Outdoor Learning and Recreation Policy throughout the US

All youth deserve transformational experiences in the outdoors, whether in class, in a school garden, at a summer camp, or somewhere else entirely. **Every youth has a right to experience the outdoors in study and play, with their teachers, families, and neighbors.** The connection of youth with Maine's outdoors boosts individual and community welfare. It benefits social, emotional, and leadership development. It brings youth closer to their local community, landscape, and economy. Yet not every youth in Maine has these opportunities.

Leaders at the state and local level can help by opening the door to meaningful connections between youth and nature, especially for youth who may not otherwise have the chance. This Outdoor Policy Guide highlights state and local policies from around the United States that are intended to build opportunities for youth learning about and spending time in the outdoors through a wide range of approaches. **This guide is intended as a tool to inform and inspire as we seek to make change on the state and local levels.** Explore the guide, empower yourself as an advocate, and connect with NBEC to join your voice with other advocates working to empower Maine's next generation of leaders with the outdoor experiences they deserve.



Explore this guide virtually at nbeconsortium.com/outdoor-policy-guide



Photo below: Maine Environmental Education Association (MEEA) Disclaimer: All photos not depicting masks were taken prior to COVID-19 Thanks to our Maine-based network partners who shared pictures of outdoor learning and recreation taking place in their programs.



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STATE POLICIES

State support of environmental learning can be hugely impactful. When state leaders can make the case for outdoor learning, policies are successful and effective. State policies are an influential way to build up a sector that has been historically under-resourced.



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This statewide grant program allows school districts that serve low-income communities to apply for funding to transform portions of their school grounds into green space.

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This Trust Fund was created to provide a long-term, stable source of funding for activities that protect and enhance Minnesota's environment for the benefit of current citizens and future generations.

supplemented by contributions from the outdoor industry, private foundations, and individuals.

deal of stakeholder engagement and input. This bill was funded by more than \$4 million in support for teacher training on NGSS climate change standards (\$3m), community partnerships between school districts and organizations (\$1M), and a state climate curriculum (<\$1m).

ARIZONA

High School Climate Change Learning Standards



As a result of strong teacher advocacy, in October 2018 Arizona adopted new state science standards that include climate change concepts. These standards were revised because of suggestions from the Arizona Science Teachers Association to include climate change concepts at the high school level, which had been removed in the previous revision. In March 2018, a draft of the proposed standards was released for public comment, which concluded in May 2018. Once feedback was collected from educators, content experts, community members, and other stakeholders, it was analyzed by working groups of parents and community members to make the appropriate revisions. The state Board of Education voted 6-4 to adopt the new science standards.

The following items provide an overview of proposed changes:

- Shifting from performance objectives to broaden standards to allow for greater depth and more connections
- Organizing standards around big ideas in science learning progressions and coherence
- Connecting science practices with science content
- Increasing the number of standards in the areas of evolution and change in climate
- Connecting science standards to other academic disciplines

Policy Details	
Year Created	2018
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	Continuing
Funding Source	State of Arizona annual appropriations
Path to Enactment	Arizona Department of Education
Bill Number	<u>State Board of</u> <u>Education Board</u> <u>Decision</u>



Photo: Maine Environmental Education Association (MEEA)

CALIFORNIA

California Mandatory Climate Education Bill



Introduced on January 3, 2020, this bill would amend California's adopted science curriculum to include "coursework including material on the causes and effects of climate change" from grades 1-12. Beginning with the graduating class of 2026, at least one of the two science courses, including biological and physical sciences, required for graduation from high school must include such material. This bill requires that appropriate coursework, including an emphasis on the causes and effects of climate change, be offered to students as soon as possible, starting no later than the 2021-22 school year.

Policy Details	
Year Created	Submitted 2020, in committee process
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	State and federal funds, grants, and donations
Path to Enactment	Legislature
Bill Number	<u>AB-1922</u>

Outdoor Equity Grants Program



California's Department of Parks and Recreation created an Outdoor Equity Grants program in 2019 with the intention of increasing the ability of residents in low-income urban and rural communities to outdoor environmental education experiences on public lands. Established through AB-209, the Outdoor Equity Grants funding will be available to public organizations, including local governments and local educational agencies, joint powers authorities, open-space authorities, regional open-space districts, other relevant public agencies, or nonprofit organizations. The Grants program focuses on funding transportation, logistical, and program operations and capacity costs associated with reaching underserved or atrisk students, including students eligible for free/ reduced-price meals, foster children, and limited English proficiency students.

Though no allocation has yet been made, funds for this grant program would come from the state as well as private donors. Grants will be awarded to programs that align with state curriculum standards, stewardship, support foster healthy lifestyles, or contain a service learning component. This legislation prioritizes projects that demonstrate partnerships between public, private, and nonprofit entities. Annual evaluation of the program's effectiveness will be required. Assembly Appropriations The Committee estimates that demand for funding will be around \$10 million per year.

Policy Details	
Year Created	2018
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	Pending
Funding Source	To be determined
Path to Enactment	Legislature
Bill Number	<u>AB 209</u>

California Regional Environmental Education Community



The California Regional Environmental Education Community (CREEC) Network focuses on teacher professional development to promote environmental education statewide. CREEC is a program of the California Department of Education, and supports regional partnerships by connecting teachers with learning opportunities and resources with a focus on the environment. Partner organizations and governmental agencies join each of the 11 CREEC Regions to support schools and teachers interested in expanding environmental literacy in California.

A one-time allocation of \$4 million in 2018 was used to promote state environmental education guidelines and help teachers implement them, while additional funding is leveraged from separate nonprofits or other government agencies for grants to teachers and schools for programming and material needs. Of the core allocation, \$1.5 million is earmarked for the Department of Resources Recycling and Recovery for curriculum printing and delivery of education and environment materials for local educational agencies.

Policy Details	
Year Created	2018
Most Recent Yearly Funding	\$4 million, 2018 fiscal year
Total Program Funding	\$4 million
Continuing or One-time funding	One-time
Funding Source	Environmental License Plate Funds
Path to Enactment	Dept. of Ed, Legislature
Bill Number	<u>SB-424</u>

Environmental Education / Literacy Grant Program



The Environmental Education Grant Program (EEGP) was developed to support programs and projects with long-term educational benefits to potentially all California educators and students, with support going primarily to professional development for teachers. Administered by the California Department of Education and funded with Environmental License Plate Funds, school districts, other local schools, state agencies other than the State Department of Education, and community organizations are eligible for grant funding. The first three years of the program saw awards of around \$36,000 to ten recipients, mostly school districts. In 2018, the program was renamed the Environmental Literacy Grant Program, while the number of awardees reduced to five and the awards increased to \$72,000.

Policy Details	
Year Created	2015
Most Recent Yearly Funding	\$360,000, 2019 fiscal year
Total Program Funding	\$1.82 million
Continuing or One-time funding	Continuing
Funding Source	Environmental License Plate Funds
Path to Enactment	Legislature
Bill Number	<u>AB-988</u>

California School Pavement to Parks Grant Program



After several successful pilot programs throughout the state, the California legislature established this statewide grant program to provide school districts that serve low-income communities to apply for funding to transform portions of existing pavement on school grounds to green space.

The Natural Resources Agency, a cabinet-level government agency in the state of California, will establish the procedures to allocate grants, which includes deciding a maximum amount for each grant, eligible uses of the grant, and outlines reporting requirements. Schools that have higher numbers of students who qualify



for free or reduced lunch and schools where the majority of the playground is pavement will be prioritized. Grants provided by the Natural Resources Agency are reliant on the appropriation of funds in the annual Budget Act.

Green spaces that would qualify for grant funding could include items such as a garden and a gardening program with educational programming that includes science, math, and literacy through experiential learning.

Policy Details	
Year Created	Introduced 2020
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	Natural Resources Agency/annual Budget Act
Path to Enactment	Legislature
Bill Number	<u>AB 2031</u>

Photo: Maine Environmental Education Association (MEEA)

COLORADO

Great Outdoors Colorado Inspire/ Generation Wild Initiative



Great Outdoors Colorado (GOCO) is a quasigovernmental trust, established in 1992 by ballot initiative, that helps preserve and enhance environmental conservation, stewardship, equitable access, and youth involvement. TThe trust receives half of the State's lottery income, but this amount is capped at \$66.2 million dollars in 2018 and adjusted for inflation each year. 40% of lottery income goes to a conservation trust fund, and 10% to State Parks, while lottery income in excess of \$132.4 million in 2018 goes to Building Excellent Schools Today, a program of the Colorado Department of Education intended to build or renovate school buildings. GOCO has an Executive Director and staff, but decisions are directed by 17 citizen board members. These board members are appointed by the governor, confirmed by the legislature, and represent a range of interests, geographies, and political parties.

