SDC 2.0 Working Group: Goals, Actions and Targets
Jobs and Economy, and Education Working Group

*KEY: Yellow highlights are proposed new text.

JOBS AND THE ECONOMY
JE GOAL 1: Grow and diversify DC's business sectors and diversify DC's economy.

ED GOAL 1: Ensure every student in the District graduates with the knowledge and skills to incorporate sustainability practice in their daily lives, and to act responsibly to protect and restore their local environment.

Target: By 2032, develop 3 times as many small District-based businesses.
- Need to specify by sector, including large businesses, non-profit organizations. Consider economic corridors, walkable neighborhoods, economic clusters. Provide definition of small business. "3 times" seems arbitrary.
- Grow small and medium (green) businesses in DC, citywide and by ward.
- Ensure geographic distribution.

JE1.1 Complete a review of regulatory reform options to make it easier to do business in the District.
- Progress has been made, i.e. online licensing. Recommend tweaking on a regular basis, for example, every 3-5 years. Need more information before we mark it as RED. Important that we review both "easier to do business" vs. "how to be a successful business." How is the DMPED Plan being communicated?
- Require continuous review of DC regulations for its impact on businesses. Make it easier to do business in DC

ED1.1 Continually increase the number of schools in the District that integrate sustainability practices and reduce the impact of their buildings and grounds on their local environment while encouraging environmental health practices, and develop student ambassador program.
- Each school should develop a comprehensive and systemic approach to sustainability and environmental literacy for all students in the district that includes policies, practices and voluntary metrics that support the ELP.
- Coordinate environmental and sustainability educational efforts across DC Agencies
- Continually increase students’ age-appropriate understanding of their local environment through participation in teacher-supported, meaningful environmental educational experiences and rigorous, inquiry-based instruction, with a goal of one meaningful environmental educational experience at each grade level (depending on available resources). (Best practices would follow Meaningful Watershed Environmental Education-MWEE)
- Reconvening a Mayoral Green Cabinet which would include an Education Subcabinet.

JE1.2 Formally recognize corporations and organizations that meet independent social and
environmental performance standards.
• Provide resources to start a sustainable business and resources, tools for assistance.

JE1.2a Encourage social entrepreneurship, "pay it forward" in the business sector.

JE1.3 Use anchor institutions to create local markets for sustainable enterprises.
• Look at "Make Your Space" model as an anchor institution. Include marginalized communities. Include mentoring and incubator programs. DMPED completed an assessment for "Make Your Space." The forthcoming cultural plan considered both space and culture.

JE1.4 Create central database for new business resources, update continuously.

JE1.5 Create, increase the number of incubators and "maker spaces" in every ward.

JE1.6 Identify and support green jobs for future technology, including green IT.
• Improve power infrastructure, EV charging stations. Start with job training, career guidance for 11th grade students. Build more solar infrastructure, create more capacity to reduce high cost of storm water retention credits (SRCs).

JE1.7 Increase number of businesses that offer green products and services and green sustainable businesses.
• Review certification process to be applicable/appropriate. Look at environmental performance standards. Define how we are using the term, green (be specific).

JE1.8 1.8 Provide resources to ALL business to operate as a sustainable business. Provide green resources.

JE GOAL 2: Expand the number and range of jobs available to District residents and ensure access to new jobs through appropriate skills training.
• Split job training away from the job creation.

Target: By 2032, cut citywide unemployment by 50%.
Secondary Target: Increase by 5 times the number of jobs providing green goods and services.
• Unemployment goals should address unemployment #’s in wards. Need to break down by race and educational attainment. It will be very hard to measure number of jobs providing green goods/services.
• Bring unemployment to or below national average for all wards. Sub-target could be sooner than 2032. Indicators measured for all demographic categories. Increase % of non-government jobs. Leadership and export of business innovation, Businesses grow beyond DC. Jobs of the future.
• Secondary Target" "5" seems arbitrary.
• Focus on homeless, returning citizens, veterans, youth, etc.

JE2.1 Improve integration of sustainable jobs training into school curricula to expose schoolchildren to new careers.
• DCPS does have vocational training. Integrating awareness of different types of jobs that address sustainability and issues. Exposing kids to new careers.
• Integrate summer program and GZEP into regular curriculum. Start in middle school. DC should engage private sector and workforce development (facilitate and incentivize). Need more exposure, integrate with hands-on curriculum.

