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## CROSS CUTTING ISSUES TECHNICAL WORKING GROUP EDUCATION OPTIONS MATRIX

MAY 12, 2006

### **GOALS OF PUBLIC EDUCATION & OUTREACH:**

1. **OVERARCHING GOAL: PROMOTE AWARENESS AMONG CITIZENS ABOUT THE IMPACTS OF CLIMATE CHANGE, SOLUTIONS, AND CO-BENEFITS OF ACTION.**
2. **EDUCATION PROVIDES A FOUNDATION ESSENTIAL FOR ALL CLIMATE ACTION.**
3. **OTHERS?**

### **GENERAL APPROACH:**

1. **“WALK THE TALK” IN TERMS OF THE STATE’S OWN OUTREACH ACTIVITIES, AND TARGET THE FOUR KEY AUDIENCES BELOW:**
  - A. **POLICY MAKERS (LEGISLATORS, EXECUTIVE, AGENCIES, REGULATORS, ETC.)**
  - B. **COMMUNITY LEADERS AND ORGANIZATIONS**
  - C. **FUTURE GENERATIONS**
  - D. **THE GENERAL PUBLIC**

	MEASURES & STRATEGIES	TASKS & EXAMPLES	NOTES & ELABORATIONS
<b>1.</b>	<b>STATE GOVERNMENT ACTIONS</b> THE STATE SHOULD LEAD BY EXAMPLE ( I.E., WALK THE TALK) REGARDING EDUCATION AND OUTREACH.		
1.1	CREATE A MULTI-AGENCY BODY TO OVERSEE ON-GOING STATE CLIMATE EFFORTS, STARTING WITH THE IMPLEMENTATION OF CCAG POLICIES ADOPTED BY THE GOVERNOR; REPORT PROGRESS TO THE PUBLIC ANNUALLY.	<ul style="list-style-type: none"> <li>• ASSEMBLE ANNUAL PROGRESS REPORTS &amp; MAKE THEM PUBLICLY AVAILABLE.</li> </ul>	<ul style="list-style-type: none"> <li>• STAFF THE EFFORT ADEQUATELY; SHOULD HAVE ONE OR MORE “OUTREACH COORDINATORS” SPECIFICALLY TASKED WITH OUTREACH AND COORDINATION AMONG AGENCIES AND ORGANIZATIONS (COULD POSSIBLY BE FUNDED OUT OF PBF).</li> </ul>
1.2	ESTABLISH AN EDUCATION & OUTREACH SUBCOMMITTEE OF THE BODY ESTABLISHED IN §1.1 TO EDUCATE AUDIENCES REGARDING CCAG POLICIES, AND TO OVERSEE THOSE RELATING TO EDUCATION.	<ul style="list-style-type: none"> <li>• LEAD IMPLEMENTATION OF CCAG EDUCATION &amp; OUTREACH MEASURES.</li> <li>• FIRST TASK: IDENTIFY ALREADY EXISTING RESOURCES &amp; PROGRAMS.</li> <li>• IDENTIFY ADDITIONAL NEEDS AND POTENTIAL FUNDING SOURCES.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
1.3	INCLUDE STATE PUBLIC EDUCATION AND HIGHER EDUCATION OFFICIALS IN THE BODIES ESTABLISHED IN §1.1 & §1.2.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• A “TWO-WAY STREET”: EDUCATION OFFICIALS BRING RESEARCH &amp; INFO TO THE BODY, ACT AS OUTREACH ARM FOR REACHING STUDENTS AND OTHERS.</li> </ul>
1.4	EDUCATE STATE EMPLOYEES ACROSS-THE-BOARD, AND ASSIGN “POINT PERSONS” TO DO SO ON AN ON-GOING BASIS.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ONE POSSIBILITY: ADD CLIMATE CHANGE OUTREACH AS A NATURAL EXTENSION TO THE EXISTING ROLE OF AGENCY ENERGY MANAGERS.</li> </ul>
1.5	DISAGGREGATE THE STATE’S GHG EMISSIONS TO THE AGENCY LEVEL AND REQUIRE ANNUAL AGENCY-SPECIFIC REPORTS ON GHG REDUCTION PROGRESS.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• MAKE AGENCY-SPECIFIC REPORTS PUBLIC AS PART OF THE REPORT IN §1.1.</li> </ul>