In 2017, GOCO rolled out the Inspire Initiative, supporting the development of 15 regional coalitions of for-profit, nonprofit, and municipal organizations joining together to address structural barriers to youth getting outside in their communities. With an emphasis on supporting collaborative programming between organizations, GOCO has allocated a significant portion of their funding to support these regional coalitions. In its first year, GOCO dispersed \$13.5 million of grants to these coalitions to support existing and new programming, while during the 2018 fiscal year, \$14.1 million in grants were distributed. In its second year, the initiative benefited from \$4.1 million in philanthropic foundation contributions. All grant applicants are required to have matching funds, with an intent to use the fund to leverage both in and out of state funding sources to draw additional funding to the sector.

To support this work, GOCO has simultaneously introduced the Generation Wild Initiative, which is a shared branding and communications initiative to build public support and value for outdoor experiences, provide parents with support and ideas for introducing children to the outdoors, and make a public case for the importance of outdoor experience. Each Regional Inspire consortium is also a Generation Wild Community.

Policy Details	
Year Created	2017
Most Recent Yearly Funding	\$14.1 million, 2018 fiscal year
Total Program Funding	\$27.6 million
Continuing or One-time funding	Continuing
Funding Source	State Lottery Income
Path to Enactment	Great Outdoors Colorado (GOCO created by ballot initiative in 1992)
Bill Number	None

Colorado Kids Outdoors Grant Program Legislation



The Colorado Kids Outdoors Grant Program, enacted in 2010, created a grant fund to serve as a conduit for public or private gifts, grants, or donations to be dispersed to organizations and schools, with an emphasis on outdoor learning for urban and/or low-income youth. The grant program was administered by a public-private advisory council.

In its first year, the grant program was funded with \$100,000 remaining from another discontinued program. While the Department of Natural Resources had been set to further fundraise for the program, a perceived conflict of interest around both fundraising for and distributing grant funds remained unresolved through the initial phase of the grant, and no further funding was secured.

In addition to the fund, however, the legislation required the creation of Colorado Environmental Education Plan, a strategy designed to foster the partnerships and awareness needed to promote, coordinate, and sustain standards-based environmental education across the state. A twoyear stakeholder feedback process culminated in the enactment of the Environmental Education Plan and four regional Environmental Education Leadership Councils. These councils were tasked with empowering the formation of environmental education networks and local partnerships and sharing success stories. After several years developing a guiding framework, additional supports starting in 2017 through the Colorado Alliance for Environmental Education (the Colorado NAAEE Affiliate) have enabled regular regional and statewide meetings and teacher outreach.

Policy Details	
Year Created	2010
Most Recent Yearly Funding	\$100,000, 2010 fiscal year
Total Program Funding	\$108,000
Continuing or One-time funding	One-time from defunct program; Continuing small dollar funding from CAEE
Funding Source	Left over funding from discontinued program
Path to Enactment	Legislature
Bill Number	<u>HB10-1131</u>



Photo: The Ecology School

HAWAII

Hawaii's No Child Left Inside Grant Program



This grant program will provide financial support and resources to establish and maintain outdoor education and recreation programs for students. School, organizational, or agency programs that include one or more of the following will be considered for this grant:

- Contribution to the reduction of academic failure and dropout rates;
- Utilization of a nationally accredited environmental education curriculum;
- Contributions to a healthy lifestyle through outdoor recreation and nutrition programming
- Use of a state park as a venue or the department's personnel as a resource;
- Maximizing the number of participants that can be served;
- Commitment to matching or in-kind resources; and
- Creation of public-private partnerships.

This grant program will be phased in, starting with schools with the most significant needs, and those focused on at-risk students. All applicants should provide outdoor education programming. Schools that participate in this grant program must provide programs that align with Hawaii's learning standards.

The chairperson of the board of land and natural resources will establish an advisory committee made up of necessary representatives to ensure representation of stakeholders such as superintendents, business owners, parks and recreation department heads, outdoor organization representatives, etc. This advisory committee will advise and assist in developing this grant program. This grant program will be funded by appropriations by the legislature, gifts, donations, and grants, and other monies sent to support the No Child Left Inside Grant Program.

Policy Details	
Year Created	2020
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	Gifts, donations and grants
Path to Enactment	Legislature
Bill Number	<u>S.B. 2061</u>



Photo: Maine Audubon

ILLINOIS

Outdoor Equity Grants Program



This bill amends the current Department of Natural Resources Law of the Civil Administrative Code to establish and include the Outdoor Equity Grants Program. This program is modeled after New Mexico's 2019 SB 462. The purpose of this program is to increase access to outdoor learning opportunities to underserved communities across Illinois.

Funding will be available to local governments, state agencies, or non profit organizations to support transportation, and other programmatic costs associated with increasing access to outdoor learning for historically underserved populations.

Policy Details	
Year Created	Introduced 2020, in committee
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	N/A
Path to Enactment	Legislature
Bill Number	<u>HB 5469</u>

Children's Outdoor Bill of Rights



This resolution states that Illinois recognizes the importance of youth being outside for recreational and educational opportunities. The Children's Outdoor Bill of Rights is an initiative that many states and cities around the country are exploring or have already passed. Citing that young students will need to be able to understand the natural environment and the interrelationships between natural and human-built systems to make future decisions that maintain a high quality of life, this resolution will be broadly distributed and will serve as a foundation for future efforts in Illinois.

Policy Details			
Year Created	Introduced 2020, in committee		
Most Recent Yearly Funding	\$0		
Total Program Funding	Unfunded at outset		
Continuing or One-time funding	\$0		
Funding Source	N/A		
Path to Enactment	Legislature		
Bill Number	<u>HR 0700</u>		

MARYLAND

Environmental Literacy Standards



As of 2011, the Maryland State Board of Education requires that each public school student be environmentally literate before they graduate from high school, making Maryland the first state in the USA to approve environmental literacy as a graduation requirement.

These literacy standards require that each student receive a multi-disciplinary environmental education that is approved by the State Superintendent of Schools. Each district is responsible for developing its own environmental education program. The Maryland State Board of Education will give final approval and provide oversight for schools as they develop effective environmental literacy programs that align with the Maryland State Environmental Literacy Standards. Districts are also responsible for developing assessments to evaluate students' mastery of the material to determine if they are eligible for graduation.

Maryland Governor Martin O'Malley established the Maryland Partnership for Children in Nature in 2008 by executive order. This partnership was charged with developing and implementing a plan to provide youth with opportunities for outdoor recreation and learning, as well as a state environmental literacy plan that identified the necessary elements for developing environmentally literate students. This literacy plan was eventually brought to the Maryland State Board of Education who adopted them as the Environmental Literacy Standards, making them a graduation requirement in June of 2011.

These standards were originally implemented without funding, and in 2012 the Maryland Partnership for Children in Nature hosted a conference for representatives from each school district in Maryland to offer information and showcase model programs that have been developed and implemented. This event allowed district representatives to meet with environmental education providers, and led to the U.S. Department of Education Title II Math and Science Partnership offering a grant, providing 4 years of funding to the Maryland State Department of Education to establish the Maryland Environmental Literacy Program for professional development in environmental education for teachers.

Policy Details			
Year Created	2011		
Most Recent Yearly Funding	N/A		
Total Program Funding	N/A		
Continuing or One-time funding	N/A		
Funding Source	N/A		
Path to Enactment	Maryland State Board of Education		
Bill Number	<u>COMAR 13A.04.17</u>		

Maryland Green Schools Act

This 2019 act aims to increase the number of green schools in the state, schools that are committed to environmental sustainability. The act requires the Governor of Maryland to include the Maryland Association of Environmental and Outdoor Education (MAEOE) into the state budget for fiscal years 2021-2025. The bill mandates \$1.6 million in spending over five years to support the Maryland Green School program with the goal of increasing the number of green schools in the state from 27% to 50% by 2025.

The MAEOE developed the Green Schools Program, which allows schools and their surrounding communities to evaluate their sustainability efforts. Schools that participate in the program are dedicated to equipping youth to make changes to reduce their environmental impact, encourage sustainability, and foster environmental literacy. The funding for this act

Policy Details		
Year Created	2019	
Most Recent Yearly Funding	N/A	
Total Program Funding	\$1,592,950	
Continuing or One-time funding	Continuing (through 2025)	
Funding Source	Annual appropriations from Maryland	
Path to Enactment	Legislature	
Bill Number	<u>HB1366</u>	

will go through the MAEOE who will funnel the money into the Maryland Green Schools Award Program, which schools and educational centers can apply to.