JE2.1a Provide internships for high school students and young adults. Focus on paid internships (incorporate equity issues) into program.
• Create a standard (DCPS or OSSE?) for career development that includes internships and apprenticeships in high school.

JE2.2 Partner with the Workforce Investment Council to develop targeted workforce development strategies.
• This should include partners, for-profit and non-profit, organizations. Strategies should also include training for new clusters of demand, relevant to DC population. NEW ACTION: Need a separate program for existing workforce, returning citizens, homeless.
• Need more green infrastructure, solar, charging stations, water, landscaping, etc. Includes local food production to look at food security. Expanding the apprenticeship program. CTE track for wind or solar. Make sure they have a certification at the end of the classes. Integrate green within CTE program with placement program.
• Integrate with existing private sector workforce development, Ex. Utilities

JE2.3 Increase job and skill certification programs in the District.
• Review certification processes to be appropriate and applicable.
• Awareness availability, central point, vetting. Increase certified trainers (college students --> HS students)
• DOEE could establish a database and vet the different programs. Professional engineers could provide assistance. Mentorship and apprenticeship. Increase training and certification opportunities in green sectors. Increase awareness of certification programs (specifically college students and high school students). Establish green certifications in the District.

JE2.4 Recognize and require local hiring for grants. Provide points for CBE in grants.
• Currently, DC government does not take into consideration if you are a CBE with grants.

JE GOAL 2B: Ensure that all District residents have access to job training for employment, particularly green jobs.

JE3.1 Integrate job skill training into middle school and high school curriculum.
• It would be helpful to identify WHERE in the curriculum this might go – is it a component of a course that students are already taking? If so, it would be good to have ideas about where and how. In the Environmental Literacy Plan we talk about developing materials for students and families but not actually integrating anything into curriculum (Objective 3.E.i)

JE3.2 Provide introductory green job skills at locations across DC

JE3.3 Conduct analysis on fastest growing sectors in DC, provide job training based on growing markets.
JE3.4 Narrow job training goals with focus on target populations (returning citizens, veterans, youth 18-24 years, homeless, people in recovery).

J3.5 Document and publicize existing initiatives (build on current programs).

J3.6 Create internships/apprenticeships for high school pipeline.
- All actions include magnet and charter schools, public schools. Lower income students may not be able to afford nonpaying internships.
- Have work study as a component of education.
- It may be more effective to think about this as a component of the SYEP, since those are paid summer opportunities and are available to all. In the Environmental Literacy Plan, we talk about this a little bit (see ELP Objective 1.F.i).

J3.7 Encourage volunteerism.
- How do we build a spirit of volunteerism.
- Include student volunteers, another way to increase awareness of sustainability.
- Through the development of the Environmental Literacy Plan, we have discussed whether we can have environmental service learning as part of the community service graduation requirement. We could mirror language with the ELP here if we wanted (ELP Objective 3.D.iv).

J3.8 Activate DC Green Bank.
- Activate DC Green Bank to provide support for entrepreneurs, provide support for youth entrepreneurship, consumers projects.
- Social entrepreneur could use DC Green Bank to get business model off the ground.
- Tie city grants to hiring locally.

J3.9 Provide support for environmental entrepreneurships, including youth entrepreneurs.

J4.0 Ensure a DC Living Wage.
- The "minimum wage" should be a living wage. Continuously adjust minimum wage to be a living wage.
EDUCATION (NEW SDC SECTION)

ED GOAL 1: Ensure that all school-age children in the District are educated in sustainability.

ED GOAL 1: Ensure every student in the District graduates with the knowledge and skills to incorporate sustainability practice in their daily lives, and to act responsibly to protect and restore their local environment.

Target: By 2032, teach 100% of children in the District about sustainability concepts.

- Target should be 100%. Need to add the word, "environment," to increase sense of community. Children need to learn more about the environment, as a tangible place. Should also include social sustainability.

- How do we measure this? Right now, OSSE uses assessment, science, PE, school health profile. There’s no universal standard that schools use to measure sustainability. DC Schools still have the MWEE program. OSSE does track MWEE, but not every school participates. Make distinction between students in school and children outside of school, they may have different measurements.

ED1.1 Modernize all public school buildings.

