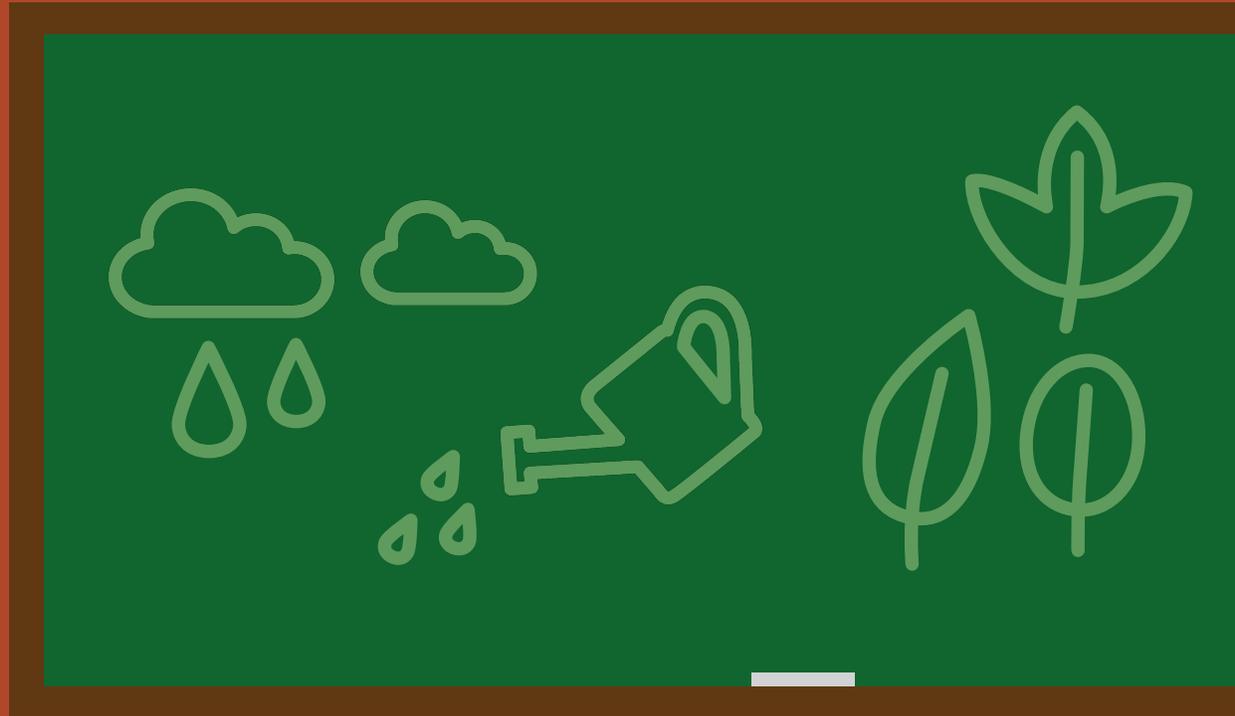


EDUCATION





EDUCATION

Sustainability education is fundamental to the success of Sustainable DC. This includes education of our young people within the formal education system as well as community-wide education on the benefits and importance of sustainability. In a recent survey, half of residents responded that they have heard of Sustainable DC and over two-thirds supported the concept of sustainability.²⁸ This is a good foundation of support, yet provides an opportunity to engage with more residents on Sustainable DC. Another theme in this recent survey was that sustainability doesn't feel inclusive—that it is only for some residents, but not others, a feeling that was particularly prominent among residents of color. The District Government has work to do to better include people of color and ensure that sustainability is relevant, meaningful, and welcoming to all District residents.

Currently, the main forms of sustainability education by the District Government are the implementation of the Office of the State Superintendent of Education's Environmental Literacy Plan, community engagement by the Department of Energy and Environment (DOEE), including its Sustainable DC Ambassadors and the Green Zone Environmental Program, and Department of General Services programs to reduce wasted food and electricity usage in schools. Much more expansive sustainability education is done by the District's strong network of environmental and sustainability nonprofit organizations.