Funding categories	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025
Total funding in the state budget to the MAEOE for increasing the number of green schools in Maryland	\$300,000	\$309,000	\$318,500	\$328,850	\$336,600
To support professional development, transportation, school projects that incorporate environmental best practices for waste and recycling, energy conservation, water conservation, schoolyard habitat, outdoor classrooms, or health	\$129,250	\$149,000	\$155,000	\$161,450	\$165,000
Providing green schools training and assist schools with becoming a green school	\$125,750	\$130,000	\$133,500	\$137,400	\$141,600
Supporting statewide green school events	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Conducting annual evaluation of the impact of funds on increasing the number of green schools	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Creating an online application form for a school to apply to get funding	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000

MINNESOTA

Minnesota Climate Change Education



This bill would require public school districts in the state to "embed climate change education throughout all subject areas, not just in science curriculum." This addition to the curriculum would be financed by the general fund from the Minnesota Department of Education at \$1 million yearly to support implementation. In a separate bill (SF 3949) these recommendations were expanded to include all K-12 students.

Policy Details		
Year Created	Submitted 2020	
Most Recent Yearly Funding	N/A	
Total Program Funding	N/A	
Continuing or One-time funding	Continuing yearly (projected)	
Funding Source	General budget	
Path to Enactment	Legislature	
Bill Number	<u>SF 3518, SF 3949</u>	

No Child Left Inside Grant Program



Minnesota is the second state to adopt a No Child Left Inside policy, joining Washington State in supporting outdoor experiences in both formal and informal education settings, with an emphasis on traditional outdoor activities, natural resource education, and disadvantaged youth. While the House bill was a Democratic partisan bill, its Senate counterpart was bipartisan. Both benefited from significant bipartisan support. There was notable disagreement about the name of the bill, with commonly held negative associations with the No Child Left Behind Act, but not on the merits of the bill itself. Funded through the Department of Natural Resources, grants between \$5000 and \$50,000 are awarded in three categories: Natural resources education and outdoor recreation, fishing, hunting and shooting sports programs (at or in coordination with public or tribal schools), and high school fishing leagues. \$500,000 is available for natural resources education and recreation, \$500,000 for fishing, hunting, and shooting sports programs, and \$200,000 for high school fishing clubs. California, Oregon, and Nevada are considering similar legislation.

The funding for the grant program is assembled from a variety of state sources: \$500,000 the first year is from the Department of Natural Resources' game and fish fund, \$518,000 from the heritage enhancement account within the game and fish fund, and \$182,000 from the general fund.

Policy Details		
Year Created	2019	
Most Recent Yearly Funding	\$1.2 million, 2019	
Total Program Funding	\$1.2 million	
Continuing or One-time funding	One-time, but may be re-funded	
Funding Source	15% General budget, 85% Game & Fishing Fund (from Hunting & Fishing Licenses)	
Path to Enactment	Legislature	
Bill Number	<u>HF133,SF868</u>	

Environment and Natural Resources Trust Fund



In 1988, Minnesota's voters approved a constitutional amendment establishing the Environment and Natural Resources Trust Fund. The purpose of the Trust Fund is to provide a long-term, consistent, and stable source of funding for activities that protect and enhance Minnesota's environment and natural resources for the benefit of current citizens and future generations.

The money in the Trust Fund originates from a combination of contributions and investment income. Forty percent of the net proceeds from the Minnesota State Lottery are deposited to the Trust Fund each year; this contribution is guaranteed by the Minnesota Constitution until December 31, 2024. The Trust Fund may also receive contributions from other sources such as private donations.

Policy Details			
Year Created	1988		
Most Recent Yearly Funding	N/A		
Total Program Funding	>\$360 million		
Continuing or One-time funding	Continuing (yearly until 2024)		
Funding Source	From investment income and amounts annually appropriated from the Minnesota State Lottery, and other sources such as private donations		
Path to Enactment	Constitutional Amendment		
Bill Number	<u>Art. XI, Sec.14</u>		

Minnesota's Legacy Fund



In 2008, Minnesota voters passed a constitutional amendment known as the Clean Water, Land and Legacy Amendment that dedicates a portion of sales tax to outdoor recreation, as well as conservation, clean water, and cultural heritage. The Legacy Amendment increases the state sales tax by three-eighths of one percent beginning on July 1, 2009 and continuing until 2034. The additional sales tax revenue is distributed into four funds as follows: 33 percent to the clean water fund; 33 percent to the outdoor heritage fund; 19.75 percent to the arts and cultural heritage fund; and 14.25 percent to the parks and trails fund.

Policy Details			
Year Created	2008		
Most Recent Yearly Funding	\$163.7 million, 2019		
Total Program Funding	\$1.3 billion		
Continuing or One-time funding	Continuing		
Funding Source	Constitutional Amendment		
Path to Enactment	Sales tax increase (3/8 of one percent)		
Bill Number	<u>HF133, SF868</u>		

NEVADA

Outdoor Education and Recreation Grant Program



This grant program aims to provide outdoor educational opportunities for under-served Nevada youth, improving academic achievement and physical health while fostering an appreciation for nature. In 2019, a Nevada State Assemblyman advanced AB 331, a bill to complement the creation of the State Office of Outdoor Recreation, which was unanimously approved. The bill creates the **Outdoor Education and Recreation Grant Program** and designates the Division of State Parks in the Department of Conservation and Natural Resources to manage the program. Because the Division of State Parks had not been notified of their role prior to the introduction of the bill, they negotiated through the appropriations process for funding of an additional staff position to manage the program.

Aside from funding for this full-time staff position, the grant program is unfunded. The role of the staff person is to pursue potential funding sources, to conduct state-level needs assessment for outdoor learning and recreation, and to conduct outreach to potential grant recipients about the program. The program staff hopes to assemble pilot program funding from the Division of Parks budget, demonstrate program impact, then approach the State Assembly with a funding request during the next biennium in 2021.

In advance of funding availability, the program structure has been defined in three tiers. Tier 1 covers microgrants under \$5000 for transportation needs and professional development for teachers; Tier 2 is for broad support for outdoor education and recreation without a firm dollar cap; while Tier 3 is oriented towards workforce development, with support for programs such as AmeriCorps or juvenile justice rehabilitation programs. The fund will be divided with 20% for Tier 1, 50% for Tier 2, and 30% for Tier 3, with the first available funding directed towards Tier 1. Tiers 2 and 3 are intended to be funded solely by fund interest, while Tier 1 funds will be held separately and can be spent down.

Policy Details			
Year Created	2019		
Most Recent Yearly Funding	\$0		
Total Program Funding	\$0		
Continuing or One-time funding	Unfunded at outset		
Funding Source	Undefined		
Path to Enactment	Legislature		
Bill Number	<u>AB 331</u>		



Photo: The Ecology School

NEW HAMPSHIRE

New Hampshire Climate Change Education Act



New Hampshire's House Bill 1635 increases climate change instruction in the state. This bill increases the hours of climate change instruction by age group, which would include lessons on the "anthropogenic causes of climate change, effects of climate change on New Hampshire, species affected by climate change in New Hampshire, coastal impacts of climate change, changes in weather patterns, climate change impacts locally and globally, alternatives to fossil fuels, maximizing energy efficiency in homes and schools, information about careers in solar, wind, algae, hydrogen power and other developing innovative energy sources, and STEM activities that include problemsolving, social concerns, energy engineering, invention, installation, maintenance, literary, and informative performance opportunities." This unfunded mandate does not include any additional support for curriculum development, professional development, or oversight in this amendment.

This bill would amend state statute (RSA 189 - Education Policy related to school boards, superintendents, teachers, truant officers, school census, transportation, and instruction of students) to increase climate change instruction in the state. This bill has been referred for interim study and is now in the Education Committee.

Policy Details

Year Created	Submitted 2020, referred for interim study in Education Committee
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	N/A
Path to Enactment	Legislature
Bill Number	<u>HB 1635</u>

Grade	Climate Education Instruction Time
PreK-3	2 hours of climate education
4-6	4 hours of climate education
7-8	8 hours of climate education
9-12	at least 10 hours of climate education or one full semester of an environmental education course

NEW JERSEY

Climate Change Education in New Jersey Learning Standards



Beginning in September 2021, New Jersey will be the first state in the nation to standardize climate change education requirements across K-12 learning standards. This initiative was brought to the New Jersey State Board of Education by First Lady Tammy Murphy. The New Jersey Student Learning Standards (NJSLS) now require climate change education across seven subject areas: 21st Century Life and Careers, Comprehensive Health and Physical Education, Science, Social Studies, Technology, Visual and Performing Arts, and World Languages. Climate change standards have also been added to the appendices of the Mathematics and English Language guidelines, which are up for review in 2022.

