EESI
Environmental and Energy Study Institute

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Back to School: Catalyzing Climate Action in K-12 Schools

Wednesday, September 28, 2022

About EESI

Non-partisan Educational Resources for Policymakers

A bipartisan Congressional caucus founded EESI in 1984 to provide non-partisan information on environmental, energy, and climate policies

Direct Assistance for Equitable and Inclusive Financing Program

In addition to a full portfolio of federal policy work, EESI provides direct assistance to utilities to develop “on-bill financing” programs

Commitment to Diversity, Equity, Inclusion, and Justice

We recognize that systemic barriers impede fair environmental, energy, and climate policies and limit the full participation of Black, Indigenous, people of color, and legacy and frontline communities in decision-making

Sustainable Solutions

Our mission is to advance science-based solutions for climate change, energy, and environmental challenges in order to achieve ***our vision of a sustainable, resilient, and equitable world***.

Policymaker Education

Briefings and Webcasts

Live, in-person and online public briefings, archived webcasts, and written summaries

Climate Change Solutions

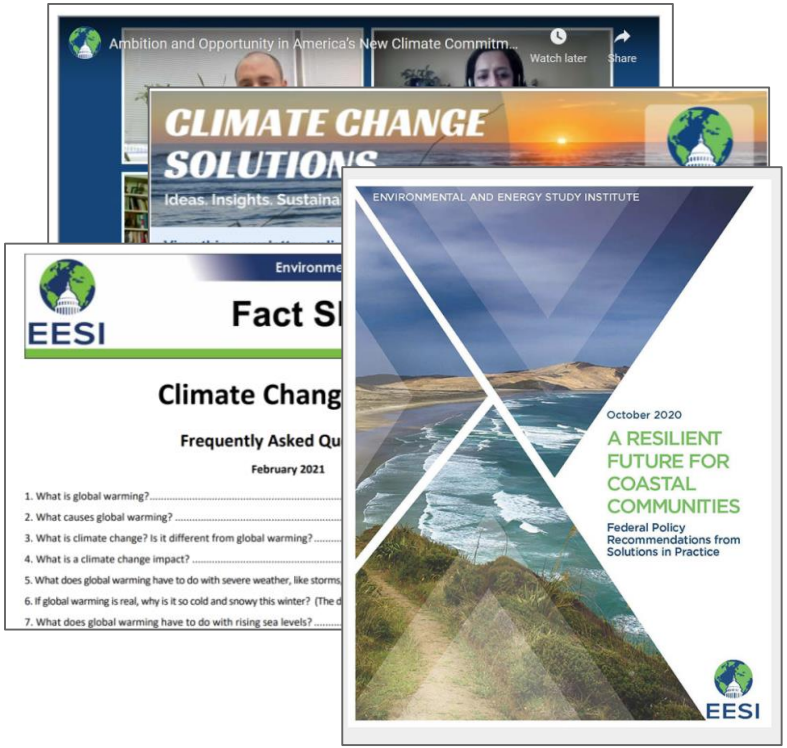
Bi-weekly newsletter with everything policymakers and concerned citizens need to know, including a legislation and hearings tracker

Fact Sheets and Issue Briefs

Timely, objective coverage of environmental, clean energy, and climate change topics

Social Media (@EESIOnline)

Active engagement on Twitter, Facebook, LinkedIn, and YouTube



THIS IS PLANET ED

aspen institute

Catalyzing Climate Action in K-12 Schools

Laura Schifter

September 28, 2022

EESI Congressional Briefing

The education sector at a systems level has not yet been vocal in its role in addressing climate change

AND

Large-scale climate solutions have not considered the role education can play

There are 98,000 schools, each with its own carbon footprint.

To serve children and youth, public K-12 schools have significant energy, food, and transportation needs. In fact, K-12 schools:

- **Are the largest consumers of energy for public sector buildings,**
- **Serve over 7 billion meals annually with related food waste, and**
- **Use about 480,000 diesel school buses, the largest mass transit fleet in the country.**

As public entities, schools need policy to transition to sustainability, AND...

With 50 million children and youth in America's public K-12 schools,

while transitioning to sustainability, they *can educate their students* about the process...
thereby *preparing youth* with knowledge and skills to confront the environmental challenges of the future.

https://youtu.be/twB3qu22Y1M

Focus Areas

K12 Climate Action will focus on supporting schools to:

- ***Mitigate.*** Transition to more sustainable operations including energy, transportation, and food use.
- ***Adapt.*** Build resilience in preparation for disruptions and negative impacts related to climate change.
- ***Educate.*** Support teaching and learning to equip children and youth with the knowledge and skills to build a more sustainable world.
- ***Advance equity.*** Center equity to ensure diverse voices are elevated and prioritize the needs of under-resourced urban and rural communities and historically underrepresented students and families.

Listening Tour

Listening Session I: Why Should Schools Move Towards Climate Action?

Listening Session II: How Can Schools Mitigate Their Climate Impacts?

Listening Session III: How Can Schools Adapt to the Impacts of Climate Change?

Listening Session IV: How Can Schools Support Teaching and Learning to Address Climate Change?

Listening Session V: How Can CTE & Out-of-School Programs Address Climate Change?

Listening Session VI: Growing the Movement for Climate Action in Schools

Districtwide switch to renewable energy yields millions in savings

BY JAVIER GIRIBET-VARGAS ON APRIL 22, 2022 INSIDE DALL

Dallas ISD's latest sustainability effort is on track to save the district over $1 million every year.

Student-initiated resolution to power Salt Lake City School District with 100% clean energy adopted

By **Renewable Energy World** - 6.8.2020

'For Our Children's Sake': Miami Dade Schools Commit To 100% Clean Energy By 2030

NYC Aims for Fleet of All-Electric School Buses by 2035

By **Ryan Gray** April 22, 2021

MCPS to become nation's biggest operator of electric school buses

SALT LAKE CITY SCHOOL DISTRICT
Your Best Choice

2040

SUSTAINABILITY ACTION PLAN

Sustainability, Clean Energy, and Carbon Neutrality

PGCPS

Climate Change Action Plan (CCAP) Priority Recommendations

Prepared by the PGCPS Board of Education
Climate Change Action Plan Focus Work Group

ED

K12 CLIMATE ACTION PLAN 2021

Policy Recommendations

Local Recommendation 2: Develop and implement comprehensive local K-12 climate action plans to consider the needs and opportunities to mitigate, adapt, educate, and advance equity to address climate change.

2.1. Support mitigation strategies to transition the district to clean energy, clean transportation, sustainable food use, and building electrification and to promote healthy learning environments with improved air quality and safe drinking water that are free of environmental toxins.

2.1.A: Assess school infrastructure needs and create plans to ensure all students have access to healthy sustainable learning environments.

2.1.B: Utilize renewable energy.

2.1.C: Transition school bus fleets to electric.

2.1.D: Support healthy sustainable food use.

Local Recommendation 2: Develop and implement comprehensive local K-12 climate action plans to consider the needs and opportunities to mitigate, adapt, educate, and advance equity to address climate change. (cont'd)

2.1. Support mitigation strategies to transition the district to clean energy, clean transportation, sustainable food use, and building electrification and to promote healthy learning environments with improved air quality and safe drinking water that are free of environmental toxins.

2.1.E: Use replacements to support clean energy, transportation, and building electrification.

2.1.F: Provide workforce development and training for school support staff to maximize benefits and success for transition to sustainable operations.

Federal Recommendation 2: Support the development and implementation of local K-12 climate action plans.

Grants from the federal government can be used to help school districts develop and implement comprehensive climate action plans to mitigate, adapt, educate, and advance equity to address climate change. These grants can support planning based on local needs, assets, and interests and collaborative development with the community. They can prioritize community efforts to leverage existing federal, state, and local funding to support the plan's implementation and to coordinate with local climate action plans at the town, city, or county level.

ThisIsPlanetEd.org

Laura Schifter
laura.schifter@aspeninstitute.org

Appendix

Federal Recommendation 1: Elevate and amplify the role education can play in climate solutions.

The White House, Department of Education, and other agencies can use their platforms, convening power, and resources to help communicate the need and opportunity for the education sector to contribute to climate solutions.

1.1: Build cross-agency collaboration to support the education sector in taking climate action.

1.2: Establish climate change as a U.S. Department of Education priority.

1.3: Center student voice in developing plans to support the education sector in taking climate action.

1.4 Research, recognize, and effectively disseminate best practices gathered across federal agencies to provide states, districts, and schools with easy access to information, research, and strategies to support the sector in moving to climate action.