Sustainable DC 2.0's actions on education have real benefits for Washington, DC at all levels:

INDIVIDUAL

Every resident, regardless of where they live, should be afforded the opportunity to access all the public services and financial incentives that the District Government offers, to improve the quality of their lives. Residents—especially those who've been marginalized—also deserve to be educated on plans and projects and provided a convenient way to give input on them. Through Sustainable DC, the District Government will strive to create a method to ensure its community engagement reaches those who have not weighed in, resulting in equitable outcomes.

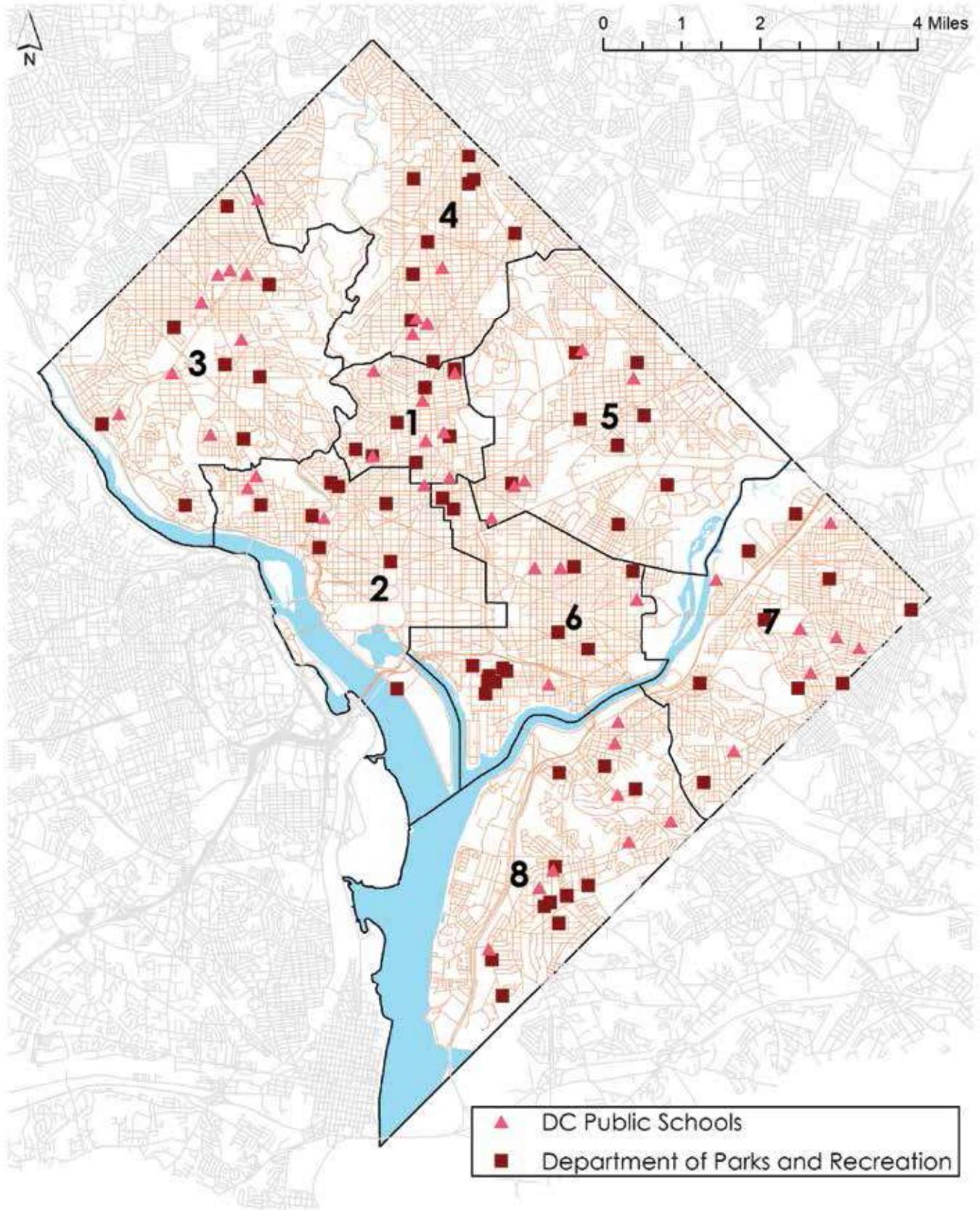
NEIGHBORHOOD

The District's public school buildings, recreation centers, and libraries are critical facilities for the development of residents. As we renovate these buildings to be healthy and green, they become excellent opportunities for communities to learn about green building, energy efficiency, stormwater management, and sustainable waste diversion. By making buildings more sustainable, we are also transforming them into tools for communal learning.

