



WWW.NMCLIMATECHANGE.US

CROSS CUTTING ISSUES TECHNICAL WORKING GROUP

DRAFT EDUCATION OPTIONS MATRIX

JUNE 6, 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 KEY AUDIENCES BELOW:**
 - A. **POLICYMAKERS (LEGISLATORS, EXECUTIVE, AGENCIES, REGULATORS, ETC.)**
 - B. **FUTURE GENERATIONS**
 - C. **COMMUNITY LEADERS AND ORGANIZATIONS**
 - D. **THE GENERAL PUBLIC**
 - E. **INDUSTRIAL & ECONOMIC SECTORS**

	MEASURES & STRATEGIES	IMPLEMENTATION (PRIORITY, WHO, WHAT, WHERE, ETC.)	NOTES & EXAMPLES
1.	STATE GOVERNMENT ACTIONS 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.	<ul style="list-style-type: none"> • CREATE A SYSTEMATIC AND INSTITUTIONALIZED APPROACH TO IMPLEMENTING THE CCAG POLICIES ADOPTED BY THE GOVERNOR. • PREPARE AND POST AN ANNUAL PROGRESS REPORT ON GHG REDUCTIONS (SEE E.O. 2005-033, #7). 	•
1.2	ESTABLISH AN EDUCATION & OUTREACH SUBCOMMITTEE OF THE BODY ESTABLISHED IN ROW 1.1 TO EDUCATE AUDIENCES REGARDING CCAG POLICIES AND TO OVERSEE THOSE RELATING TO EDUCATION.	<ul style="list-style-type: none"> • LEAD IMPLEMENTATION OF CCAG EDUCATION & OUTREACH MEASURES. • FIRST TASK: IDENTIFY ALREADY EXISTING RESOURCES & PROGRAMS. 	•
1.3	CREATE ONE OR MORE “OUTREACH COORDINATOR” POSITIONS SPECIFICALLY TASKED WITH CLIMATE OUTREACH AND COORDINATION AMONG STATE AGENCIES AND OUTSIDE ENTITIES.	<ul style="list-style-type: none"> • FUND AS PART OF A PUBLIC BENEFITS FUND? 	
1.4	INCLUDE STATE PUBLIC EDUCATION AND HIGHER EDUCATION OFFICIALS IN THE BODIES ESTABLISHED IN ROW 1.1 & ROW 1.3.	•	• A “TWO-WAY STREET” – EDUCATION OFFICIALS BRING RESEARCH & INFO TO THE BODY, AND REACH OUT TO STUDENTS AND OTHERS.
1.5	EDUCATE STATE EMPLOYEES ACROSS-THE-BOARD, AND ASSIGN “POINT PERSONS” TO DO SO ON AN ON-GOING BASIS.	<ul style="list-style-type: none"> • ONE OPTION: ADD CLIMATE CHANGE OUTREACH AS A NATURAL EXTENSION TO THE EXISTING ROLE OF AGENCY ENERGY MANAGERS. 	•

	MEASURES & STRATEGIES	IMPLEMENTATION (PRIORITY, WHO, WHAT, WHERE, ETC.)	NOTES & EXAMPLES
1.6	DISAGGREGATE THE STATE’S OWN GHG EMISSIONS TO THE AGENCY LEVEL AND REQUIRE ANNUAL AGENCY-SPECIFIC REPORTS ON GHG REDUCTION PROGRESS.	<ul style="list-style-type: none"> • MAKE AGENCY-SPECIFIC REPORTS PUBLIC AS PART OF THE REPORT IN 1.1. • MAKE GHG REDUCTION PROGRESS AN AGENCY PERFORMANCE MEASURE. 	<ul style="list-style-type: none"> • MUCH OF THIS EFFORT IS ALREADY UNDERWAY AT NMED.
1.7	OTHER?	•	•
2.	TARGET AUDIENCE: POLICYMAKERS (LEGISLATORS, REGULATORS, EXECUTIVE BRANCH, AGENCIES) 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"> • CONDUCT REGULAR LEGISLATIVE BRIEFINGS. • IDENTIFY & OFFER AGENCY-SPECIFIC INFO ON CLIMATE ISSUES & OPPORTUNITIES. 	<ul style="list-style-type: none"> • USE INPUT DERIVED FROM POLICY MAKER INTERACTIONS TO DEVELOP NEW MITIGATION MEASURES OR APPROACHES GOING FORWARD.
2.2	PROVIDE CONTINUING OUTREACH & ASSISTANCE TO GOVERNOR’S OFFICE, LEGISLATURE, AND IMPLEMENTING AGENCIES ON A REGULAR BASIS.	<ul style="list-style-type: none"> • EDUCATE PRESS LIAISONS FROM AGENCIES, ETC. • PROVIDE REGULAR PRESS RELEASES OR UPDATES ON REDUCTIONS, EVENTS, ETC. 	•
2.3	OTHER?	•	•
3.	TARGET AUDIENCE: FUTURE GENERATIONS INTEGRATE CLIMATE CHANGE INTO EDUCATIONAL CURRICULA, POST-SECONDARY DEGREE PROGRAMS, AND PROFESSIONAL LICENSING.		
3.1	ADD CLIMATE CHANGE TO EDUCATIONAL PERFORMANCE STANDARDS FOR SCIENCE AND SOCIAL STUDIES; IDENTIFY (A) GAPS IN CLIMATE CHANGE EDUCATION, AND (B) SPECIFIC CURRICULA TO FILL ANY GAPS.	<ul style="list-style-type: none"> • NM PUBLIC EDUCATION DEPARTMENT 	•