Federal Recommendation 3: Advance federal policies and programs to support mitigation, adaptation, and resilience:

3.1: Invest in school infrastructure to promote clean energy, clean air, clean water, sustainable schoolyards, sustainable food, and adaptation.

3.2: Support the transition to electric school bus fleets.

3.3: Expand access to locally-grown, healthy, sustainable food and increase opportunities for food donation, food rescue, and composting.

3.4: Increase broadband access for schools and families.

3.5: Establish financing opportunities through tax incentives, bond authority, and revolving loan funds.

Federal Recommendation 4: Advance federal policies and programs to support education:

4.1: Prepare youth for jobs in the clean economy and integrate environmental sustainability across all career pathways through career and technical education.

4.2: Enable professional development and teacher preparation programs to support teaching and learning on climate change, climate solutions, and environmental justice.

4.3: Emphasize the importance of Indigenous knowledge systems and disseminate best practices to build broader awareness of Indigenous knowledge.

ELECTRIC SCHOOL BUSES AND THE ROAD TO DECARBONIZATION

EESI Briefing: Back to School: Catalyzing Climate Action in K-12 Schools, September 28, 2022

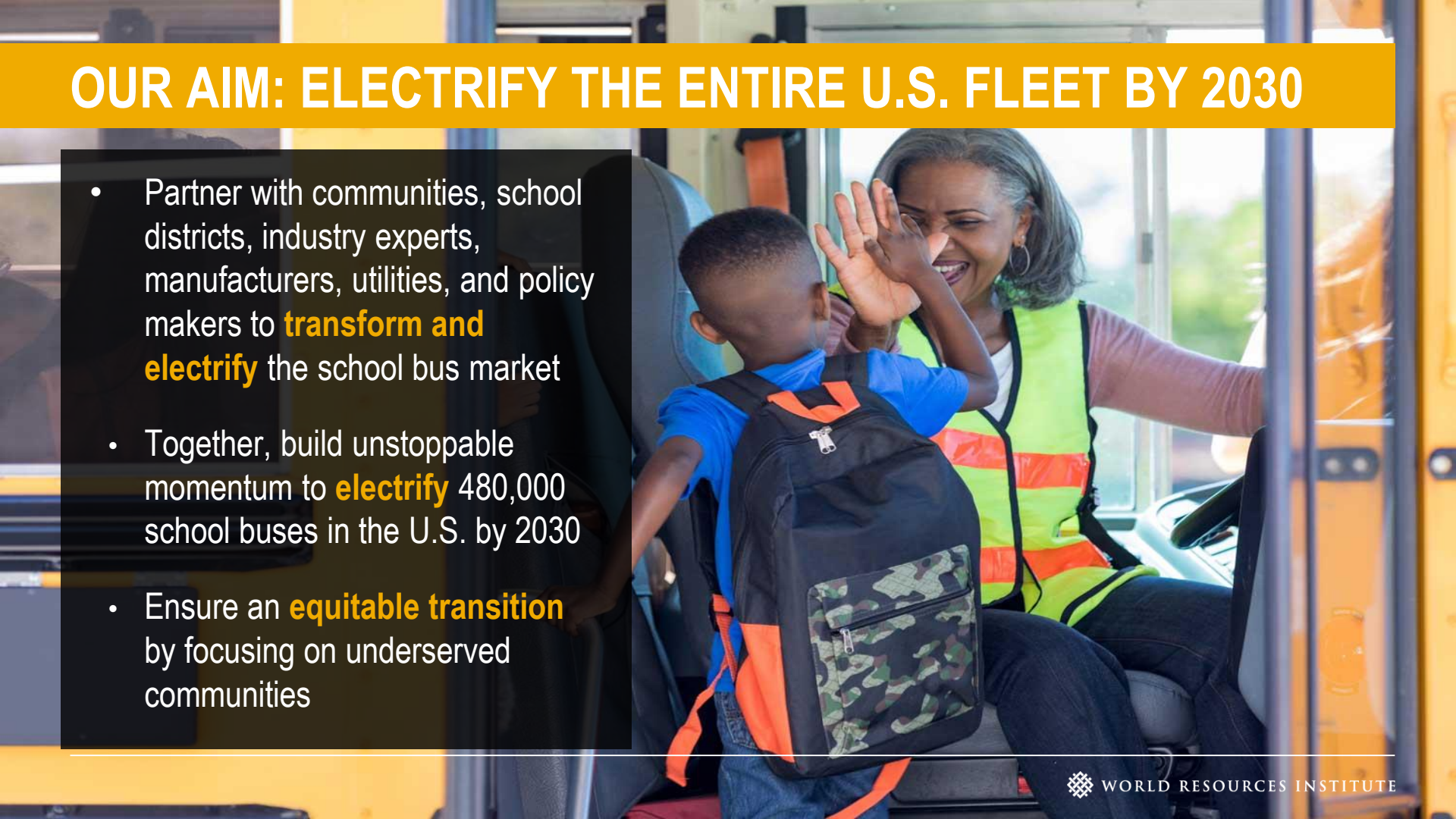
SUE GANDER, DIRECTOR, WRI ELECTRIC SCHOOL BUS INITIATIVE

WORLD RESOURCES INSTITUTE

ABOUT WRI

WRI is a global research organization that turns big ideas into action at the nexus of environment, economic opportunity and human well-being.

OUR AIM: ELECTRIFY THE ENTIRE U.S. FLEET BY 2030



- Partner with communities, school districts, industry experts, manufacturers, utilities, and policy makers to **transform and electrify** the school bus market
- Together, build unstoppable momentum to **electrify** 480,000 school buses in the U.S. by 2030
- Ensure an **equitable transition** by focusing on underserved communities

THE DECARBONIZATION OPPORTUNITY

School buses represent a unique opportunity to influence greenhouse gas emissions in both the transportation and energy sectors.

- Build out medium-and-heavy-duty EV manufacturing capabilities
- Advance medium-and-heavy-duty battery production and design
- Support renewable energy grid integration
- Normalize electric mobility for an entire generation

WHY ELECTRIFY THE U.S. SCHOOL BUS FLEET?

Electrification can accelerate decarbonization while bringing direct, tangible benefits to every community

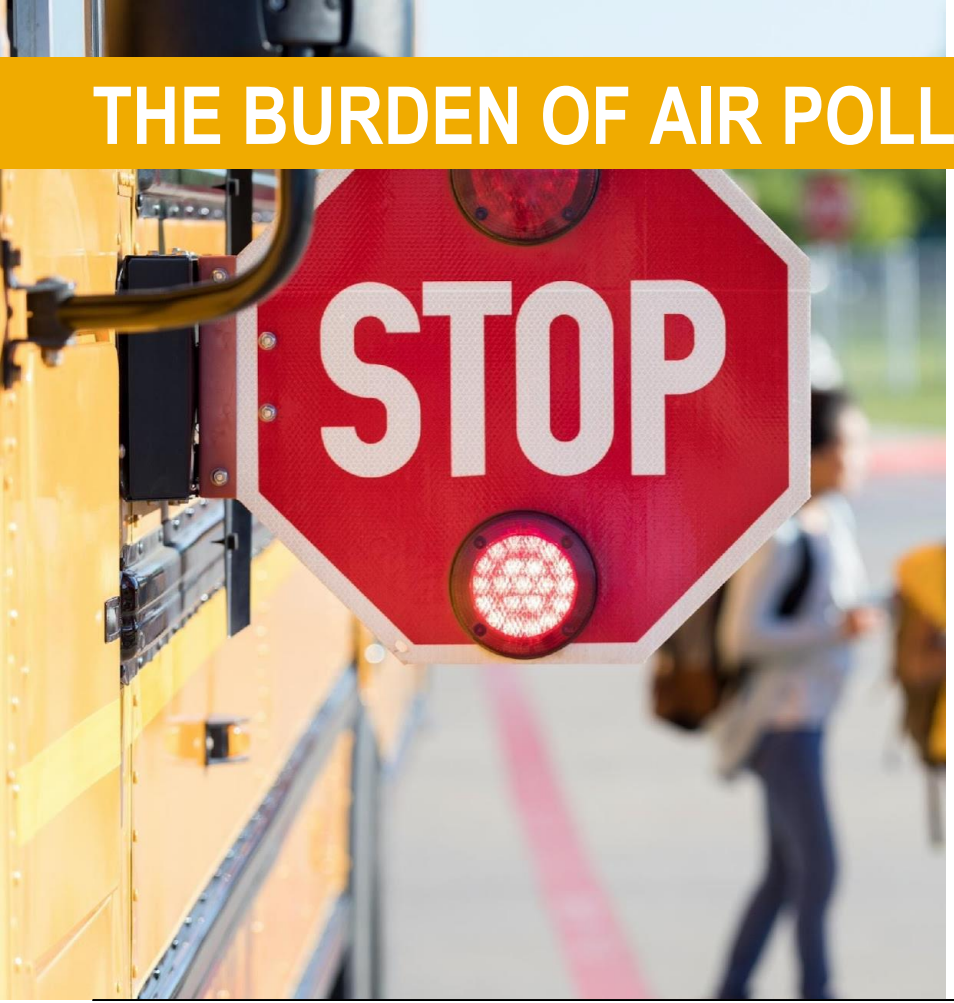
- **Improved health** and cognitive outcomes for children
- **Cleaner air** than with diesel buses, especially in communities of color
- **Reduced operating expenses** for school districts
- **New jobs** in green manufacturing
- A **tipping point** for MHD + electrification
- Enhanced **resiliency** and **renewables integration** with V2G