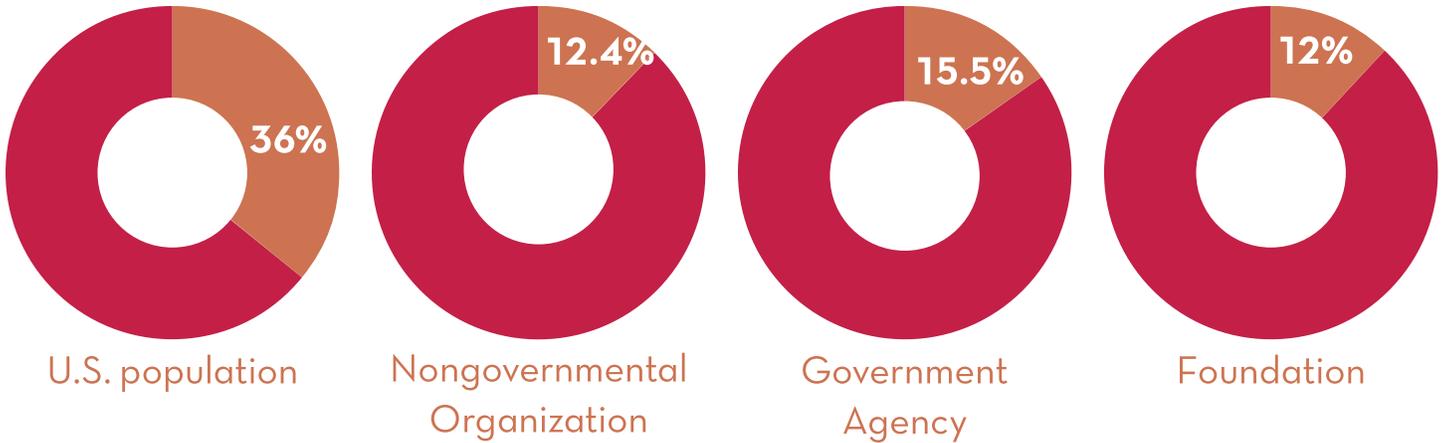
DISTRICT

A growing population of sustainability stewards engaged in community-driven processes will lead to positive impacts in all communities, especially communities of color and those with limited English proficiency. More importantly, District Government employees will have the opportunity to better understand how to shape programs and initiatives that are most attractive to residents based on the needs of their individual communities.