A standards review team—which included 130 educators from public and private elementary, middle schools, high schools, and charter schools; from rural, urban, and suburban districts; parents; nonprofit organizations and agencies, and representatives from business, military, health, and nonprofit organizations across the state-offered input for each of the subjects during a public review period. All of the revisions were made with consideration of public input and feedback received through public statements, written comments, and feedback submitted through the New Jersey Department of Education website. Murphy, in partnership with the New Jersey Department of Education, visited elementary, middle, and high schools that have already implemented strong climate change and sustainability education programs to hear what has been successful in their schools. The Department's expectation is that districts will use the coming 2020-21 school year to become familiar with the new standards and then begin implementation of the standards over the following two years.

Policy Details			
Year Created	2020		
Most Recent Yearly Funding	N/A		
Total Program Funding	N/A		
Continuing or One-time funding	Continuing (projected)		
Funding Source	Annual appropriations from New Jersey		
Path to Enactment	Legislature		
Bill Number	N/A		



Photo: Maine Coast Heritage Trust, photo by Bridget Besaw

NEW MEXICO

Outdoor Equity Fund



This fund is created with the premise that access to the outdoors is a basic human right. As part of the 2019 bill that created the New Mexico Office of Outdoor Recreation, an equity fund was created with base funding through the state legislature to be supplemented by contributions from the outdoor industry, private foundations, and individuals. With matching commitments from corporations and foundations, the fund is set to double in size soon after enactment. Administered by the New Mexico Youth Conservation Corps, organizations that work with low-income youth can apply to the fund to receive micro-grants to purchase outdoor equipment, cover recreation fees, or pay the cost of driving to the state's national parks and monuments.

Three core elements are taken into consideration regarding applicants: at least 40% of the population served by the applicant must be low-income youth, the applicant must have a well-developed, written plan to engage low-income youth in outdoor recreation activities, and the applicant must have an educational plan to educate youth about climate and the environment as part of its outdoor recreation program. At least 30% of grants each year must be awarded to nonprofit organizations, and half of grants will be awarded in urban areas, 25% in rural and 25% in tribal areas. At current funding levels, grants are capped at \$5000, but could grow as the fund increases in size.

Policy Details

Year Created	2019	
Most Recent Yearly Funding	\$100,000, 2019	
Total Program Funding	\$200,000	
Continuing or One-time funding	One-time	
Funding Source	Legislator Discretionary Funds	
Path to Enactment	Legislature	
Bill Number	<u>SB-462</u>	



Photo: Katahdin Schools RSU 89

NEW YORK

Connect-Kids-to-Parks Field Trip Grant Program



Started in 2016, this grant program provides reimbursement of up to \$40 per student (and \$80 for Special Education students) for field trips to state and federal parks, forests, historic sites, fish hatcheries and other outdoor recreation areas, up to \$1000 total. Schools receiving Title 1 funding, as well as a range of after school or municipal programs serving low-income youth, are eligible for grants. Grants are available for transportation to more than 250 state parks, historic sites, nature centers and outdoor facilities, Department of Environmental Conservation fish hatcheries, as well as 8 other approved locations, including New York Audubon sites, museums, private parks, and others.

Reimbursable field trip expenses include transportation, program fees, entry fees, and/ or pavilion fees. Funding for the field trip grant program comes from the state Environmental Protection Fund's enhanced environmental justice program approved in the 2019-20 state budget. While initially funded at \$500,000 per year, funding was doubled in 2018.

Policy Details		
Year Created	2016	
Most Recent Yearly Funding	\$1 million	
Total Program Funding	\$3 million	
Continuing or One-time funding	Continuing	
Funding Source	State Environmental Protection Fund	
Path to Enactment	New York State Office of Parks, Recreation and Historic Preservation	
Bill Number	None	

The New York Climate Change Education Act



This act would establish a grant program to create climate change education programs for youth and provide teachers with training and professional development to increase students' climate literacy. It would fund public school districts, boards of cooperative educational services, community-based organizations, and consortiums or partnerships formed by a public school district to conduct education programs aimed at increasing climate change literacy in students. At least 50% of the awarded grant money will go towards climate change education programs and no more than 50% will go towards professional development for teachers.

Grant applications should include an outline of the program including instructional material, any special or unusual innovative services within the program, the number and types of educators to be employed, the geographic area in which the proposed program will be offered, the number of students or teachers who will participate, demonstration that the proposed program is adequate in terms of course length, and the professional development that would be offered.

Policy Details		
Year Created	Submitted 2019, in Senate Energy and Telecommunications Committee	
Most Recent Yearly Funding	N/A	
Total Program Funding	N/A	
Continuing or One-time funding	Continuing (projected)	
Funding Source	Awaiting Appropriation	
Path to Enactment	Legislature	
Bill Number	<u>S-6837</u>	

Climate Science Recommendations from Commissioner



This bill would require the commissioner of education to make recommendations to the board of regents for implementing climate change education in high school science classes. The recommendations should include, but are not limited to:

- Instruction on the impacts of greenhouses gases on the climate, environment, and planet
- Use of the most recent sources, textbooks, and methodologies
- Instruction on the limitations of greenhouse gas emissions and renewable energy resolutions

Instruction related to the study of climate change These recommendations will be made by the commissioner, who will seek recommendations from teachers, school administrators, and educators, and also statements from parents, students, and other stakeholders.

Model Multidisciplinary Climate Curriculum



This bill requires the commissioner of education to develop a model for climate change curriculum that will be implemented into science, social studies, english, history, mathematics, and health classes in all public elementary and secondary schools. This model will include but is not limited to topics of air guality, climate change, energy, environmental justice, sustainability, fishing and wildlife, forestry, oceans, pollution prevention, public health, water, and toxics. The commissioner of education will make the model curriculum available to the public, and provide assistance for schools to incorporate it into their instruction. The commissioner will also update the curriculum every four years in order for it to reflect the most current scientific, social, and technological knowledge. School authorities are responsible for providing the essential facilities, time, and place for the instruction and will also provide learning aids and curriculum resource materials to ensure effective teaching methods.

Policy	Details	Policy	Details
Year Created	Submitted 2019, In Committee	Year Created	Submitted 2019, in Senate Education
Most Recent Yearly	N/A		Committee
Funding	1.47.1	Most Recent Yearly	N/A
Total Program	N/A	Funding	
Funding		Total Program	N/A
Continuing or	N/A	Funding	
One-time funding		Continuing or	N/A
Funding Source	N/A	One-time funding	
Path to Enactment	Legislature	Funding Source	N/A
Bill Number	J	Path to Enactment	Legislature
Dill Nulliber	<u>S6877</u>	Bill Number	S-7341

DOE to Include Climate Change in K-12 Curriculum



This resolution calls on the New York Department of Education (DOE) to create a K-12 curriculum that includes lessons on climate change. Citing the National Center for Science Education, this resolution highlights the importance of climate change education for the next generation, the results of climate change on the natural environment, infrastructure, economy, and national security, and maintains the idea that children should be aware of the impacts of climate change.

Policy Details		
Year Created	2016	
Most Recent Yearly Funding	N/A	
Total Program Funding	N/A	
Continuing or One-time funding	N/A	
Funding Source	N/A	
Path to Enactment	New York City Council	
Bill Number	Resolution 0375	



Photo: Maine Audubon

OREGON

Outdoor School for All



In 2016, Oregon passed an "Outdoor School for All" law by ballot initiative to increase student access to outdoor learning. The ballot initiative (Measure 99) defines a grant program designed to send the state's 5th or 6th graders to outdoor schools for 6 days. Voters overwhelmingly approved the measure, with 34 of Oregon's 36 counties passing the measure, and 67% of Oregon's voters approving. Administered by the Oregon State University Cooperative Extension, \$22 million per year from the State Lottery (4% of State Lottery income) is allocated every two years.

This bill directs the Oregon State University Extension Service to assist school districts and education service districts to provide outdoor school programs. This assistance will be through administering a grant program, providing program leadership, and providing program maintenance. The program includes all fifth or sixth grade students, including those who are home schooled to attend charter schools.