DIESEL BUSES HARM HEALTH & DEVELOPMENT

- Diesel exhaust pollutants can lead to **asthma, cancer and other respiratory illnesses**.
- There are **documented negative impacts** on both student health and academic performance – and there is increasing evidence that **children are particularly susceptible**.
- Diesel exhaust pollution is a **known carcinogen**.
- Reducing students' exposure to air pollution from school buses has **positive and significant effects on some test scores**.

Sources: EPA; Beatty and Shimshack; Austin, Heutel and Kreisman; Liu and Grigg; WHO

THE BURDEN OF AIR POLLUTION IS INEQUITABLE

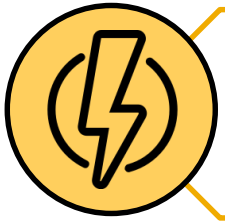


- **60% of low-income students** take the bus compared to 45% of non-low-income students
- Fine PM exposure from on-road sources can be **75% higher for Latinos, 73% higher for Asian Americans, and 61% higher for African Americans**
- Native American children are **1.5 times more likely to have asthma** as non-Hispanic white children.

Source: Bureau of Transportation Statistics, Union of Concerned Scientists, Public Health Report

THE STATUS OF SCHOOL BUS ELECTRIFICATION

480,000+ school buses in the U.S.



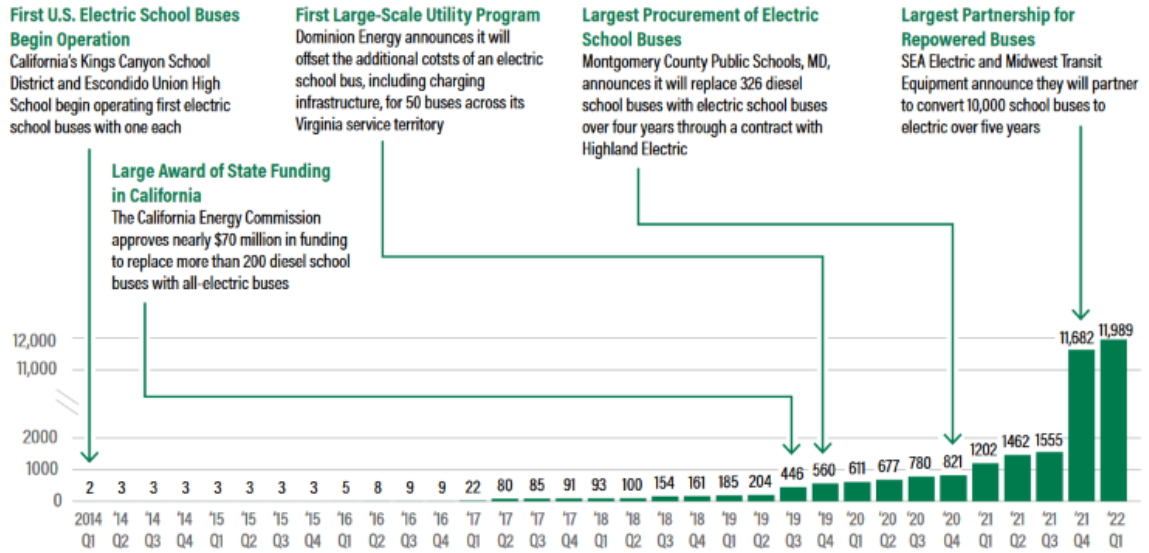
Less than **1%** are electric

School districts in 38 states have deployed or committed to ESBs

Source: WRI analysis (2021), WRI analysis (2022)

ESB ADOPTION GROWTH SURGING

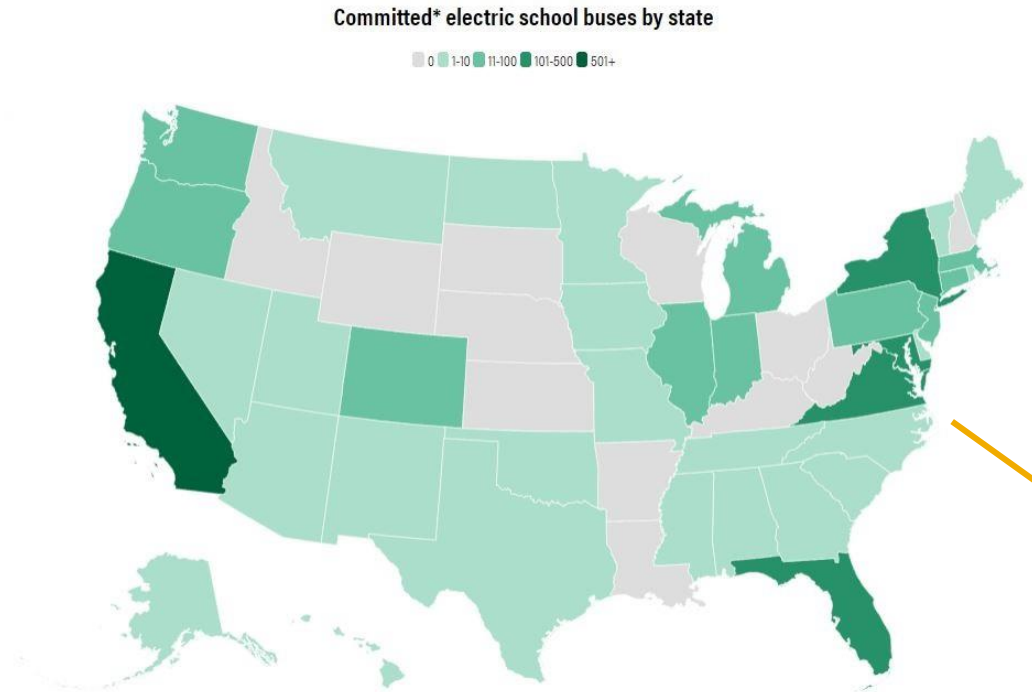
CUMULATIVE NUMBER OF ELECTRIC SCHOOL BUSES COMMITTED BY QUARTER IN THE UNITED STATES (2014–2022)



Notes: This graph depicts electric school bus (ESB) commitments at the earliest confirmed phase in the commitment process (awarded, ordered, delivered, or first operating)—286 ESBs were excluded due to unknown dates of their commitment stages. Abbreviation: Q = quarter.

Source: Based on Lazer and Freehafer 2022.

ELECTRIC SCHOOL BUS CONCENTRATION



Source: Lazer and Freehafer, 2022 - Data as of June 2022
*awarded, ordered, delivered, or in operation

WORLD RESOURCES INSTITUTE

- Electric school buses are operating in **every type of community** and have been committed to in 38 states
- 25% are in school districts in the top quartile for % of low-income households

