 30 mins a day all year (150 mins per week).