



WWW.NMCLIMATECHANGE.US

CROSS CUTTING ISSUES TECHNICAL WORKING GROUP

DRAFT EDUCATION OPTIONS MATRIX

JULY 10, 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. TARGET THE KEY GENERAL AUDIENCES AND EFFORTS BELOW:
 - A. "WALK THE TALK" IN TERMS OF THE STATE'S OWN EFFORTS AND OUTREACH ACTIVITIES
 - B. POLICYMAKERS (LEGISLATORS, EXECUTIVE, AGENCIES, REGULATORS, ETC.)
 - C. FUTURE GENERATIONS
 - D. COMMUNITY LEADERS AND ORGANIZATIONS
 - E. THE GENERAL PUBLIC
 - F. INDUSTRIAL & ECONOMIC SECTORS
2. ENSURE LONG-TERM SUSTENANCE OF EDUCATION AND OUTREACH EFFORTS REGARDING CLIMATE CHANGE.

	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 AND MAINTAIN 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? 	<ul style="list-style-type: none"> • IF EVERYONE IS RESPONSIBLE FOR OUTREACH AND COORDINATION, NO ONE WILL BE INDIVIDUALLY TASKED WITH IT AND IT IS MORE LIKELY TO FALL BY THE WAYSIDE.
1.4	INCLUDE STATE PUBLIC EDUCATION AND HIGHER EDUCATION OFFICIALS IN THE BODIES ESTABLISHED IN ROW 1.1 & ROW 1.2.	•	<ul style="list-style-type: none"> • 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 CCAG POLICY RECOMMENDATIONS, CLIMATE CHANGE IN GENERAL, SCIENTIFIC AND TECHNOLOGICAL ADVANCES, AND PROGRESS TOWARD STATE GOALS THROUGH REGULAR BRIEFINGS IN ORDER TO PROMOTE ACCEPTANCE AND IMPLEMENTATION OF MITIGATION AND ADAPTATION POLICIES.	<ul style="list-style-type: none"> • CONDUCT REGULAR LEGISLATIVE BRIEFINGS. • IDENTIFY & OFFER AGENCY-SPECIFIC INFO ON CLIMATE ISSUES & OPPORTUNITIES. • PREPARE AN ANNUAL UPDATE ON CLIMATE SCIENCE, STATE ACTIONS, AND PROGRESS ACHIEVED TOWARD STATE GHG REDUCTION GOALS. 	<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?	•	•

	MEASURES & STRATEGIES	IMPLEMENTATION (PRIORITY, WHO, WHAT, WHERE, ETC.)	NOTES & EXAMPLES
3.	TARGET AUDIENCE: FUTURE GENERATIONS		
	INTEGRATE CLIMATE CHANGE INTO EDUCATIONAL CURRICULA, POST-SECONDARY DEGREE PROGRAMS, AND PROFESSIONAL LICENSING.		
3.1	ADD CLIMATE CHANGE TO PUBLIC EDUCATION 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 	<ul style="list-style-type: none">
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">

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3.6	INTEGRATE CLIMATE CHANGE INTO EXISTING AND/OR NEW EDUCATIONAL COMPETITION PROGRAMS.	•	• 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. 	• SEE CLEAN AIR-COOL PLANET’S SCIENCE CENTER INITIATIVE.
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.)	• DEGREE PROGRAMS, PROFESSIONAL LICENSES, TRADES LICENSES (ELECTRICIANS, PLUMBERS, ETC.)	• MANDATE THAT STATE BOARDS OF LICENSING FOR BUILDING PROFESSIONALS (ARCHITECTS, ENGINEERS, CONTRACTORS, LANDSCAPE ARCHITECTS, ETC.) REQUIRE A SUBSTANTIAL PORTION OF THE LICENSING EXAM INCLUDE KNOWLEDGE OF IMPROVED THE DING CODES AND BUILDING ENERGY PERFORMANCE REQUIREMENTS REFLECTED IN THE CCAG’S RECOMMENDATIONS (E.G., RCI-7 AND RCI-8).
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.	•	• HELP MINIMIZE GHG EMISSIONS FROM FUTURE DEVELOPMENT/LAND USE AND MAXIMIZE CAPACITY FOR ADAPTATION.

	MEASURES & STRATEGIES	IMPLEMENTATION (PRIORITY, WHO, WHAT, WHERE, ETC.)	NOTES & EXAMPLES
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. 	<ul style="list-style-type: none"> •
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"> • 	<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"> • 	<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"> • 	<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.)

	MEASURES & STRATEGIES	IMPLEMENTATION (PRIORITY, WHO, WHAT, WHERE, ETC.)	NOTES & EXAMPLES
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
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?	•	•

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.	TARGET AUDIENCE: GENERAL PUBLIC INCREASE AWARENESS AND ENGAGE IN CLIMATE ACTIONS IN PERSONAL AND PROFESSIONAL LIVES.		
5.1	EDUCATE BROADCASTERS, REPORTERS, EDITORIAL BOARDS, ETC. ABOUT CLIMATE CHANGE, THE RISKS IT IMPOSES, AND SOLUTIONS.	•	•
5.2	WORK WITH STATE BROADCASTERS AND PRINT MEDIA ASSOCIATIONS TO DEVELOP & RUN CLIMATE CHANGE PUBLIC SERVICE ANNOUNCEMENTS.	•	•
5.3	CONDUCT PUBLIC POLLING TO BENCHMARK STRENGTH AND DEPTH OF CLIMATE UNDERSTANDING.	• TRACK OVER TIME TO MEASURE PROGRESS AND TAILOR OUTREACH EFFORTS.	•
5.4	KEEP A HIGH PROFILE ON CLIMATE CHANGE ISSUES AND ACTIONS THROUGH REGULAR PUBLIC MENTION BY GOVERNOR AND OTHER PUBLIC LEADERS	•	•
5.5	DEVELOP AND USE A STATE-BASED “BRAND” ON CLIMATE AWARENESS AND ACTION	•	•
5.6	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

	MEASURES & STRATEGIES	IMPLEMENTATION (PRIORITY, WHO, WHAT, WHERE, ETC.)	NOTES & EXAMPLES
5.7	WORK WITH EXISTING COMPANY OUTREACH EFFORTS TO CUSTOMERS TO ENHANCE AWARENESS OF CLIMATE CHANGE ISSUES & OPPORTUNITIES	•	<ul style="list-style-type: none"> • RETAIL ADVERTISING AND/OR “BILL STUFFERS.” • ENVIRONMENTAL DISCLOSURE OF ELECTRICITY FUEL MIX/EMISSIONS; RECYCLED CONTENT, ETC. • PRODUCT MESSAGES (E.G., YOGURT LABELS)
5.8	UNDERTAKE A CONCERTED PLANNING EFFORT TO IDENTIFY AND ADDRESS CLIMATE ADAPTATION ISSUES & NEEDS IN THE STATE	<ul style="list-style-type: none"> • NMED LEAD? • STAKEHOLDER INVOLVEMENT? 	•
5.9	OTHER?	•	•
6.	TARGET AUDIENCE: INDUSTRIAL & ECONOMIC SECTORS SECTOR-SPECIFIC CLIMATE CHANGE EDUCATION AND OUTREACH.		
6.1	RESIDENTIAL, COMMERCIAL, & INDUSTRIAL	•	<ul style="list-style-type: none"> • OUTREACH ON DEMAND RESPONSE • OUTREACH ON ENERGY EFFICIENCY AND ENERGY SAVINGS OPPORTUNITIES
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?	•	•