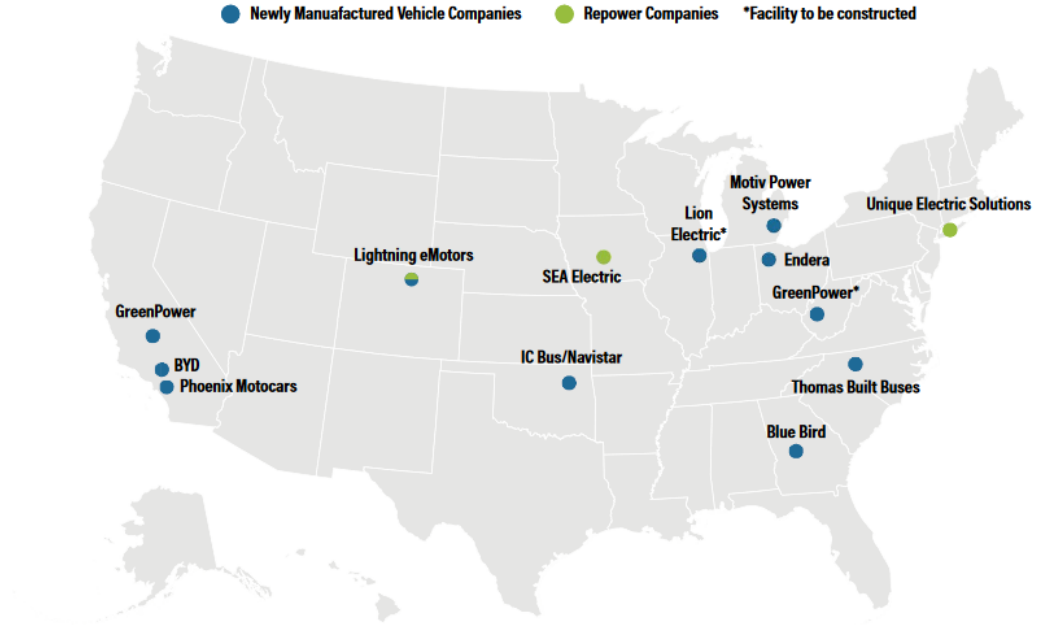
Leading state commitments:
- California: 1376 electric school buses
- Maryland: 336 electric school buses
- Florida: 218 electric school buses

Source: WRI analysis, June 2022

SUPPLY: MANUFACTURERS SCALING UP TO MEET DEMAND

- Blue Bird:
  6x expansion in 2020; more in 2022
- Lion Electric: new IL plant, 20,000 e-trucks/ buses per year
- GreenPower: 2x production capacity in 2021; WV facility

MAP OF ELECTRIC SCHOOL BUS MANUFACTURING FACILITIES IN THE UNITED STATES



Notes: This map does not include electric school bus manufacturing facilities in Canada. Lion Electric and Micro Bird both have facilities in Quebec.

Source: WRI authors based on publicly available information.

SUPPLY: GROWING NUMBER OF MODELS

22 ESB models available

- 12 manufacturers across Type A, C and D buses
- Includes newly manufactured and repowered electric school buses

AVAILABLE NEWLY MANUFACTURED ELECTRIC SCHOOL BUSES (TYPE C)

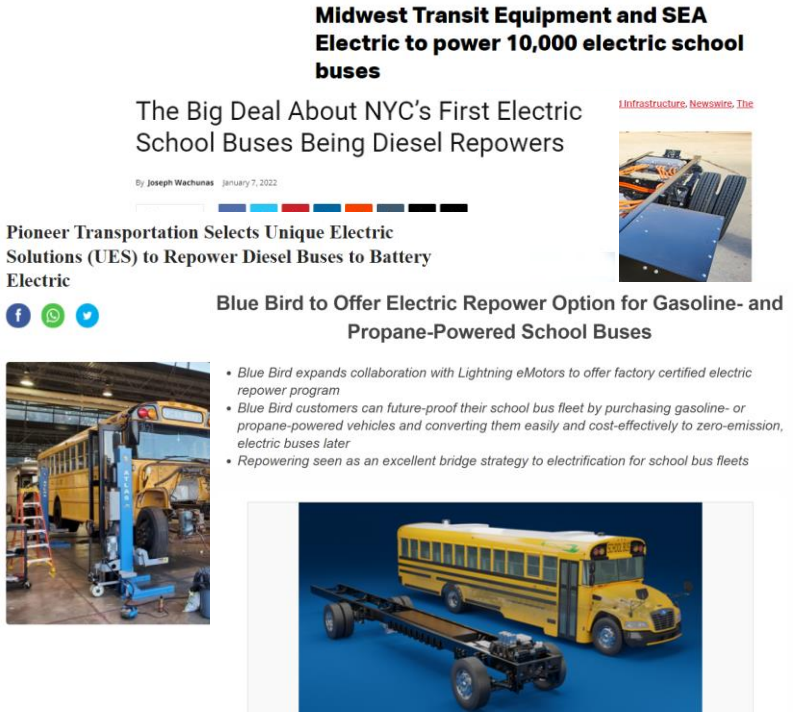
	Blue Bird	Lion	Thomas	IC Bus/Navistar	BYD
MODEL	BLUE BIRD VISION	LIONC	SAF-T-LINER C2 JOULEY	IC CE SERIES ELECTRIC BUS/ PB10E	TYPE C
Price range	$326,810–$365,000[a]	$338,253–$422,302[b]	$335,287–$437,000[c]	$347,870–$364,123[d]	Not available
Length (L)/width (W)/height (H)	L: Max 477" W: 96" H: 123"	L: 473" W: 96–102" H: 122"	L: 396" W: 96" H: 144"	L: 303.9"/474.9" W: 96" H: 123"	L: 435"/462" W: 102" H: 132.9"
Passenger capacity	77	77	81	29–72	78

GROWING MOMENTUM OF REPOWERS

Electric School Bus INITIATIVE

Repower: A process that involves removing a vehicle's original engine and replacing it with a new engine or power source (such as an electric drive system).

- Can help:
  - Reduce upfront price
  - Alleviate supply chain delays
  - Divert waste from diesel buses
- Fleets can have *both* newly manufactured and repowered buses
- Not every bus is a good candidate for repowering – speak with repower OEM



Source: Charged Magazine 2021 | STN 2022 | Daily Advent 2021 | Businesswire 2022

NEW FEDERAL CLEAN SCHOOL BUS PROGRAM

In November 2021, Congress passed the bipartisan Infrastructure Investment & Jobs Act, including a **record $5 billion** to replace older, polluting school buses with cleaner and electric school buses.

That includes **$2.5 billion in dedicated, standalone funding for electric school buses** and another $2.5 billion for electric and low-emissions school buses.

EPA has launched the **Clean School Bus Program** to disburse the funding through annual rebate and grant applications, providing multiple opportunities for schools to apply over 5 years.

Department of Transportation, Department of Energy, and other agencies have the opportunity to provide ESB funding beyond the $5 billion allocated to EPA

Source: STN

CSBP'S 2022 REBATE FUNDING OPPORTUNITY (1ST ROUND)

- **Who is eligible?**
  - School districts, charter schools, Tribes, non-profit school bus associations, and school bus dealers/manufacturers
  - **Priority applicants:** High-need school districts & low-income areas; Rural school districts; Tribal school districts
- **How will it work?**
  - Online applications into a lottery – closed August 19
  - Funds transferred upfront, after order and before purchase/delivery
  - Two years to obtain buses, document disposal of old buses
  - Upgrades needed by utility will *not* be covered – districts starting conversation with their utilities
- **What's Next?**
  - Overwhelming response in this first RFA
  - Applications currently under eligibility review
  - Award announcements expected imminently
  - Next funding opportunity to open later this year – grant applications

CSBP'S 2022 REBATE MAXIMUM AWARDS

Maximum Bus Funding Amount per Replacement School Bus

School District Prioritization Status	Replacement Bus Fuel Type and Size					
	ZE – Class 7+	ZE – Class 3-6	CNG – Class 7+	CNG – Class 3-6	Propane – Class 7+	Propane – Class 3-6
Buses serving school districts that meet one or more prioritization criteria	$375,000	$285,000	$45,000	$30,000	$30,000	$25,000
Buses serving other eligible school districts	$250,000	$190,000	$30,000	$20,000	$20,000	$15,000

Maximum Infrastructure Funding Amount

School District Prioritization Status	ZE – Class 3+ Infrastructure Funding
Buses serving school districts that meet one or more prioritization criteria	$20,000
Buses serving other eligible school districts	$13,000

Winners are responsible for any costs beyond maximum rebate amounts

Table source: EPA

ESB SUPPORT IN THE INFLATION REDUCTION ACT

Additional support for electric school buses via Inflation Reduction Act

- **$1 billion to electrify medium & heavy-duty vehicles, including school buses**
- **Up to $40,000/vehicle over 14,000 lbs in a qualified Commercial Clean Vehicle Tax Credit**
- Up to $100,000/property in the Alternative Fuel Refueling Property Credit (chargers)
- Rural Energy for America Program
- Greenhouse Gas Reduction Fund
- Funding to Address Air Pollution at Schools
- Environmental and Climate Justice Block Grants
- Advanced Manufacturing Production Credit
- Domestic Manufacturing Conversion Grants

STATE POLICY MOMENTUM ON ESBS

- Transition targets (NY, CT, MD, ME)
- New state (CO, NJ) and utility (IN, MD) funding programs
- Modifications to education transportation funding, contract terms, ESB eligibility (WA, ID, MS)
- Manufacturing support and adders for in-state produced buses (WV)

ARE YOU READY TO GET ON BOARD?