	MEASURES & STRATEGIES	TASKS & EXAMPLES	NOTES & ELABORATIONS
2.	<b>TARGET AUDIENCE: POLICYMAKERS (LEGISLATORS, REGULATORS, EXECUTIVE BRANCH, AGENCIES)</b> IMPLEMENTATION OF CLIMATE ACTIONS HINGES ON POLICYMAKERS' APPROVAL.		
2.1	EDUCATE POLICY MAKERS ON CLIMATE CHANGE & CCAG POLICIES IN ORDER TO PROMOTE ACCEPTANCE AND IMPLEMENTATION.	<ul style="list-style-type: none"> <li>• CONDUCT REGULAR LEGISLATIVE BRIEFINGS.</li> <li>• IDENTIFY &amp; OFFER AGENCY-SPECIFIC INFO ON CLIMATE ISSUES &amp; OPPORTUNITIES.</li> </ul>	<ul style="list-style-type: none"> <li>• USE INPUT DERIVED FROM POLICY MAKER INTERACTIONS TO DEVELOP NEW MITIGATION MEASURES GOING FORWARD.</li> </ul>
2.2	PROVIDE CONTINUING OUTREACH & ASSISTANCE TO GOVERNOR'S OFFICE, LEGISLATURE, AND IMPLEMENTING AGENCIES ON A REGULAR BASIS.	<ul style="list-style-type: none"> <li>• EDUCATE PRESS LIAISONS FROM AGENCIES, ETC.</li> <li>• PROVIDE REGULAR PRESS RELEASES OR UPDATES ON REDUCTIONS, EVENTS, ETC.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
3.	<b>TARGET AUDIENCE: FUTURE GENERATIONS</b> INTEGRATE CLIMATE CHANGE INTO EDUCATIONAL CURRICULA, POST-SECONDARY DEGREE PROGRAMS, AND PROFESSIONAL LICENSING.		
3.1	ORGANIZE GROUPS OF EDUCATORS TO IDENTIFY, ASSEMBLE, AND EMPLOY CLIMATE CHANGE CURRICULA APPROPRIATE TO AGE GROUPS	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• PUBLIC EDUCATION DEPARTMENT SHOULD ESTABLISH A BUREAU DEDICATED TO MATH &amp; SCIENCE FOR THIS PURPOSE.</li> <li>• CHECK OUT BP'S <a href="http://WWW.APLUSFORENERGY.ORG">WWW.APLUSFORENERGY.ORG</a></li> </ul>
3.2	PUBLIC EDUCATION DEPARTMENT: INCLUDE CLIMATE CHANGE IN SCIENCE AND SOCIAL STUDIES PERFORMANCE STANDARDS; IDENTIFY (A) GAPS IN CLIMATE CHANGE EDUCATION, AND (B) CURRICULUM TO FILL ANY GAPS.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	MEASURES & STRATEGIES	TASKS & EXAMPLES	NOTES & ELABORATIONS
3.3	INTEGRATE “BEST PRACTICES” INTO PUBLIC SCHOOL DESIGN & CONSTRUCTION TO EDUCATE STUDENT (AND PARENT’S) FIRST-HAND IN THEIR COMMUNITIES & COLLEGES (I.E., WALK THE TALK).	<ul style="list-style-type: none"> <li>• INVESTIGATE WHETHER NM COULD PROVIDE BONDING FOR SCHOOL DISTRICTS TO FUND ENERGY EFFICIENT CONSTRUCTION.</li> <li>• INCLUDE IN-BUILDING SIGNAGE &amp; DISPLAYS TO EXPLICITLY POINT OUT EFFICIENCY ASPECTS BUILT IN TO PUBLIC BUILDINGS.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
3.4	PROMOTE RESEARCH INTO CLIMATE CHANGE AND SOLUTIONS AT STATE UNIVERSITIES; DEVELOP UNIVERSITY “CENTERS OF EXCELLENCE” ON CLIMATE ISSUES, NEW APPROACHES, AND TECHNOLOGIES.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
3.5	INTEGRATE CLIMATE CHANGE INTO EXISTING AND/OR NEW EDUCATIONAL COMPETITION PROGRAMS (E.G., ENVIROTHON, SCIENCE FAIRS, ETC.)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• EXAMPLES ARE ALREADY UNDERWAY IN NM; E.G., ESSAY AND POSTER CONTESTS (EVA THADDEUS)</li> </ul>
3.6	WORK WITH SCIENCE CENTERS, ZOOS, AND MUSEUMS TO INCLUDE A CLIMATE SCIENCE FOCUS APPROPRIATE TO THEIR CORE MISSION	<ul style="list-style-type: none"> <li>• A KEY AREA FOR AN OUTREACH COORDINATOR TO FOCUS ON</li> </ul>	<ul style="list-style-type: none"> <li>• EXAMPLES EXIST IN OTHER REGIONS (E.G., CLEAN AIR-COOL PLANET SCIENCE CENTER INITIATIVE)</li> <li>• COULD PROVIDE SPEAKING OPPORTUNITIES FOR TEACHERS AT BIOPARK; HAVE COLLEGE PROFESSORS HOST FORUMS FOR HIGH SCHOOL STUDENTS ON WEEKEND, ETC.</li> </ul>
3.7	INTRODUCE CORE COMPETENCIES ON CLIMATE CHANGE INTO PROFESSIONAL LICENSING PROGRAMS (E.G., ENERGY EFFICIENCY IN BUILDING DESIGN AND CONSTRUCTION, USE OF RECYCLED MATERIALS, ETC.)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>[RCI TWG HAS LANGUAGE ON THIS?]</i></li> </ul>