ED1.1 Continually increase the number of schools in the District that integrate sustainability practices and reduce the impact of their buildings and grounds on their local environment while encouraging environmental health practices, and develop student ambassador program.

- Add professional development for staff to use as a tool. Modernization may refer to “greening the building”. Water fountains should be tested for lead. Safe Water and Healthy Food Act in schools. Schools need to save more trees. Ex. Baltimore City updated all of their water fountains. [https://dgs.dc.gov/page/dgs-school-projects](https://dgs.dc.gov/page/dgs-school-projects)

- Include charter schools in this action. Need to train maintenance staff and teachers about what makes a building "green" and how to operate/maintain a green building. Ex. Maryland Green Ribbon School. Solar panels, green roofs, energy efficiency can be a great teaching tool. How is this being measured? Modernizing schools will lead to better workforce development. About 1/2 of DCPS schools were modernized. DCPS has 25 projects in some phase of modernization.

- Green Student Ambassadors would be a great help to teach students about their building. Students would give tours around the building. Inter-agency consecutiveness is missing. DGS/DPR Green Building experts need to educate teachers and students about their green building. It is an unrealistic "heavy lift" to expect teachers to do this. It shouldn't be on the teachers to explain green building. Architects should give at least 1 presentation on the building. Language needs to be included in modernization RFP for architects - requirement to teach technical knowledge to teachers for curriculum. There isn't a plaque telling us there's a LEED Gold building (Lafayette Elementary). Teachers shouldn't be responsible for communicating this important fact. There needs to be a permanent display in the school lobby on the green building design. There's no communication that the building is green. Example of building materials should be available.

- This language is also reflected in the Environmental Literacy Plan (Objective 5.D.i) and is to be led by UDC and DCPS.

ED1.1a Use modernized building to teach students and teachers on green building practices.

ED1.2 Increase the quality and number of Early Childhood Development Centers.
• Does this belong action belong here? The number is not as important as the quality of the curriculum. It should also have the word, "affordable."
• Could be child day care center, pre-K to 3 years old. Could this be folded into the Environmental Literacy Program (ELP)? Invite them into ELP program. Pre-K is extremely important.
• This language is also reflected in the Environmental Literacy Plan (Objective 5.A.i)

ED1.2a Focus on early child development, access to Pre-K programming district wide.
• Include Pre-K children. Early child development "shouldn't hang" on sustainability.

ED1.2b Coordinate with other teaching facilities/agencies to educate residents on sustainability.
• DPR and libraries might play a role in education of sustainability. Consider STEM activities. Parents and kids have access to programming. Get DC Water more involved in public education. Measure composting, recycling, energy efficiency to see if there is a change of behavior.

ED1.3 Launch Continue the implementation of the Environmental Literacy Plan (ELP) in school Curriculum.
• Each school should develop a comprehensive and systemic approach to sustainability and environmental literacy for all students in the district that includes policies, practices and voluntary metrics that support the ELP.
• Combine this goal with sustainability goals. Add sustainability into the Environmental Literacy Plan (ELP). Should we leave targets, goals, actions since they are spelled out in the ELP? DC needs to increase funding and number of schools involved. The ELP is active so tie this to all students. It is a tangible, active document. The schools' ELP and MWEE can be measured. Ensure that the curriculum is meaningful to students based on social, political, economic lense, multi-cultural education. Train teachers to reach through a "multi-cultural lense", offer workshops to reach this expertise. Increase number of schools in ELP program.

ED1.4 Set intermediate goals and measurements around education for accountability
ED1.5 Each agency to have 2-3 year Work Plan to hold agencies accountable
• Coordinate environmental and sustainability educational efforts across DC Agencies.

ED1.6 Develop and implement consistent standard sustainability education.
• Continually increase students’ age-appropriate understanding of their local environment through participation in teacher-supported, meaningful environmental educational experiences and rigorous, inquiry-based instruction, with a goal of one meaningful environmental educational experience at each grade level (depending on available resources). (Best practices would follow Meaningful Watershed Environmental Education-MWEE).

ED1.7 Look at school's "community service requirements" for students. Can these hours have a positive social impact?
• State Board of Education sets requirements for graduation. If you are interested in graduation requirements, there are other avenues to express your concerns. SDC Plan would not address this.
• We have the opportunity to overlay with existing utilities, private sector, DC employers, programs, opportunities to accomplish these goals, Ex. WMATA, Integrate workforce development.