Electric
School Bus
INITIATIVE

THANK YOU

*Find out more at **wri.org/electric-school-buses***

Our Mission

WWF PROTECTS THE FUTURE OF NATURE

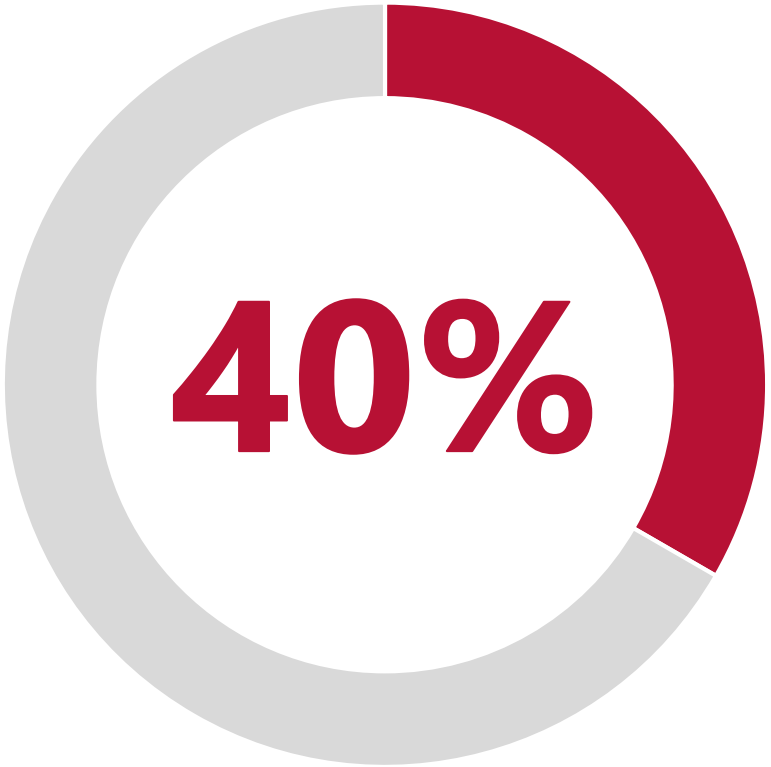
- ✓ We are a global science-based organization
- ✓ We work with companies and communities
- ✓ ***We strive to meet the needs of both people and nature***


© Day's Edge Productions / WWF-US

Source: Convention on Biological Diversity, CBD Technical Series No 79, 2014

Photo: earthnewsmedia.com

Food waste is a huge inefficiency in the food system—



it's estimated that **40% of all food produced globally** is lost or wasted.

Landfills are the **3rd largest** emitter of global methane.

Source: ReFED

BE A FOOD WASTE WARRIOR

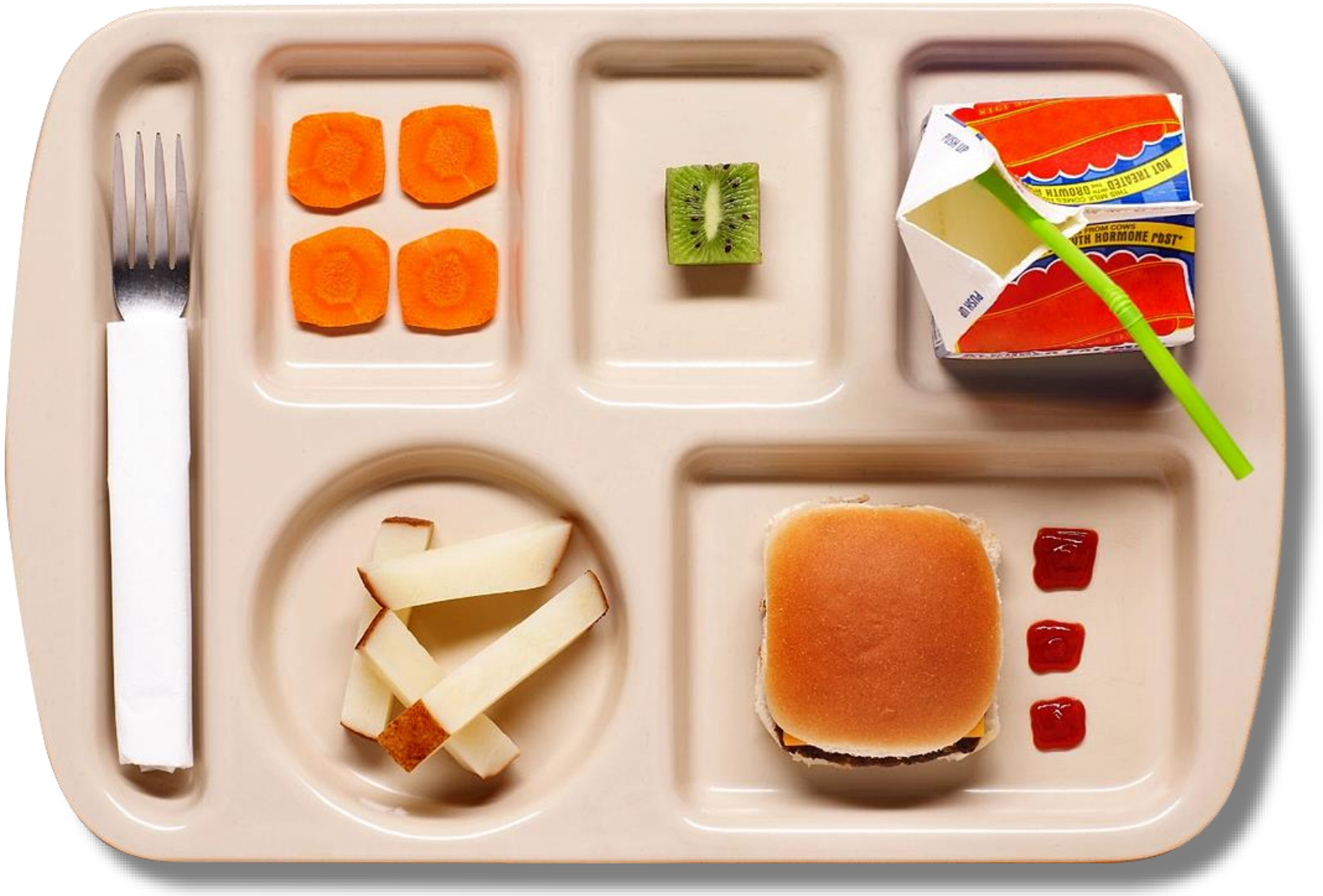
LESSON PLAN
GRADES 5–12

THE WWF FOOD CONSERVATION CHALLENGE

Making the connection between food waste, our planet, and the wildlife we love

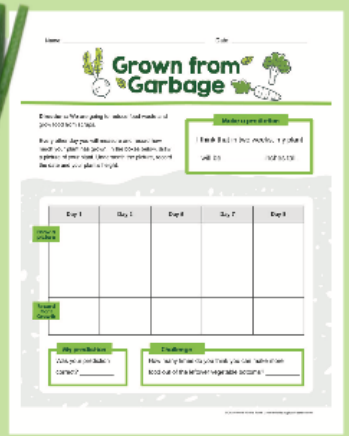
Action:

Measure wasted food at your school



Activity

Grown from Garbage



Time required:

5 minutes to brainstorm and introduce the activity.

10 minutes to share the instructions and distribute the scraps and other materials.

5-10 minutes to brainstorm and identify the resources that plants need to grow and why.

5-10 minutes every other day during the growing period to complete printable.

1. Brainstorm together what can be done with kitchen scraps instead of throwing them in the trash. Some ideas: composting, making smoothies with overripe fruit or banana bread with brown bananas.
2. Introduce the idea that we can actually grow more food from kitchen scraps.
3. Students can grow green onions or romaine lettuce. You can choose one of these or divide the class in half and try both. We chose them because they are easy to grow and grow quickly!

   Use the following instructions (see next page) to help students grow food from scraps. ➜

Simplify

To simplify this activity, make things more concrete by showing your students the video, Carrot Regrowing for Kids. If time permits, regrow carrots as a class over the next week.

Amplify

To amplify, invite students to learn about how to grow food from other kinds of scraps. Options include carrot tops, garlic cloves, bottoms of onions, bundles of basil, and butts of celery. They can present their findings to the class by bringing in their sprouted scraps or sharing photographs or drawings.