	MEASURES & STRATEGIES	TASKS & EXAMPLES	NOTES & ELABORATIONS
4.	<b>TARGET AUDIENCE: COMMUNITY LEADERS &amp; COMMUNITY-BASED ORGANIZATIONS</b> <b>(BUSINESSES, INSTITUTIONS, MUNICIPALITIES, SERVICE CLUBS, SOCIAL &amp; AFFINITY GROUPS, NGOs, ETC.)</b> <b>RECOGNIZE LEADERSHIP; SHARE SUCCESS STORIES &amp; ROLE MODELS; EXPAND INVOLVEMENT AND PARTICIPATION; WITHIN CIVIC SOCIETY.</b>		
4.1	IDENTIFY INDIVIDUAL COMMUNITY LEADERS WHO ARE ACTING EFFECTIVELY ON CLIMATE CHANGE; SHOWCASE AND SHARE THEIR SUCCESSES.	<ul style="list-style-type: none"> <li>• ENLIST/ENCOURAGE THEM TO BE A DE FACTO “SPEAKERS’ BUREAU.”</li> <li>• HOST DISCUSSION FORUMS FEATURING THEM.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• INCLUDE ALL WALKS OF WORK &amp; LIFE (RETAIL, SERVICES, MANUFACTURING, HEALTHCARE, AUTO, FACILITIES, ETC.)</li> <li>• PUT EXAMPLES, GUIDANCE, LINKS, CONTACTS, ETC. UP ON THE WEB CLEARINGHOUSE.</li> </ul>
4.2	IDENTIFY INDIVIDUAL COMMUNITY LEADERS WHO ARE NOT YET ACTING ON CLIMATE CHANGE AND TARGET A SPECIAL EFFORT TO INCLUDE, EDUCATE, AND PROD THEM TO ACT.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
4.3	ENGAGE ASSOCIATIONS AND PARTICIPATE IN THEIR MEETINGS PERIODICALLY TO EDUCATE THEM ABOUT CLIMATE CHANGE AND SECTOR-SPECIFIC MITIGATION ACTIONS.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
4.4	DEVELOP STATEWIDE RECOGNITION PROGRAM(S) FOR COMMUNITY LEADERS AND ENTITIES.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
4.5	ORGANIZE & HOST OUTREACH EVENTS THAT FOCUS ON LEADING BY EXAMPLE, SHARING HOW-TO, CO-BENEFITS, ILLUMINATING FINANCIAL RISKS AND OPPORTUNITIES, ETC.	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<b>MEASURES &amp; STRATEGIES</b>	<b>TASKS &amp; EXAMPLES</b>	<b>NOTES &amp; ELABORATIONS</b>
4.6	<b>IDENTIFY, ASSIST, AND LEVERAGE COMMUNITY-BASED ORGANIZATIONS WITH EXPERTISE OR INTEREST IN CLIMATE-RELATED ISSUES</b>	<ul style="list-style-type: none"> <li>• FAITH COMMUNITY</li> <li>• SERVICE CLUBS; SPORTSMEN; RECREATIONAL/HOBBYIST GROUPS</li> <li>• METROPOLITAN PLANNING ORGANIZATIONS</li> <li>• ENVIRONMENTAL, SOCIAL, &amp; CIVIC ADVOCACY ORGANIZATIONS</li> </ul>	•
4.7	<b>WORK WITH COMMUNITY-BASED ORGANIZATIONS TO IDENTIFY &amp; BUILD UPON CLIMATE ISSUES RELATED TO THEIR CORE MISSION</b>	<ul style="list-style-type: none"> <li>• PUBLIC HEALTH VS. NEW DISEASE VECTORS?</li> <li>• LOW-INCOME VS ADDITIONAL STRESSORS?</li> </ul>	•
4.8	<b>SUPPORT AND FACILITATE OUTREACH AND EDUCATION WITHIN COMMUNITY-BASED ORGANIZATION REGARDING CLIMATE CHANGE ISSUES AND ACTIONS</b>	<ul style="list-style-type: none"> <li>• PROVIDE CONTENT FOR WEBSITES, NEWSLETTERS, LIST SERVS?</li> <li>• COACH &amp; ASSIST COMMUNITY OUTREACH COORDINATORS?</li> </ul>	•
4.9	<b>DEVELOP &amp; COORDINATE A NETWORK OF COMMUNITY-BASED ORGANIZATIONS ACTING ON CLIMATE CHANGE SO THEY CAN LINK UP, ORGANIZE JOINT EVENTS, ETC.</b>	<ul style="list-style-type: none"> <li>• COMMUNITY OUTREACH COORDINATORS?</li> <li>• ASSISTANCE IN ORGANIZING</li> </ul>	•
<b>5.</b>	<b>TARGET AUDIENCE: GENERAL PUBLIC INCREASE AWARENESS AND ENGAGE IN CLIMATE ACTIONS IN PERSONAL AND PROFESSIONAL LIVES.</b>		
5.1	<b>WORK WITH STATE BROADCASTERS AND PRINT MEDIA ASSOCIATIONS TO DEVELOP &amp; RUN CLIMATE CHANGE PUBLIC SERVICE ANNOUNCEMENTS</b>	•	•