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3.2	ORGANIZE GROUPS OF EDUCATORS TO IDENTIFY, ASSEMBLE, AND EMPLOY CLIMATE CHANGE CURRICULA APPROPRIATE TO AGE GROUPS	<ul style="list-style-type: none"> NM PUBLIC EDUCATION DEPARTMENT SHOULD INTEGRATE CLIMATE CHANGE INTO THE MATH & SCIENCE BUREAU THAT IT IS ESTABLISHING. 	<ul style="list-style-type: none"> COULD BUILD TOWARD A “NATIONAL COUNCIL OF CLIMATE CHANGE EDUCATORS” SEE BP’S WWW.APLUSFORENERGY.ORG
3.3	INTEGRATE “BEST PRACTICES” INTO PUBLIC SCHOOL DESIGN & CONSTRUCTION TO EDUCATE STUDENTS (AND PARENTS) FIRST-HAND IN THEIR COMMUNITIES & COLLEGES (I.E., WALK THE TALK).	<ul style="list-style-type: none"> USE STATE BONDING AUTHORITY TO ENABLE SCHOOL DISTRICTS TO FUND ENERGY EFFICIENT CONSTRUCTION. INCLUDE IN-BUILDING SIGNAGE & DISPLAYS TO CALL ATTENTION TO EFFICIENCY ASPECTS BUILT IN TO PUBLIC BUILDINGS. 	<ul style="list-style-type: none">
3.4	INTEGRATE CLIMATE CHANGE INTO CORE COLLEGE CURRICULA.	<ul style="list-style-type: none"> STATE COLLEGES AND UNIVERSITIES 	<ul style="list-style-type: none"> INCLUDE CAUSES, IMPACTS, AND SOLUTIONS (E.G., CHOICES IN VEHICLES, APPLIANCES, LIGHTING, HOME AND COMMUNITY DESIGN, ETC).
3.5	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"> STATE COLLEGES AND UNIVERSITIES 	<ul style="list-style-type: none">
3.6	INTEGRATE CLIMATE CHANGE INTO EXISTING AND/OR NEW EDUCATIONAL COMPETITION PROGRAMS.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> EXAMPLES ARE ALREADY UNDERWAY IN NM; E.G., ESSAY AND POSTER CONTESTS
3.7	WORK WITH SCIENCE CENTERS, ZOOS, AND MUSEUMS TO INCLUDE A CLIMATE SCIENCE FOCUS APPROPRIATE TO THEIR CORE MISSION	<ul style="list-style-type: none"> A KEY FOCUS AREA FOR OUTREACH COORDINATOR’S EFFORTS SET UP A SPEAKERS BUREAU; PROVIDE SPEAKING OPPORTUNITIES FOR TEACHERS AT BIOPARK; HAVE COLLEGE PROFESSORS HOST HIGH SCHOOL STUDENTS AT WEEKEND FORUMS, ETC. 	<ul style="list-style-type: none"> SEE CLEAN AIR-COOL PLANET’S SCIENCE CENTER INITIATIVE.