Online Learning

Have students grow food from scraps at home or just demonstrate this yourself, showing them the plant(s) whenever you meet as a class. You can measure them, while students record the height and draw what they see.

FOOD WASTE WARRIORS

GRADES 3-5

Food Waste Hurts Our World

STUDENTS WILL LEARN . . .

- what food waste is.
- how food waste negatively impacts our environment.
- two strategies for reducing food waste at school and at home.


Dear Representative
Please support HB150 and SB124, a grant to reduce food waste by adding a compositing program in schools.
Thank you,
From: Nylah
School: Green valley Elementary
From: Michaela
School: Green vally Elementry
Put your trash in the right trash can so you don't poulote the earth
2 moth later
to pick up chrash
From: Elie
From: Sam
School: Green Valley Elementry School (GVES)
From: Genesis
School: Green valley
From: MyRA
save ertha
ahmels

Postcards in Support of HB150 in Maryland

Going Green: a school district pursues environmental sustainability

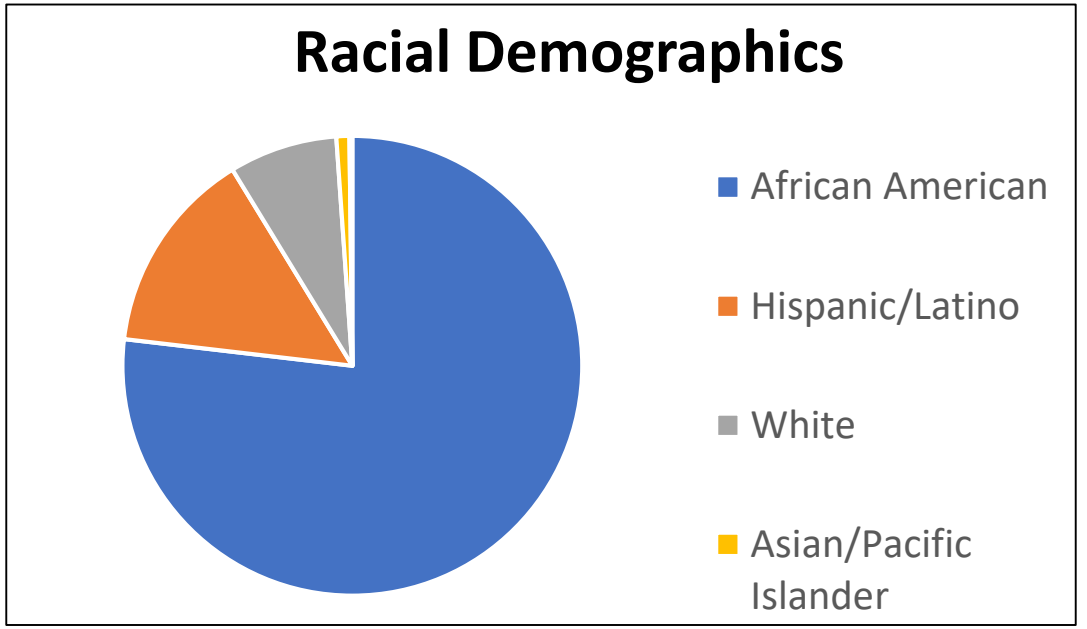
Environmental & Energy Study Institute
Congressional Briefing
September 28, 2022

Joanna Pi-Sunyer, Analyst – Sustainability

BALTIMORE CITY
PUBLIC SCHOOLS

A little bit about us

- 164 schools and programs in 155 buildings
- 17+ million square feet
- 77,800 students
- 61% low income; 100% free lunch
- 11% English Language Learner
- 14% students with disabilities



Sustainability Policy first adopted in 2016

BALTIMORE CITY PUBLIC SCHOOLS

Three of our sustainability efforts

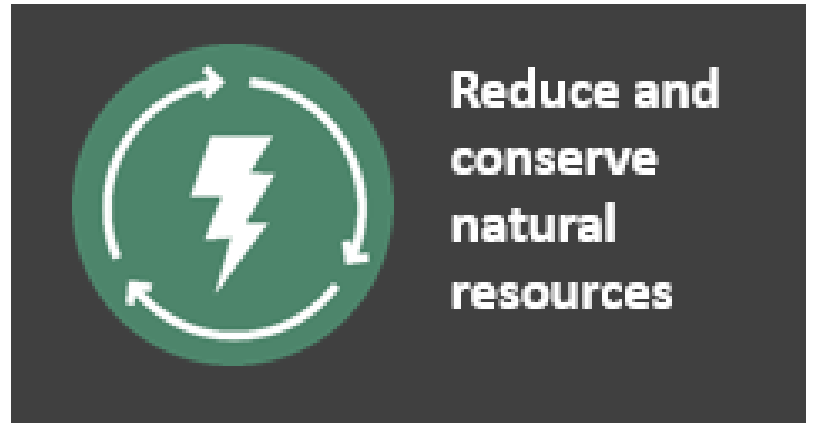
1. Sustainability policy & plan: building networks