E1.8: Increase awareness of entire DC population on sustainability concerns and solutions (Community Sustainability Education)

ED1.9 Engage ANCs with sustainability.

ED2.0 Track evaluation and learning outcomes.
  • Playlists around certain topics, design activities. How do you incorporate in green job training?

ED2.1 The city should schedule 1-2 public events per year, amplify activities, options for engagement.
  • People can attend various workshops, 1-2 year annual meeting for water related issues, rainscapes, options for engagement, large public events.
  • Partner with public housing and schedule events in the community, with children.

ED2.2 Consolidate sustainability events, outreach events.

ED2.3 Use “public facility/government” building projects as learning moments (both schools, libraries, etc.).
  • Action: Lots of libraries and public facilities (including UDC and government buildings) have been modernized and the visitors don't know about it. This would be an easy reach to get residents more knowledgeable on green building and sustainability, utility rebates, etc.

ED2.4 Collaborate on "green" themes across agencies, ex. Year of the Anacostia.
  • Action: Create Annual Themes that everyone can become engaged on - for example, Solar Energy, Recycling, Year of the Anacostia, Big theme.
  • Can we have monthly themes, seasonal? For example, banning gas-powered leaf blowers. Overall them and activities that feed into it, ex. Year of the Anacostia.

ED GOAL 3: Ensure transparency in the District’s sustainability agenda including future plans and past progress.
  • Reconvening a Mayoral Green Cabinet which would include an Education Subcabinet.
  • Not a lot of people know about SDC Plan (speaker from Columbia Heights). People are excited once they hear about the Plan. Need to advertise SDC Plan with more bus, metro signs, and more radio spots. Get support from NAACP, explore other non-environmental groups of messaging. Helpful that meetings were recorded, so you can view later. Can the smaller groups be captured as well?

Target: By 2032, expose 100% of District residents to Sustainable DC events and initiatives in their neighborhood.

ED3.1 Reach community members in their daily lives with sustainability information.
  • It needs to be useful in their daily lives.
• Should the language be more specific - how community members are reached? Are there Ambassadors from all of the Wards? Share more information about Ambassadors with the Workgroup. Ambassadors from each Ward. Train high school students to be Ambassadors. Riverkeepers uses money from Bag Fee to take people out on the river. Meetups with Ambassadors to view stormwater catch-basins. Use digital and experience to get more information out in SDC. Meeting or tour in every ward, link with Sustainability Academy, leading tours.

• Green Drinks is an example of speaking group. The city's "Snow Teams" are made up of volunteers. Revamp the "Adopt a Block" program, to link with sustainability. Existing program may be missing link to sustainability.

ED3.2 Feature the actions and impacts of residents and local community leaders in public sustainability campaigns.

• Include DC workers who are not DC residents. Many teachers are not residents in DC but they are educating our youth. Groups, youth, workers, teachers need to be added to this action. "Local community leader" meaning should be explained, expanded.

• Make sure that concrete success stories in EVERY ward in the city. Everyone loves a story map (ArcGIS platform with videos and links). If you are looking at your ward, you can view stories using map. For example, a Sustainability Walk/Map. Need to communicate better with ANC's, particularly to nominate individuals for awards. Include civic organization, neighborhood groups, Friends of Groups, libraries. Give awards to neighborhood associations.

ED3.3 Use technology to track sustainability and behaviors in neighborhoods and communities.

• Add signage about improvements, Ex. Storm water erosion control on infrastructure improvement, ties with tours in neighborhood, happens in every ward.

• For example, San Francisco has a kiosk that records the number of bikes passing. Can mount cameras on bikes to record data.

• Theoretical vs. actual impact. For example, don't wash clothes after heavy rain event -- less raw sewage into the Anacostia.

ED3.4 Sign up for a SDC listserv - "green actions that they can take"

ED3.5 Create an interactive map, point system for participating in sustainability actions or steps. Wards could compete against each other.

• What are other channels to share positive stories? Try to get more peer-to-peer communication.

• There's an assumption that Ward 3, is ahead of Ward 7 and 8, that is not always true. We don't tell enough positive stories about Ward 8. Breaking the stereotype about who is already engaged. School custodians are some of the biggest advocates for recycling.