For an outdoor school program to receive a grant, it must do the following: host a 6-day, place-based, outdoor educational experience featuring a number of environmental topics, support required curriculum, students' leadership and critical thinking development, tackle outdoor education inequity, and discuss the relationships between urban and rural areas. Programs are assessed by many factors, including promoting improved test scores, reduction of classroom discipline issues, improved communication skills, and accessibility to students of all abilities. The law ensures assistance for programs by providing curriculum and best practices, program evaluations, staff training, and other support.

Since its inception in 2016, the Oregon Outdoor School for All program has continued

to build support in order for every student in Oregon to have a transformative outdoor school experience. Beginning in 2018, Oregon State University put together an annual program overview to outline the successes and challenges of the program throughout that These overviews compiled statewide year. program evaluation reports, program-specific evaluations, and also feedback from students, programs, and teachers or school administrators who have been involved. The recommendations and suggestions from stakeholders help the Oregon Outdoor School for All programming improve its ability to develop as needed based on those evaluations.

Policy Details		
Year Created	2016	
Most Recent Yearly Funding	\$46.8 million, 2020 & 2021	
Total Program Funding	\$70.8 million	
Continuing or One-time funding	Continuing	
Funding Source	State Lottery	
Path to Enactment	Ballot Initiative	
Bill Number	None	

OHIO

Outdoor Rx and Outdoor Learning Grant Programs



This bill creates both the Outdoor Rx and Outdoor Learning Grant Programs in the Ohio Department of Outdoor Resources, two programs which focus on access to experiences outdoors for different populations. This bill appropriates \$12,000,000 for both the Outdoor Rx Program and the Outdoor Learning Grant Program for the year 2021 from the General Revenue Fund.

The Outdoor Learning Grant Program awards grants to school districts for outdoor learning programs for 5th and 6th graders. The director develops a curriculum and materials for outdoor learning for schools, which schools receiving the grant can choose to use.

The Outdoor Rx Program awards grants to applicants to fund outdoor therapy programs focused on outdoor recreation, environmental and ecological studies, agricultural resourcebased activities, resource conservation stewardship, or restoration. Applicants (state agencies, local governments, organizations, or individuals) must submit their application to an advisory committee who will make a suggestion to the chief, who will make a final decision. This program prioritizes veterans and those who are recovering from substance abuse or trauma.

Policy Details		
Year Created	Introduced 2020	
Most Recent Yearly Funding	N/A	
Total Program Funding	N/A	
Continuing or One-time funding	One-time	
Funding Source	General Revenue Fund	
Path to Enactment	Legislature	
Bill Number	<u>HB 643</u>	



Photo: Maine Coast Heritage Trust

RHODE ISLAND

Increased Climate Education in K-12 Schools



This resolution expresses the Senate's support for increased climate and environmental education in public schools. It requests that the Rhode Island Department of Education (RIDE), in dialogue with a broad representation from the environmental education community, develop a set of critical environmental and climate principles and concepts which will be infused into all subjects throughout K-12 schools, create learning standards, and ensure that all professional development for teachers includes such principles and concepts.

This resolution also urges all state-controlled schools to offer courses in climate and environmental literacy, usina the Next Generation Science Standards as an anchor from which to grow. The Senate stresses the importance of making new curriculum materials available on the RIDE website to aid schools in developing new programs in environmental literacy. RIDE will consult with teachers, principals, superintendents, and content experts while developing a new curriculum. This resolution highlights the Every Student Succeeds Act (ESSA) as a funding option for schools' new climate education initiatives. However, it is up to RIDE to find funding within its budget to accomplish this.

Policy Details

Year Created	Introduced February 2020, in Senate Education Committee
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	N/A
Path to Enactment	Legislature
Bill Number	<u>SR-2626</u>



Photo: Katahdin Schools RSU 89

UTAH

Children's Outdoor Recreation and Education Grant Program



In 2016, inspired by Washington's No Child Left Inside grant program and with approval from the governor's office, the Office of Outdoor Recreation worked with members of the state legislature to pilot the Utah Children's Outdoor Recreation and Education (UCORE) Grant Program with an \$100,000 allocation from the general fund. The grant funds outdoor recreation skill-building and nature-based learning for children. Outside support in 2016 came from the national Outdoor Industry Association, in the form of a paid lobbyist to advance the issue and partnership from nonprofit sector allies testifying in committee hearings. In its first year, it had 43 requests for funding, with 16 grants awarded to a range of outdoor programming for youth aged 6-18 including mountain biking, adaptive programming, tribal youth camp, summer camp, winter programming, and community fishing.

An attempt to fund the program in a second year from a hotel room tax met with stiff opposition from hoteliers in the state, and did not meet with success. In 2019, state legislators took bill language drafted by the office of Outdoor Recreation and renewed the grant program with another \$100,000 in one-time funding from the general fund, effectively creating another round of the pilot program. Program administrators hope to build on the success of the second round of the program to secure a portion (~\$250,000) of the hotel tax in future years to fund the program in continuity.

At present, UCORE grant funds require 50% match, up to half of which can be in-kind and grants up to \$10,000 are available. Half of the grant is available upfront, and the remaining half is available as reimbursement after a project has been completed and report submitted. Up

to 10% of the grant may be used for salary or operating costs, with the majority earmarked for on-the-ground project needs. Projects with strong components involving partnerships, volunteer opportunities, cultural heritage, and art are prioritized, as are programs serving high-needs youth, high match levels, high numbers of youth served, STEM curriculum, and stewardship learning.

Policy Details		
Year Created	2016	
Most Recent Yearly Funding	\$100,000	
Total Program Funding	\$200,000	
Continuing or One-time funding	One-time, with continuing funding being sought	
Funding Source	General budget, with ongoing support being sought from a percentage of a hotel room tax	
Path to Enactment	Office of Outdoor Recreation, Legislature	
Bill Number	<u>SB-222</u>	

WASHINGTON

ClimeTime Climate Change Curriculum



ClimeTime is a program providing grants for schools and community-based organizations to launch science teacher professional support and to develop materials, events, and evaluation of climate science programs. It was created through the Governor's office.

Responding to the governor's stated climate education priorities, E3 Washington (a statewide environmental education association) and the Association of Education Service Districts convened a series of stakeholder meetings to inform and finetune the priority into a concrete structure and focus for funding, working in collaboration with the Governor's policy office and the Office of the Superintendent of Public Instruction.

The initial budget request of \$6.5 Million for science and climate education was reduced to \$4 million during the appropriations process in the State Senate and House, and was approved in the March 8th supplemental budget bill ESSB 6032. The funds are directed to the Office of the Superintendent of Public Instruction for teacher professional development to implement Next Generation Science Standards including those related to climate science and healthy environments. The program earmarks \$1M of the \$4M for a grant program for schools to partner with nonprofit organizations for program implementation. Grants have been awarded to each of Washington's 9 educational service districts, and to 7 community-based organizations throughout the state.

Since its inception in 2019, ClimeTime has continued to build the capacity of teachers across Washington to help students understand climate science and encourage a more sustainable environment. After its original \$4 million investment in science and climate education, the Washington State legislature approved an additional \$3 million investment in 2019-2020 as well as in 2020-2021. The Educational Service District, along with six community-based organizations, have launched programs for science teacher training to link climate science and NGSS. In addition to these professional development opportunities, ClimeTime has supported 15 grantees in developing teaching materials, evaluation tasks and strategies, and has facilitated student events.

Policy Details		
Year Created	2019	
Most Recent Yearly Funding	\$4 million, 2020	
Total Program Funding	\$4 million	
Continuing or One-time funding	One-time	
Funding Source	General budget	
Path to Enactment	Governor's Office	
Bill Number	<u>SB-5576</u>	

No Child Left Inside Program



This grant program aims to provide under-served youth with outdoor experiences.

Following a successful pilot program by Washington State Parks in 2008 in which 26 qualified natural resource based education and recreation programs were awarded \$1.36 million, the legislature resurrected the program upon the State Parks' request and made it permanent in 2015, with roughly \$1.5 million appropriated to a grant fund every other year. Now administered by the Washington State Recreation and Conservation Office, grant distributions have ranged from \$1 million to \$1.5 million in a grant year.

Funding focuses on serving students at risk of failing or dropping out of school, underrepresented learners, and children facing social, behavior, economic and health barriers and helping them improve their overall academic performance, self-esteem, personal responsibility, community involvement, personal health, and understanding of nature. Funded projects are typically outdoor recreation and/or adventurebased, like backpacking, kayaking, fishing, and orienteering. Teacher professional development is ineligible for funding.