2. School buildings: construction & operations

3. Environmental experiences: embedded in the curriculum & spending time outdoors

1. Our Sustainability Policy & Plan

Sustainability Plan

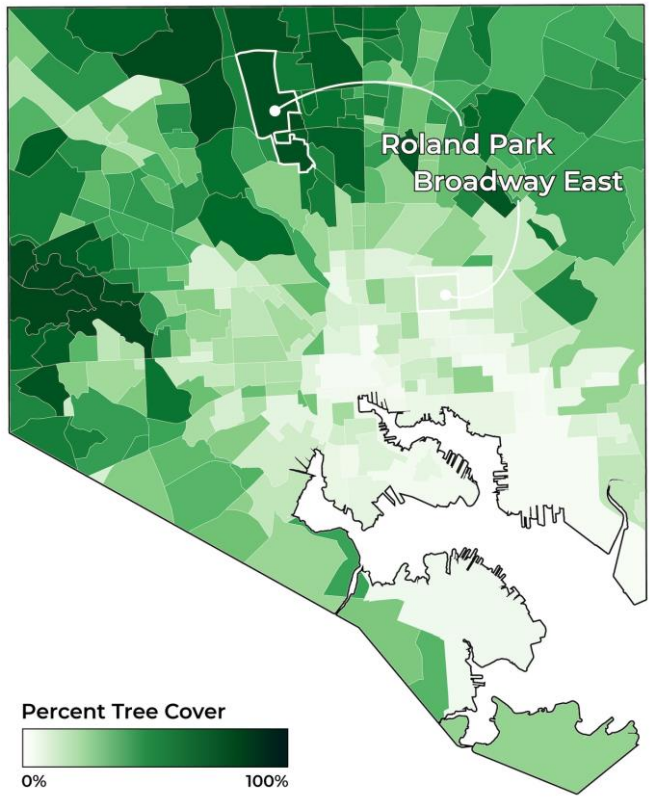


Policy ADG – Sustainability

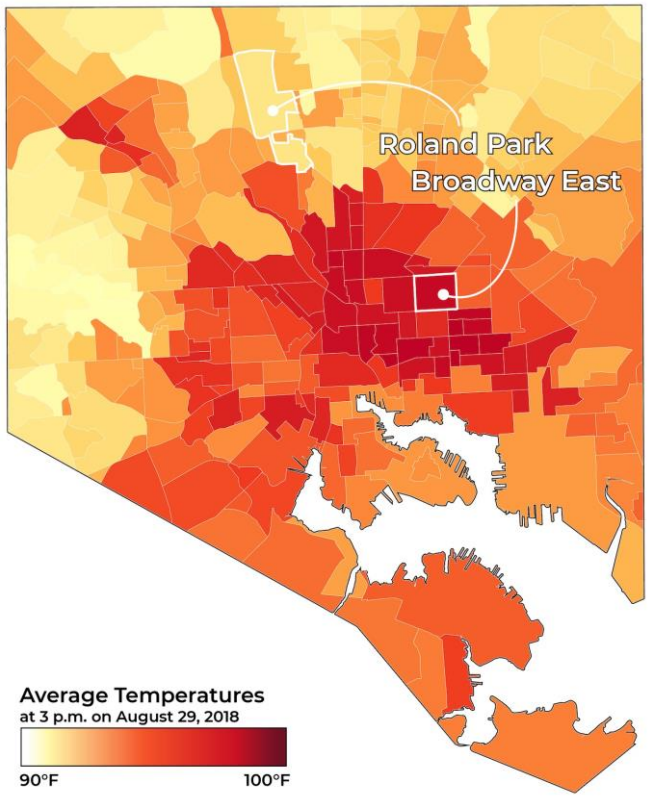
Sustainability Plan

The historical, generational & compounding reality of racism

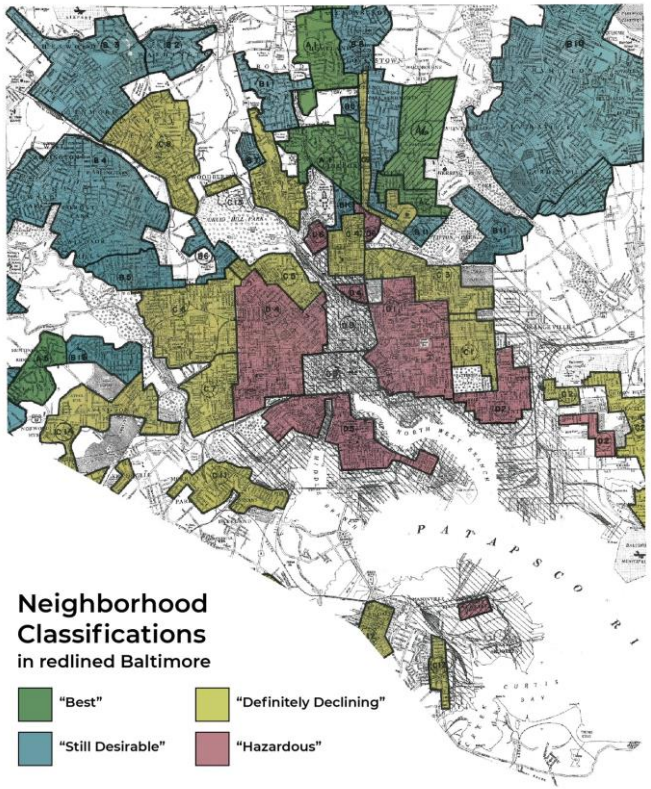
Communities that were redlined (the practice of denying home mortgages to certain areas based on race) in the 1930s have lower tree canopies today. *The Role of Trees – Poor neighborhoods in Baltimore have far less tree canopy than wealthier neighborhoods.* Capital News Service/Howard Center for Investigative Journalism, 9/3/2019. link.



The more trees (dark green)….



The cooler the temperatures on hot summer days (light orange)



Current level of tree canopy roughly matches 1930s redlining maps

Negative environmental burdens disproportionately impact people of color and people with lower incomes

People of color face disproportionate harm from climate change, EPA says

- USA Today. Link

Race Best Predicts Whether You Live Near Pollution

- The Nation. Link

Areas with weak health infrastructure – mostly in developing countries – will be the least able to cope [with climate change] without assistance to prepare and respond.

–*World Health Organization.* Link

America is segregated and so is pollution. Race and class still matter and map closely with pollution, unequal protection, and vulnerability…. Reducing environmental, health, economic and racial disparities is a major priority of the Environmental Justice Movement.

– Dr. Robert Bullard
Considered the "father" of the environmental justice movement" Link.

The elderly, poor, mentally ill, mobility-constrained, and those with limited experience of flooding were consistently identified as among the most susceptible to flooding effects in Baltimore.

- *Framing the Challenge of Urban Flooding*. Link

Building a network

Sep 2022 Green Schools Updates

BALTIMORE CITY PUBLIC SCHOOLS

In this newsletter, find news about environmental education, greening & sustainability at City Schools.

This is best viewed in a web browser - on a phone, tap the screen; on a computer, visit https://www.smore.com/uq3ey
Contact Joanna Pi-Sunyer (jpi-sunyer@bcps.k12.md.us) with any questions.

Find information at www.baltimorecityschools.org/sustainability
Join the Greening Baltimore City Schools Facebook group.
Find additional resources on Google Drive

Welcome back! Here's to a great year ahead!

Communication with school leaders, teachers, staff and partners

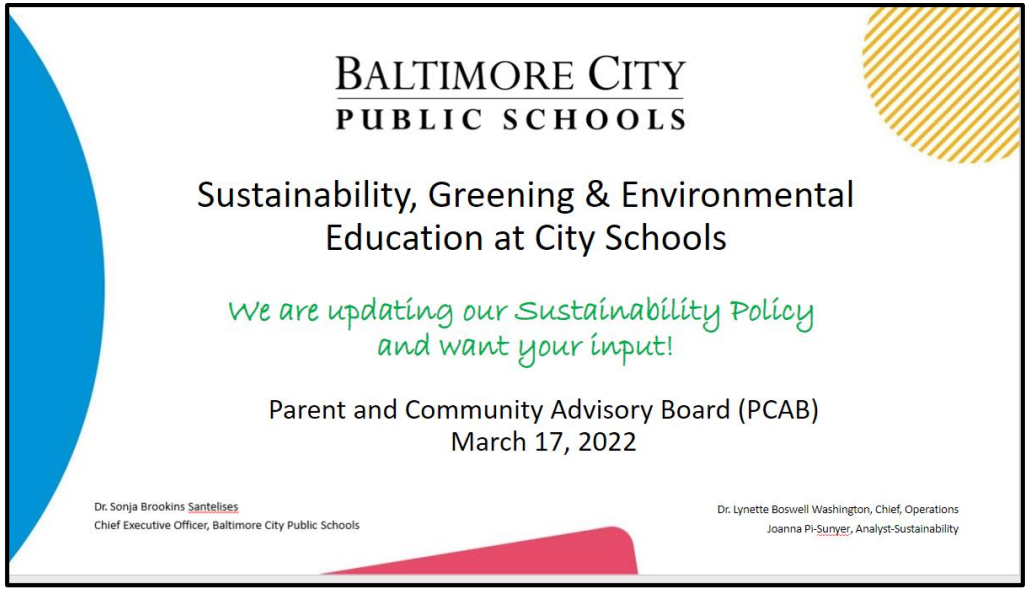
[Monthly newsletter]

Supporting teachers to lead in their schools

[Green Leader Achievement Units]

[Green Healthy Smart Challenge]

Presentations, conversations & surveys with stakeholders



BALTIMORE CITY PUBLIC SCHOOLS

Sustainability, Greening & Environmental Education at City Schools

We are updating our Sustainability Policy and want your input!

Parent and Community Advisory Board (PCAB)
March 17, 2022

Dr. Sonja Brookins Santelises
Chief Executive Officer, Baltimore City Public Schools

Dr. Lynette Boswell Washington, Chief, Operations
Joanna Pi-Sunyer, Analyst-Sustainability

2. School Buildings

Net Zero Energy (NZE) Schools

Two NZE schools serving grades K-8 opened in 2020

We succeeded because:

- Fertile foundation
- Serendipity
- Funding
- The will to succeed
- Consistent education and tweaking

[The Path to Your Net Zero Energy School info sheets]

21st Century Schools

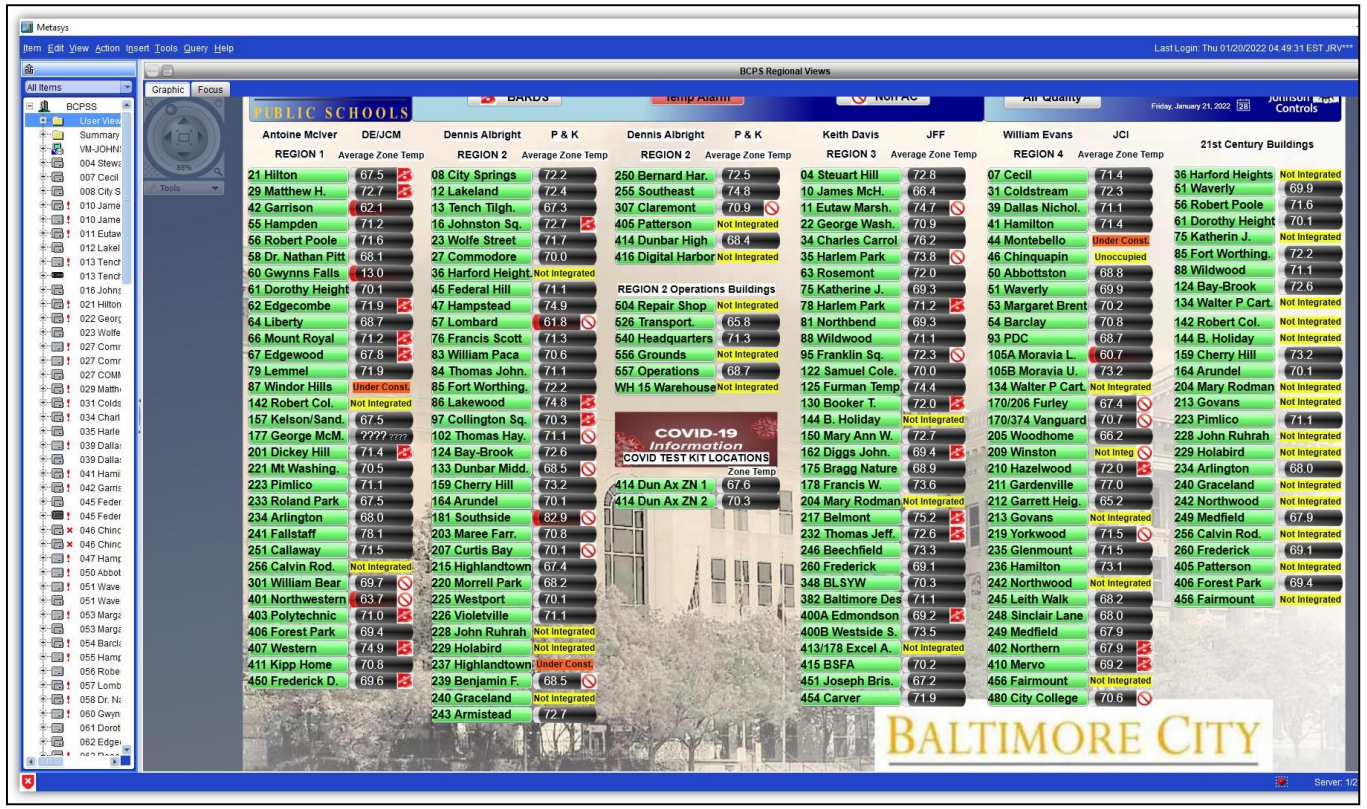
Green Features (selected)