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3.8	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"> • DEGREE PROGRAMS, PROFESSIONAL LICENSES, TRADES LICENSES (ELECTRICIANS, PLUMBERS, ETC.) 	<ul style="list-style-type: none"> • <i>DOES RCI HAS LANGUAGE FOR THIS ITEM?</i>
3.9	OTHER?	•	•
4.	TARGET AUDIENCE: COMMUNITY LEADERS & COMMUNITY-BASED ORGANIZATIONS (BUSINESSES, INSTITUTIONS, MUNICIPALITIES, SERVICE CLUBS, SOCIAL & AFFINITY GROUPS, NGOs, ETC.) RECOGNIZE LEADERSHIP; SHARE SUCCESS STORIES & ROLE MODELS; EXPAND INVOLVEMENT AND PARTICIPATION; WITHIN CIVIC SOCIETY.		
4.1	EDUCATE COMMUNITY PLANNING AND ZONING OFFICIALS ABOUT CLIMATE CHANGE, IMPACTS, AND OPPORTUNITIES.	•	<ul style="list-style-type: none"> • HELP MINIMIZE GHG EMISSIONS FROM FUTURE DEVELOPMENT/LAND USE AND MAXIMIZE CAPACITY FOR ADAPTATION.
4.2	IDENTIFY INDIVIDUAL COMMUNITY LEADERS WHO ARE ACTING EFFECTIVELY ON CLIMATE CHANGE; SHOWCASE AND SHARE THEIR SUCCESSES.	<ul style="list-style-type: none"> • DEVELOP RECOGNITION PROGRAM(S) FOR COMMUNITY LEADERS AND ENTITIES. • HOST DISCUSSION FORUMS FEATURING THEIR ACTIONS OR EFFORTS. • ENLIST/ENCOURAGE THEM TO BE A DE FACTO "SPEAKERS' BUREAU." 	<ul style="list-style-type: none"> • INCLUDE ALL WALKS OF WORK & LIFE (RETAIL, SERVICES, MANUFACTURING, HEALTHCARE, AUTO, FACILITIES, ETC.) • PUT EXAMPLES, GUIDANCE, LINKS, CONTACTS, ETC. UP ON THE WEB CLEARINGHOUSE.
4.3	IDENTIFY INDIVIDUAL COMMUNITY LEADERS WHO ARE NOT YET ACTING ON CLIMATE CHANGE AND MAKE A SPECIAL EFFORT TO EDUCATE AND ENCOURAGE THEM TO ACT.	<ul style="list-style-type: none"> • INCLUDE CLIMATE CHANGE IN STATE AND LOCAL LEADERSHIP DEVELOPMENT PROGRAMS. 	•

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4.4	ENGAGE ASSOCIATIONS AND ATTEND THEIR PERIODIC MEETINGS TO REACH OUT ON CLIMATE CHANGE, IMPACTS, SECTOR-SPECIFIC MITIGATION ACTIONS, AND ADAPTATION OPPORTUNITIES.	•	<ul style="list-style-type: none"> • NM PUBLIC HEALTH ASSOCIATION HAS ALREADY DISCERNED THIS OPPORTUNITY AND IS ENGAGING IN THIS KIND OF ACTIVITY.
4.5	IDENTIFY, ASSIST, AND LEVERAGE COMMUNITY-BASED ORGANIZATIONS THAT HAVE EXPERTISE OR INTEREST IN CLIMATE-RELATED ISSUES	•	<ul style="list-style-type: none"> • FAITH COMMUNITY • SERVICE CLUBS; SPORTSMEN; RECREATIONAL/HOBBYIST GROUPS • METROPOLITAN PLANNING ORGANIZATIONS • ENVIRONMENTAL, SOCIAL, & CIVIC ADVOCACY ORGANIZATIONS
4.6	WORK WITH COMMUNITY-BASED ORGANIZATIONS TO IDENTIFY & BUILD UPON CLIMATE ISSUES RELATED TO THEIR CORE MISSION	•	<ul style="list-style-type: none"> • HEALTHCARE ORGANIZATIONS AND NEW DISEASE VECTORS • ADDITIONAL STRESSES ON LOW-INCOME POPULATIONS • SERVICE ORGANIZATIONS (E.G., ROTARY, KIWANIS, ETC.)
4.7	DEVELOP & COORDINATE A NETWORK OF COMMUNITY-BASED ORGANIZATIONS ACTING ON CLIMATE CHANGE SO THEY CAN LINK UP, ORGANIZE JOINT EVENTS, ETC.	•	<ul style="list-style-type: none"> • CREATE VOLUNTARY COMMUNITY OUTREACH COORDINATORS • ASSISTANCE IN ORGANIZING
4.8	SUPPORT AND FACILITATE OUTREACH AND EDUCATION WITHIN COMMUNITY-BASED ORGANIZATION REGARDING CLIMATE CHANGE ISSUES AND ACTIONS	•	<ul style="list-style-type: none"> • PROVIDE CONTENT FOR WEBSITES, NEWSLETTERS, LIST SERVS • COACH AND ASSIST VOLUNTEER COMMUNITY OUTREACH COORDINATORS & NETWORKS