Community-based programs, formal school programs, informal after school programs, local agencies, Native American tribes, nonprofit organizations, private entities including individuals and businesses, special purpose districts (i.e., park and recreation districts), and veteran organizations are all eligible to apply. Grants are separated into three tiers, with the first ranging from \$5000 to \$25,000, the second ranging from \$25,000 to \$75,000, and the third ranging from \$75,000 to \$150,000. From 2015-2019, the program has awarded grants to 58 projects serving 30,196 youth.

Policy Details		
Year Created	2015, pilot 2008	
Most Recent Yearly Funding	\$1.35 million, 2019	
Total Program Funding	\$5.1 million	
Continuing or One-time funding	Continuing, every other year	
Funding Source	General budget	
Path to Enactment	Washington State Parks, Legislature	
Bill Number	2015 <u>SB-5843</u> , 2008 <u>HB-1677</u>	



Photo: Katahdin Schools RSU 89

Outdoor Early Childhood Education Licensing Policy



This bill establishes an initiative to license outdoor early learning and child care programs in the state of Washington, making Washington the first state in the U.S. to license outdoor preschools. There are more than 40 outdoor child care programs throughout the state, yet these programs are unlicensed, making it impossible for them to function as full-day programs. Lack of licensure means these programs have been ineligible for state-subsidized funding, impacting the accessibility of these programs for families without the means for full tuition payment.

Prior to this bill, many of Washington's licensing regulations were specifically created with indoor learning environments in mind. This bill directs Washington's Department of Children Youth and Families (DCYF) to examine outdoor preschool models and modify, waive, or create new regulations to include outdoor learning programs for early childhood centers in Washington. DCYF was also in charge of analyzing current models of outdoor preschools and establishing health and safety best practices for programs.

This legislation passed with bipartisan support within one year to fund a 4-year pilot program to license outdoor preschools across the state. After enactment, an Outdoor Preschool Advisory Group was formed to ensure that preschools and other stakeholders were involved with developing the licensing standards. This advisory group split in two-one implementing group, made up of 10 schools that were ready to license, and another observation group pending formation, charged with providing feedback and input on the standards.

This advisory group assembled key takeaways from their process for other states and communities:

- Involve key stakeholders to ensure that they have a voice in what will impact them
- Spend time planning and organizing
- Become familiar with the legislative landscape •
- partnerships Establish with existing organizations and resources
- Highlight accessibility and equity in naturebased education messaging

Policy Details		
Year Created	2017	
Most Recent Yearly Funding	Pending	
Total Program Funding	Pending	
Continuing or One-time funding	Pending	
Funding Source	Child Care Development Fund Grant Pending	
Path to Enactment	Legislature	
Bill Number	<u>SB5357</u>	

LOCAL POLICIES

Municipal leaders can play active roles to ensure that positive changes are made at the local level. In Maine, local policy is a powerful way to make change. Small scale policies offer a range of different approaches, and can be implemented through a variety of methods. In general, local policies have been driven by stakeholders and other local advocates. Coordinated efforts between municipal legislature and involved stakeholders such as school districts or community-based organizations maximize benefits to young people. As awareness of the benefits of nature grows, local leaders will continue to establish additional pathways to environmental learning.



Policy Quick Reference

This resolution, first developed by a group called Educating for Climate Justice, made up of teachers, students, parents, and climate activists at the Portland Public Schools, outlines a climate literacy implementation plan and also includes a review of current textbooks to ensure accuracy on climate change and the impact of human activities and will abandon the use of any text material that indicates doubt about the severity of climate change. After six years since its unanimous passage, the full curriculum will be fully implemented in every grade by September 2022.



OAKLAND, CA

Oakland Climate Literacy Policy



In 2018, the Board of Education of Oakland Unified School District (OUSD) voted to approve an amendment to BP-6142.5, the Environmental and Climate Change Literacy (ECCL) Policy. This amends the school regulations about curriculum and instruction, ensures that science and history curricula are effectively articulated; assigns and schedules teachers to provide such instruction; creates a resource document for teachers to use while teaching climate literacy; develops integrated, project-based learning; provides ongoing professional development; and continues to develop financial resources that are essential in implementing these goals. The Board recommends that ECCL is taught through project-based learning integrated, that encourages a multi-disciplinary approach that deals with the science, economic, political, social, and cultural factors that are involved in the causes and effects of climate change. Funding is projected to continue through 2022-23.

Policy Details	
Year Created	2018
Most Recent Yearly Funding	\$429,750, 2020-21
Total Program Funding	\$1.6 million
Continuing or One-time funding	Continuing (projected for 4 years)
Funding Source	Bechtel grant, Ocean Guardians grant, EPA
Path to Enactment	Oakland Unified School District Board of Education
Bill Number	<u>BP-6142.5</u>

Policy Implementation Timeline

2018-19	 Create an intradistrict model policy of how district departments will be involved in carrying out the policy. Identify and vet community organizations for ECCL partners Increase membership of the Climate Change Literacy Working Group Reestablish a District Green Team Conduct inventories of curriculum scope & sequence, environmental assets for each school site, Environmental and Climate Change Literacy teachers, and what is already being done by teachers in environmental education
2019-20	 Climate science fundamentals and elementary action projects will be implemented into 50% of classrooms Middle and high schools will be supported by the Climate Change Literacy Working Group
2020-21	 Climate science fundamentals and elementary action projects will be implemented into 75% of classrooms Climate Change Literacy Working group will continue to support interested teachers and partners in middle and high schools
Oakland Living Schoolyard Policy



In 2019, the OUSD Board of Education enacted a "Living Schoolyard" policy to increase student access to nature on a daily basis. The policy works to create park-like living school grounds that could include elements like trees, gardens, and other spaces designed by and for the use of students and the surrounding communities.

The Superintendent is responsible for the implementation and evaluation of this policy, and for providing regular updates to the Board regarding funding, implementation, evaluation of stated outcomes, timelines, and progress of projects. Nonprofits, funders, and individual school communities are encouraged to collaborate with each other through fundraising, advocacy, design, construction, stewardship, maintenance, and curriculum integration that supports living schoolyards.

Since 2017, the OUSD Board of Education has worked with the Trust for Public Land (TPL) and Green Schoolyards America (GSA) to develop and construct Living Schoolyards at OUSD schools. Over the past three years, TPL has secured over \$2 million from several grants including State Coastal Conservancy and Hellman Foundation. TPL first acquired a grant from the State Coastal Conservancy Prop 1 Grant for \$566,000 in 2017, making up 25% of the grant funding. In 2018, CA Natural Resources Urban Greening Grant for \$1,186,977 made up 53% of the grant funding, and in 2019, the State Coastal Conservancy Climate Ready Grant for \$500,000 made up 22% of the total grant funding. To date, those are the only funds committed to the Oakland Living Schoolyard project. District staff are responsible for developing a funding strategy for the design, construction, and maintenance of living schoolyards. The Board may explore whether the Living Schoolyard program should be a part of a future capital bond proposal. This policy has an anticipated annual cost of \$510,00 for staffing and professional development, a one-time cost of \$250,000 for assessments, baseline studies, guidelines, and standards development, and an estimated \$1,000,000 per site for capital improvements relating to living schoolyards. All of this funding will be sourced from private and public donations, grants, and the general school budget. Through an appropriate joint use agreement, schools may be able to serve as community resources after hours and on weekends, providing access to nature and recreational opportunities for the surrounding communities as well as OUSD students. The Board will approve a list of priority school sites to receive living schoolyards based on assessments of facilities.

Policy In	Policy Implementation Timeline		
Immediately:	 Create and convene Working Group 		
When funding is identified:	 Appoint Interim Living Schoolyards Coordinator 		
January 2019:	 Begin professional development 		
September 2019:	 Create baseline GIS datbase 		
May 2019:	 Begin professional development 		
May 2020:	 Create Living Schoolyards Design Guidelines and Standards Negotiate Joint Joint Use Agreement with the City of Oakland 		

Oakland Living Schoolyard Policy Details			
Year Created	2019		
Most Recent Yearly Funding	\$500,000, 2019 State Coastal Conservancy Climate Ready Grant		
Total Program Funding	\$2.3 million		
Continuing or One-time funding	Continuing and one-time funding		
Funding Source	 Primarily State Grant Sources: State Coastal Conservancy Prop 1 Grant (~25%) State Coastal Conservancy Climate Ready Grant (~22%) CA Natural Resources Urban Greening Grant (~53%) Additional support from Kaiser Permanente Northern California and Hellman Foundation Future funding expected from private funds, as well as the school's general budget 		
Path to Enactment	Oakland Unified School District Board of Education		
Bill Number	<u>BP 7110.1</u>		



Photo: The Ecology School

SEBASTAPOL, CA

District Climate Change Committee



On December 4, 2017, the Sebastopol Union School District Board of Trustees unanimously approved a resolution that recognizes that children of today will bear the impacts of climate change and that schools have the responsibility to equip them with opportunities to respond by implementing initiatives like this resolution. This resolution also resolves to establish a Climate Change Committee who is charged with developing recommendations for taking action on climate change in the school district, such as creating curricular and educational opportunities, facilities and operational priorities and projects; targets for reducing district greenhouse gas emissions; and, engagement with local, state, and federal jurisdictions.