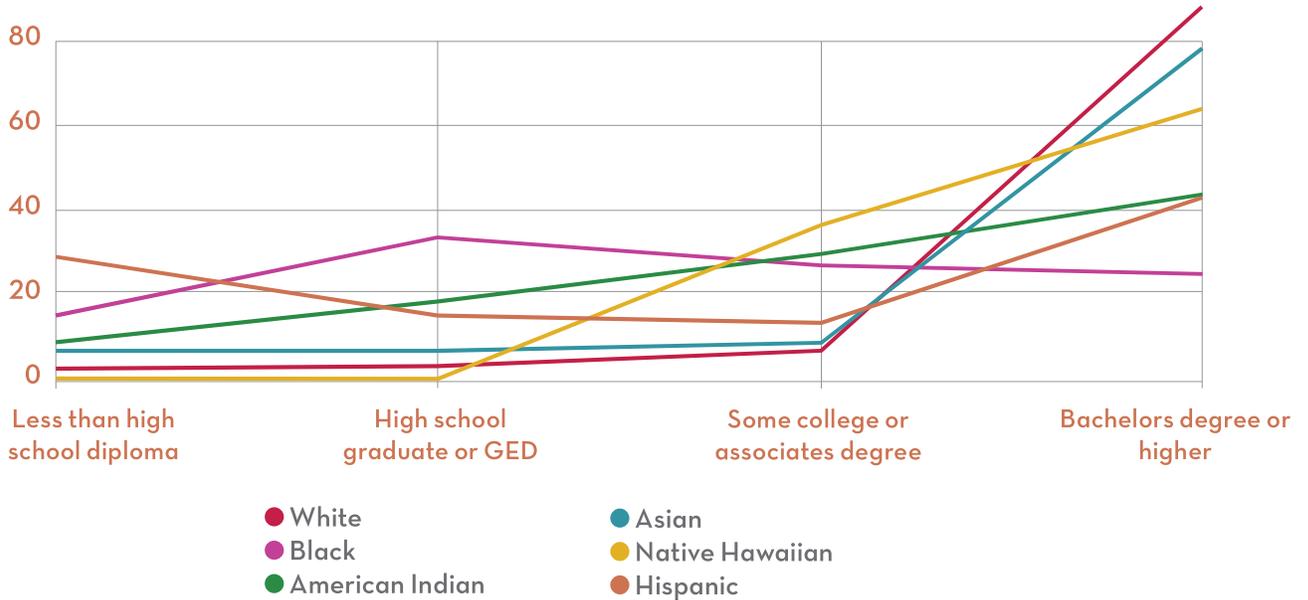
MODERNIZED SCHOOLS AND RECREATION FACILITIES BY WARD



Staff Diversity in Environmental Organizations^{xxvii}



Educational Attainment in DC by Race (Age 25+)^{xxviii}



115
DC public schools

123
DC public charter schools^{xxix}

32 schools have adopted the Environmental Literacy Program.^{xxx}

DC Government Investment in Meaningful Watershed Educational Experience (MWEE)^{xxxi}



2011–2012: **\$100,000**
 2012–2013: **\$420,000**
 2013–2014: **\$20,000**
 2014–2015: **\$1.4 million**
 2015–2016: **\$20,000**
 2016–2017: **\$340,000**



GOAL 1

Ensure every student in the District graduates with the knowledge to protect and restore their local environment.



TARGET 1

By 2032, teach 100% of children in the District about environmental and sustainability concepts.



TARGET 1 BASELINE

0%*

*Going forward the data will be measured by students reached via Environmental Literacy Leadership Cohort.

ED1.1

Modernize all public school buildings, recreation centers, and libraries to reduce their environmental footprint and integrate sustainable and healthy practices into their operations.

To ensure that our students and residents have the best possible educational and recreational environments, the District Government must continue to renovate District public schools, libraries, and recreation centers to efficiently use energy and water, manage waste. Further, it must maintain them with sustainability and health in mind. The District Government will promote interactive learning and stewardship opportunities through sustainability elements of these buildings such as rain gardens, green roofs, and sustainable cleaning programs at these buildings. The District Government will develop learning materials to help students and guests learn about sustainability via these important public buildings.

TIMEFRAME

Medium term

LEAD

DGS

PARTNERS

DCPL, DCPS, DOEE, DPR

ED1.2

Implement a program to encourage all District schools to adopt healthy, green, and sustainable practices.

The District Government will create a program that will support and continually increase the number of schools that integrate sustainability practices and reduce the impact of their buildings and grounds while providing learning opportunities about sustainability for students. The District Government will work to encourage the staff and students to engage in environmental health practices through providing environmental and sustainability education. The creation of student ambassadors who will serve in a green leadership capacity will be a large part of this educational program in schools.

TIMEFRAME

Long term

LEAD

DOEE, OSSE

PARTNER

DCPS

ED1.3

Implement the Environmental Literacy Plan.

In order to support the implementation of the Environmental Literacy Plan (ELP)—the District’s plan for aligning sustainability and environmental education with existing curricula—Sustainable DC 2.0 has been updated to better align the plan goals, targets, and actions with the ELP. To further propel this effort, the sustainability education program in ED1.2 will be guided by standards within the 2014 Environmental Literacy Framework.

TIMEFRAME

Short term

LEAD

OSSE

PARTNERS

DCPS, DOEE

**ED1.4**

Provide adequate support so that every student will have access to meaningful environmental experiences in elementary, middle, and high school.