- LEED Silver, Gold & Platinum
- Lower Energy Use Intensity (EUI)
- Good acoustics, light and air
- Light-colored roofs
- Potable water fountains
- Storm water management

21st Century Schools Program

Across the District

- Increasing number of Building Automation Systems to control temperatures
- Monitoring utility consumption and costs
- Behavior modification
- Recycling
- Less-toxic cleaning supplies



3. Environmental experiences

Environmental literacy – curriculum-embedded experiences

Grade: 5

Unit: Save the Bay

Partners: Towson Center for STEM Excellence / Waterfront Partnership experience

https://www.youtube.com/watch?v=cBo7IhT_sxU

Grade: 6

Unit: Where have all the creatures gone?

Partner: National Aquarium in Baltimore

https://youtu.be/17ZPrCTCbOA

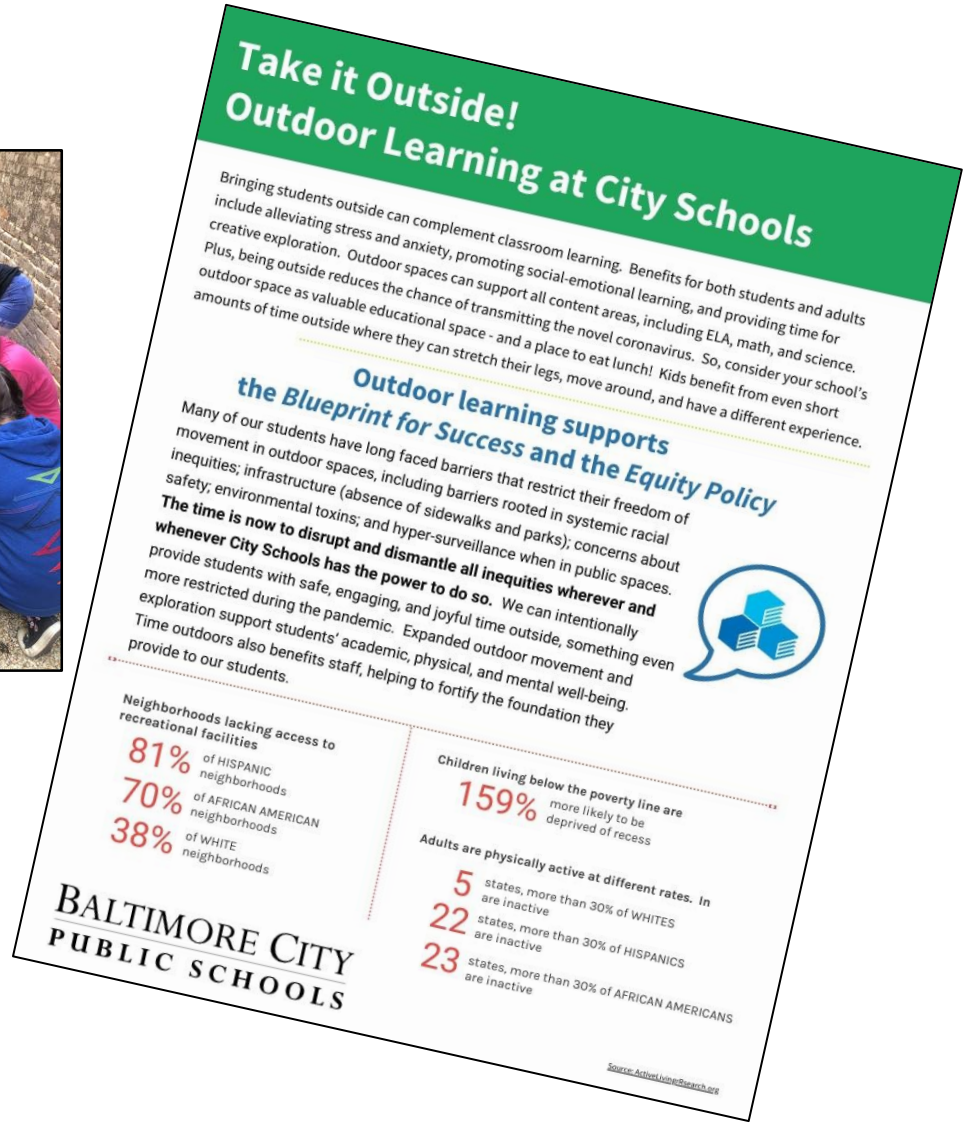
Grade: 9

Unit: The Baltimore Watersheds

Partners: Living Classrooms, Baltimore Recreation & Parks, MD Dept of the Environment, Chesapeake Bay Foundation, Chesapeake Bay Trust

Biology Classes Investigate the Chesapeake Bay Watershed

Outdoor experiences



Take it Outside!
Outdoor Learning at City Schools

Bringing students outside can complement classroom learning. Benefits for both students and adults include alleviating stress and anxiety, promoting social-emotional learning, and providing time for creative exploration. Outdoor spaces can support all content areas, including ELA, math, and science. Plus, being outside reduces the chance of transmitting the novel coronavirus. So, consider your school's outdoor space as valuable educational space - and a place to eat lunch! Kids benefit from even short amounts of time outside where they can stretch their legs, move around, and have a different experience.

Outdoor learning supports the *Blueprint for Success* and the Equity Policy

Many of our students have long faced barriers that restrict their freedom of movement in outdoor spaces, including barriers rooted in systemic racial inequities; infrastructure (absence of sidewalks and parks); concerns about safety; environmental toxins; and hyper-surveillance when in public spaces. **The time is now to disrupt and dismantle all inequities wherever and whenever City Schools has the power to do so.** We can intentionally provide students with safe, engaging, and joyful time outside, something even more restricted during the pandemic. Expanded outdoor movement and exploration support students' academic, physical, and mental well-being. Time outdoors also benefits staff, helping to fortify the foundation they provide to our students.

Neighborhoods lacking access to recreational facilities

81% of HISPANIC neighborhoods

70% of AFRICAN AMERICAN neighborhoods

38% of WHITE neighborhoods

Children living below the poverty line are

159% more likely to be deprived of recess

Adults are physically active at different rates. In

5 states, more than 30% of WHITES are inactive

22 states, more than 30% of HISPANICS are inactive

23 states, more than 30% of AFRICAN AMERICANS are inactive

BALTIMORE CITY PUBLIC SCHOOLS

Source: ActiveLivingResearch.org

GREAT KIDS FARM

BALTIMORE CITY PUBLIC SCHOOLS

bit.ly/BCPSSOutdoorLearning

Farm to School programs

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Analyst-Sustainability

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www.baltimorecityschools.org/sustainability

Sustainability Resources

EESI
Environmental and Energy Study Institute

What did you think of the briefing?

Please take 2 minutes to let us know at:
www.eesi.org/survey

***Materials will be available at*:**
www.eesi.org/092822school

***Tweet about the briefing*:**
#eesitalk @eesionline

Wednesday, September 28, 2022