This resolution was uplifted by a group of students, parents, and teachers at Sebastopol schools who were involved with a group called Schools for Climate Action. The Climate Change Committee was formed in January 2017 and has focused on topics such as energy, water conservation, waste diversion, landscaping, and opportunities for education and student engagement.

Policy Details		
Year Created	December, 2017	
Most Recent Yearly Funding	N/A	
Total Program Funding	N/A	
Continuing or One-time funding	N/A	
Funding Source	N/A	
Path to Enactment	Sebastopol Union School District Board of Trustees	
Bill Number	Resolution 1718-07	



Photo: Katahdin Schools RSU 89

SAN MATEO, CA

Environmental Literacy and Sustainability Initiative



The San Mateo County Office of Education created the Environmental Literacy and Sustainability Initiative which targets educators to encourage environmental literacy, and prepares leaders to develop a "climate-ready mindset" within the school's culture, community, and curriculum.

The San Mateo County Office of Education was the first in the state of California to implement such an initiative, so it piloted several programs to ensure the initiative would be helpful and appropriate for their community. It also designed this initiative as a model that could be replicated in other county offices of education.

This initiative puts together resources in the following categories to support stakeholders in a whole-school integration:

- Outdoor Learning
- Green Campus (Facilities and Operations)
- Curriculum and Instruction
- Community Engagement
- Environmental Literacy Funding

Policy Details		
Year Created	2017	
Most Recent Yearly Funding	N/A	
Total Program Funding	N/A	
Continuing or One-time funding	N/A	
Funding Source	N/A	
Path to Enactment	San Mateo County Office of Education	
Bill Number none		



Photo: Maine Coast Heritage Trust

PORTLAND, OR

Climate Literacy Resolution



In April 2016, the Portland Public Schools passed a resolution that supports "the concept of the development and implementation plan for integrating climate change" into science and social studies curriculum and instruction. This resolution directs the Superintendent, in partnership with Portland Public School students, teachers, and community members to develop a climate literacy implementation plan so that there are academic opportunities that address climate justice in all Portland Public Schools. This implementation plan included a review of current textbooks to ensure accuracy on climate change and the impact of human activities and will abandon the use of any text material that indicates doubt about the severity of climate change. In April 2017, the Portland Public Schools Climate Justice Committee (made up of community members, retired teachers, and the social studies Teachers on Special Assignment) worked to evaluate the 15 social studies and science textbooks, and none of those books were found to be in compliance with this resolution.

This resolution was first established by a group called Educating for Climate Justice, made up of teachers, students, parents, and climate activists at the Portland Public Schools. Educating for Climate Justice drafted the first version of the resolution, and contacted several community groups to enlist their endorsement before bringing it to the school board.

In March 2019, hundreds of Portland students walked out of their classes, two miles to the Portland Public Schools district office to demand that the district deliver the climate curriculum it had promised three years before. Two months later, 50 more students joined the Portland school board meeting again to urge their argument. In response to these student protests, the board allocated \$200,000 in funding towards implementing climate change curriculum into Portland schools. This money will be used to continue implementing climate justice units in science and social studies courses, to hire a full-time curriculum coordinator, and to establish a class specifically for climate change/justice education in the high school. The new course is expected to be implemented into all Portland high schools by the 2020-21 school year, and the full curriculum will be fully implemented in every grade by the fall of 2022, marking a sixyear wait since the unanimous vote to pass this resolution.

Policy Details		
Year Created	April 2016	
Most Recent Yearly Funding	\$200,000- May, 2019	
Total Program Funding	\$200,000	
Continuing or One-time funding	One-time	
Funding Source	General budget	
Path to Enactment	Portland Public School Board of Education	
Bill Number	Resolution 5272	

PHILADELPHIA & WOODLAND HILLS, PA

Woodland Hills: Call To Climate Change Action



This resolution recognizes climate change as a generational justice and human rights issue with disproportionate effects on people of color and people in poverty. Through the resolution, board of education members directed the Superintendent of Woodland Hills Schools to establish a Climate Change Committee, who will recommend districtwide changes for more environmentally-aware policies.

The Climate Change Committee proposed a number of recommendations, but the final decision is awaiting committee. Proposed policies include incorporating more environmental studies and advocacy into the school's curriculum, facility and operational priorities, offering more climatefriendly food services, and engaging with local and state officials on climate policy.

This resolution, similar to others that were approved by 55 districts across the nation, began in an 8th-grade science class at Woodland Hills Junior High School, in which students took part in a climate change workshop led by Communitopia, a Pittsburgh-based environmental organization. After attending the workshop, the 8th-grade class

Policy Details		
Year Created	July 2019	
Most Recent Yearly Funding	N/A	
Total Program Funding	N/A	
Continuing or One-time funding	N/A	
Funding Source	N/A	
Path to Enactment	Woodland Hills Board of Education	
Bill Number	Resolution 540.19	

of 27 students sent letters to the school board, expressing their concerns for the future of the environment. Communitopia continues to host climate change workshops (funded by the Heinz Endowments) throughout the Woodland Hills school district for students and in surrounding districts. This resolution makes Woodland Hills the first school district in the state of Pennsylvania to adopt a climate change resolution.

Philadelphia: School District & Outward Bound Partnership



The Philadelphia School District and Philadelphia Outward Bound School have partnered to plan a program for 9th grade students throughout the district starting in the 2017-18 school year. This initiative allows programming for up to eight schools to participate in high ropes courses, peer leadership expedition courses, on-site student leadership sessions, and professional development workshops for teachers.



Photo: Maine Coast Heritage Trust

WEST SALEM, WI

Environmental Education Coordinator Position



The West Salem school district created this Environmental Education Coordinator Position in 2007 as a district consultant about environmental education and science curricula. This coordinator is responsible for the following:

- Coordinating the maintenance of the school forest and lodge
- Serve as the District School Forest Committee chair
- Serve on the District Science Curriculum Committee
- Develop and implement year round academic programming for the students and community of West Salem

Policy Details		
Year Created	2007	
Most Recent Yearly Funding	N/A	
Total Program Funding	N/A	
Continuing or One-time funding	Continuing	
Funding Source	N/A	
Path to Enactment	West Salem School District	
Bill Number	Policy 932	



Photo: Katahdin Schools RSU 89

RELATED POLICIES

This section details a wide range of different policies. Outdoor learning and recreation policies show up in a wide range of ways. These related policies are a vehicle for change in outdoor learning. These related policies are often part of a movement, and are widespread across the United States.



Capital Development Projects

Several states, (Massachusetts, New York, North Carolina, Pennsylvania, Tennessee, Vermont, and West Virginia) have funded capital development projects to protect public lands using real estate transfer taxes.

State	Capital Development Project to Protect Public Land
Massachusetts	Community Preservation Act: Communities that adopt local property tax increases can access the state matching funding. This act creates a fund for four main purposes: to create more affordable housing, open space preservation, historic preservation, and outdoor recreation.
New York	Environmental Protection Fund: This fund dedicates a portion of real estate transfer tax for capital projects that protect open space, parks and recreation, and solid waste.
North Carolina	Parks and Recreation Trust Fund: 75% of real estate transfer tax (of \$2 per \$1,000 valuation) dedicated to parks and recreation.
Pennsylvania	Keystone Recreation, Park and Conservation Fund: Supported by a 15% share of the real estate transfer tax.
Tennessee	Local Parks and Recreation Fund; State Land Acquisition Fund: Portions of real estate transfer tax are to be dedicated to recreation and conservation.
Vermont	Vermont Housing and Conservation Trust Fund: Dedicates a portion of real estate transfer tax to projects that support affordable housing and preserve natural areas and recreation lands.
West Virginia	Outdoor Heritage Conservation Fund: Fee from deed recordings is dedicated to conservation and recreation.