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4.9	DEVELOP AND PROVIDE CONCRETE INFORMATION ON CO-BENEFITS TO ENTITIES TO USE IN BOOSTING THEIR CLIMATE EFFORTS	•	•
4.10	ORGANIZE & HOST EVENTS THAT FOCUS ON LEADING BY EXAMPLE, SHARING “HOW-TO,” ILLUMINATING FINANCIAL RISKS AND OPPORTUNITIES, CO-BENEFITS, ETC.	•	•
4.11	ENCOURAGE MUNICIPAL LEADERS TO JOIN ICLEI’S ¹ CITIES FOR CLIMATE PROTECTION PROGRAM AND/OR THE MAYORS CLIMATE PROTECTION AGREEMENT ²	•	•
4.12	OTHER?	•	•
5.	TARGET AUDIENCE: GENERAL PUBLIC INCREASE AWARENESS AND ENGAGE IN CLIMATE ACTIONS IN PERSONAL AND PROFESSIONAL LIVES.		
5.1	WORK WITH STATE BROADCASTERS AND PRINT MEDIA ASSOCIATIONS TO DEVELOP & RUN CLIMATE CHANGE PUBLIC SERVICE ANNOUNCEMENTS	•	•
5.2	CONDUCT PUBLIC POLLING TO BENCHMARK STRENGTH AND DEPTH OF CLIMATE UNDERSTANDING.	• TRACK OVER TIME TO MEASURE PROGRESS AND TAILOR OUTREACH EFFORTS.	•

¹ ICLEI is the International Council for Local Environmental Initiatives. See www.iclei.org.

² See <http://www.ci.seattle.wa.us/mayor/climate/>.

	MEASURES & STRATEGIES	IMPLEMENTATION (PRIORITY, WHO, WHAT, WHERE, ETC.)	NOTES & EXAMPLES
5.3	KEEP A HIGH PROFILE ON CLIMATE CHANGE ISSUES AND ACTIONS THROUGH REGULAR PUBLIC MENTION BY GOVERNOR AND OTHER PUBLIC LEADERS	•	•
5.4	DEVELOP AND USE A STATE-BASED “BRAND” ON CLIMATE AWARENESS AND ACTION	•	•
5.5	DEVELOP & MAINTAIN A STATE CLIMATE CHANGE WEBSITE FOR THE PUBLIC INCLUDING A CLEARINGHOUSE OF CLIMATE CHANGE INFORMATION AND RESOURCES.	• 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. • SEE WWW.CTCLIMATECHANGE.COM
5.6	WORK WITH EXISTING COMPANY OUTREACH EFFORTS TO CUSTOMERS TO ENHANCE AWARENESS OF CLIMATE CHANGE ISSUES & OPPORTUNITIES	•	• RETAIL ADVERTISING AND/OR “BILL STUFFERS.” • ENVIRONMENTAL DISCLOSURE OF ELECTRICITY FUEL MIX/EMISSIONS; RECYCLED CONTENT, ETC. • PRODUCT MESSAGES (E.G., YOGURT LABELS)
5.7	UNDERTAKE A CONCERTED PLANNING EFFORT TO IDENTIFY AND ADDRESS CLIMATE ADAPTATION ISSUES & NEEDS IN THE STATE	• NMED LEAD? • STAKEHOLDER INVOLVEMENT?	•
5.8	OTHER?	•	•
6.	TARGET AUDIENCE: INDUSTRIAL & ECONOMIC SECTORS SECTOR-SPECIFIC CLIMATE CHANGE EDUCATION AND OUTREACH.		
6.1	RESIDENTIAL, COMMERCIAL, & INDUSTRIAL	•	• OUTREACH ON DEMAND RESPONSE

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6.2	TRANSPORTATION & LAND USE	•	<ul style="list-style-type: none"> PROMOTE WISE VEHICLE CHOICE. PROMOTE LIVABLE COMMUNITY DEVELOPMENT
6.3	ENERGY SUPPLY	•	<ul style="list-style-type: none"> PROMOTE SOLAR-READY HOME DESIGN (HOT WATER & PHOTOVOLTAIC).
6.4	AGRICULTURE & FORESTRY	•	<ul style="list-style-type: none"> PROMOTE LOCALLY GROWN PRODUCE
6.5	OTHER?	•	•