	<b>MEASURES &amp; STRATEGIES</b>	<b>TASKS &amp; EXAMPLES</b>	<b>NOTES &amp; ELABORATIONS</b>
5.2	<b>CONDUCT PUBLIC POLLING TO BENCHMARK STRENGTH AND DEPTH OF CLIMATE UNDERSTANDING; TRACK OVER TIME TO MEASURE PROGRESS AND BETTER TAILOR OUTREACH EFFORTS</b>	•	•
5.3	<b>KEEP A HIGH PROFILE ON CLIMATE CHANGE ISSUES AND ACTIONS THROUGH REGULAR PUBLIC MENTION BY GOVERNOR AND OTHER PUBLIC LEADERS</b>	•	•
5.4	<b>DEVELOP AND USE A STATE-BASED “BRAND” ON CLIMATE AWARENESS AND ACTION</b>	•	•
5.5	<b>DEVELOP &amp; MAINTAIN A STATE CLIMATE CHANGE WEBSITE FOR THE PUBLIC ESTABLISH &amp; MAINTAIN A WEB-BASED CLEARINGHOUSE FOR CLIMATE CHANGE INFORMATION AND EDUCATION RESOURCES.</b>	• LINK TO SCIENTIFIC DEVELOPMENTS, WHAT YOU CAN DO, HOW YOU CAN HELP, WHAT THE STATE IS DOING, ETC.	• POST ANNUAL PROGRESS REPORTS ON COMMITMENTS, PLAN IMPLEMENTATION, ETC.
5.6	<b>WORK WITH EXISTING COMPANY OUTREACH EFFORTS TO CUSTOMERS (E.G., UTILITIES) TO ENHANCE AWARENESS OF CLIMATE CHANGE ISSUES &amp; ACTIONS</b>	• RETAIL ADVERTISING AND/OR “BILL STUFFERS” • ENVIRONMENTAL DISCLOSURE OF ELECTRICITY FUEL MIX/EMISSIONS; RECYCLED CONTENT, ETC. • PRODUCT MESSAGES (E.G., YOGURT LABELS)	•

	<b>MEASURES &amp; STRATEGIES</b>	<b>TASKS &amp; EXAMPLES</b>	<b>NOTES &amp; ELABORATIONS</b>
5.7	<b>DEVELOP AND PROVIDE CONCRETE INFORMATION ON CO-BENEFITS TO ENTITIES TO USE IN BOOSTING THEIR CLIMATE EFFORTS</b>	•	•
5.8	<b>PROMOTE LOCALLY GROWN PRODUCE</b>	•	•
5.9	<b>UNDERTAKE A CONCERTED PLANNING EFFORT TO IDENTIFY AND ADDRESS CLIMATE ADAPTATION ISSUES &amp; NEEDS IN THE STATE</b>	<ul style="list-style-type: none"> <li>• NMED LEAD?</li> <li>• MULTI-STAKEHOLDERS?</li> </ul>	•