The District Government’s current program effort, facilitated by DOEE, only reaches 39 percent of fifth graders in a given year. While Meaningful Watershed Environmental Experiences (MWEEs) take place in some high schools and middle schools, the MWEE’s are only systematic for fifth grade. There are fewer options for most high school students and grades kindergarten through four and six through eight. In order to provide access to meaningful environmental experiences for students between grades three and 12, District Government will need to increase support for this important program.

TIMEFRAME

Long term

LEAD

DOEE, OSSE

PARTNERS

DCPS, DOEE

ED1.5

Provide dedicated scholarship funding to allow District residents of color to major in sustainability programs in higher education.

While it is projected in the coming decades that people of color will make up the majority population in the United States, the same is not true for people of color in environmental fields. Studies show that while people of color increasingly support environmental protections at higher rates than white individuals, they have not broken the “green ceiling.” Fewer than 16 percent of environmental jobs are held by people of color.²⁹ The District Government can take a bold step to diversify environmental fields by supporting targeted environmental education for its residents. The District Government will provide dedicated scholarship funding and ensure District high school graduates are aware of career pathways and financial resources to study in sustainability-related fields.

TIMEFRAME

Long term

LEAD

EOM

PARTNERS

DCPS, DOEE, OSSE, UDC





GOAL 2

Expand community education and engagement on sustainability practices that will help residents live green lifestyles and save money.



TARGET 2

By 2032, leverage resources to expose 100% of District residents living in underserved and underrepresented communities to sustainability events and initiatives in their neighborhood.



TARGET 2 BASELINE

25%

ED2.1

Increase District residents' awareness of sustainable living using culturally relevant and community-driven materials.

A 2017 DOEE survey showed residents—especially people of color—want to know more about how to “go green” in their daily lives. In response, the District Government will provide practical actions that residents can take to be more sustainable, such as reducing their use of single-use plastic bags, washing clothes in cold water, eating less red meat, and using programmable thermostats to control and balance home temperatures while they are away. Information and resources will be co-created with the community—focusing on under-represented residents—and culturally relevant.

TIMEFRAME

Short term

LEAD

DOEE

PARTNER

OP

ED2.2

Increase participation of people of color in Sustainable DC community events, planning efforts, and implementation of programs and policies.

The District Government will work to better represent people of color in sustainable planning by intentionally prioritizing work in historically underserved communities. To garner support for these projects, the District Government will engage residents at the outset of processes to ensure community priorities (for example, economic mobility, employment opportunities, and youth development) are factored into the decision-making process and framing of plan and project goals.

TIMEFRAME

Short term

LEAD

DOEE

PARTNERS

DMGEO, EOM, OP



ED2.3

Recognize residents and community leaders for their sustainability achievements with awards and in public sustainability campaigns.

DOEE hosts an annual Sustainability Awards ceremony, where business, schools, and partners are honored for their achievements and contributions to the sustainable goals in the District. DOEE will make a commitment to expand the reach of, and diversify the cohort of, those who are honored to include more people of color, for their contributions to the District's sustainability.

TIMEFRAME

Short term

LEAD

DOEE

PARTNER

EOM

ED2.4

Develop a list of actions that residents should take to help reach our sustainability goals based on data.

The ambitious goals of Sustainable DC and its sister plans such as Clean Energy DC and moveDC will not be met without the participation of District residents. Based on analysis, the District Government will create a list of actions that are most needed for residents to take. The District Government will incentivize residents through creative campaigns and friendly competitions to promote these actions.

TIMEFRAME

Short term

LEAD

DOEE

PARTNERS

DDOT, DPW, OP

ED2.5

Create and promote accessible opportunities for adults to learn and build connections to the natural world.

DOEE currently provides funding to organizations to train and educate residents to become Master Gardeners, Master Naturalists, and Watershed Stewards. We envision using the foundations of these programs to attract new audiences to help us create programs that are both accessible and provide marketable skills.

TIMEFRAME

Short term

LEAD

DOEE

PARTNERS

DMGEO, DPR, UDC