Next Generation Science Standards

The Next Generation Science Standards (NGSS) are K-12 science content standards. The NGSS were developed to address the rapidly changing field of science to help students build skills in STEM that will equip students who might choose to pursue careers in the STEM field.

21 states (Washington, Oregon, California, Nevada, New Mexico, Kansas, Arkansas, Iowa, Illinois, Michigan, Kentucky, Maryland, Delaware, New Jersey, Connecticut, Rhode Island, Vermont, New Hampshire, Hawaii) have adopted the NGSS. Of those states, five include additional funding towards implementing the standards.

The NGSS allows for experiential, explorative learning experiences because of its three-dimensional instruction strategy. These three pillars that support each standard are Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. The NGSS's three-dimensional learning strategy shifts the perspective of science education. Using the three pillars, students are able to understand scientific concepts, use those concepts to problem solve, and also recognize how those concepts are interdisciplinary. Climate Education has explicitly been written into the NGSS, listed as one of the core ideas supporting Earth and Space Science performance expectations.

State	Year Adopted
Washington	2013
Vermont	2013
California	2013
Rhode Island	2013
Delaware	2013
Hawaii	2013
Maryland	2013
Kansas	2013
Kentucky	2013
Oregon	2014
Nevada	2014
New Jersey	2014
Illinois	2014
Michigan	2015
lowa	2015
Connecticut	2015
Arkansas	2015
New Hampshire	2018
New Mexico	2018
Maine	2019
Arizona	2020



Children's Outdoor Bill of Rights

15 states, (California, Colorado, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Maryland, Michigan, New Jersey, New Mexico, Ohio, Oregon, and Tennessee) and 6 cities (Baltimore, San Francisco, Austin, Salt Lake City, Rochester, Seattle) have passed or are in the process of passing a Children's Outdoor Bill of Rights, a public-facing statement which outline goals a community or state has for its youth. They can be passed as a resolution, proclamation, or program. They identify essential rights to the outdoors that every child deserve to have as they grow up. This effort is part of a national initiative by Outdoors Alliance for Kids (OAK) and Cities Connecting Children to Nature, with the intention of increasing equitable access to nature for children. Maine is currently pursuing the work of a similar initiative.

The Cities Connecting Children to Nature initiative offers several points of advice for other cities or states to start or advance their own Children's Outdoor Bill of Rights.

Include additional co-signers on the bill for a greater impact.

Use the Children's Outdoor Bill of Rights as an opportunity to highlight and include related goals or initiatives.

Launch the Children's Outdoor Bill of Rights along with another nature-connection initiative.

Connect Children's Outdoor Bill of Rights with children's programming that already exists to establish partnerships with surrounding agencies and organizations that already have connections with children and families. Center equity while developing the Children's Outdoor Bill of Rights

State	Year Adopted
California	2007
Kansas	2008
New Jersey	2008
Colorado	2009
Florida	2009
Illinois	2009
Ohio	2010
New Mexico	2012
Georgia	2012
Kentucky	2012
Indiana	2014
Maryland	2019
Oregon	
Tennessee	

State	Year Adopted
San Francisco	2014
Austin	2017
Baltimore	2019
Salt Lake City	2019
Rochester	
Lansing	

Outdoors Alliance for Kids has developed the following model bill language which states have adopted in different ways. Every Child Should Have the Opportunity to:

- Discover the wilderness
- Camp under the stars
- Catch and release fish, frogs, and insects
- Follow a trail
- Climb a tree
- Explore nature in neighborhoods and cities
- Celebrate their heritage
- Plant a flower
- Play in the mud or stream
- Learn how to swim

Every Kid Outdoors Act

In 2015, President Barack Obama established the Every Kid in a Park program which invited fourthgrade students and their families to visit the 419 units of the National Park System around the country. In 2019, this program was updated by a collaboration between the Department of the Interior, U.S. Army Corps of Engineers, National Oceanic and Atmospheric Administration, and U.S. Forest Service who all work together to provide students in the 4th-grade with free access to more than 2,000 federal recreation areas, including national parks, wildlife refuges, marine sanctuaries, and forests.

The state of Nevada, modeled after the federal legislation, passed a state law that offers passes to every fifth-grade student in the state to access any of Nevada's 26 state parks and recreational areas for one year.

Several states, including Indiana, Maryland, New York, Wyoming, Idaho, and New Mexico have adopted the program into their state park systems so that 4th-grade students in these states may present their federal Every Kid Outdoors pass to access state parks in their home states as well.

Program Name	Ages Served	Location	Year Adopted
Every Kid Outdoors Act	4th-grade students	Federal	2015, amended in 2019
Every Kid Outdoors Act	4th-grade students	New York	2015
Every Kid Outdoors Act	4th-grade students	Wyoming	2015
Every Kid Outdoors Act	4th-grade students	Idaho	2015
Every Kid Outdoors Act	4th-grade students	New Mexico	2015
Every Kid Outdoors Act	4th-grade students	Indiana	2016
Every Kid Outdoors Act	4th-grade students	Maryland	2016
Park Permits to Nevada Youth	5th-grade students	Nevada	2017

No Child Left Inside

Three states (Washington, Minnesota, and Hawaii) have adopted a No Child Left Inside program named after the federal No Child Left Inside Act in 2009. All 3 of these programs are centered around providing financial support and resources to establish and maintain outdoor education programs for students. The main goal of the federal legislation is to amend the No Child Left Behind Act of 2001 to require states, before receiving grants for implementation, to develop environmental literacy plans (ELPs) for students (PreK-12) that include environmental education standards and teacher training. Developed programs include funding to support curriculum changes and field trips to outdoor spaces, teacher training, to provide innovative technology, and to develop management studies.

State Program	Information
Washington No Child Left Inside	 Following a successful pilot program by Washington State Parks in 2008, the legislature resurrected the program upon the State Parks' request and made it permanent in 2015, making Washington's No Child Left Inside program the first of its kind. Funding focuses on serving students at risk of failing or dropping out of school, under-represented learners, and children facing social, behavior, economic and health barriers in order to help them improve their overall academic performance, self-esteem, personal responsibility, community involvement, personal health, and understanding of nature. Total Program Funding: \$5.1 million Community-based programs, formal school programs, informal after school programs, local agencies, Native American tribes, nonprofit organizations, private entities including individuals and businesses, special purpose districts, and veteran organizations are all eligible to apply for grants. For more information, see page 32
Minnesota No Child Left Inside Grant Program	 In 2019, Minnesota became the second state to adopt a No Child Left Inside policy, supporting outdoor experiences in both formal and informal education settings, with an emphasis on traditional outdoor activities, natural resource education, and disadvantaged youth. Funded by the Department of Natural Resources, grants between \$5000 and \$50,000 are awarded in three categories: Natural resources education and outdoor recreation, Fishing, hunting, and shooting sports programs, and High school fishing leagues. Total Program Funding: \$1.2 million For more information, see page 18
Hawaii's No Child Left Inside Grant Program	 In 2020, Hawaii became the third state to adopt a No Child Left Inside policy, providing financial support and resources to establish and maintain outdoor education programs for students. This program will be phased in, starting with schools with the most significant needs, and those focused on at-risk students. This grant program will be funded by appropriations by the legislature, gifts, donations, and grants, and other monies sent to support the No Child Left Inside Grant Program. For more information, see page 14

Environmental Literacy Plans

Environmental Literacy Plans (ELP) are state-specific frameworks that outline and support school systems relating to environmental literacy and environmental education programs. ELPs are the central component of the No Child Left Inside Movement of 2009, when the national bill was passed, and was followed by the Washington, Minnesota, and Hawaii acts. States have taken a variety of approaches in implementing their ELPs, but the No Child Left Inside Act specifies that an ELP must:

- Outline how graduation requirements will guarantee that students are environmentally literate when they graduate
- Provide field and hands-on experiences as part of regular school curriculum, including environmental service learning opportunities
- Provides targeted professional development opportunities that will allow educators to improve their own environmental literacy, skills in teaching about environmental issues, and field-based pedagogical skills
- Describe how the State will assess the environmental literacy of students by identifying specific content standards, content areas, and subjects instruction will take place
- Describe how the State education agency will implement the ELP, including information around funding and other essential support
- Be periodically updated by the State educational agency

The North American Association for Environmental Education surveyed the states that have already completed their ELPs who offer key factors that made the development and implementation of their ELPs successful.

- Collaboration with school districts, agencies, teachers, informal educators, and other important stakeholders
- Government mandates through legislation or executive orders help progress ELP implementation
- A history of environmental education in the state offers a strong foundation for ELP development
- Ensuring that the ELP is organized and thorough will lead to success

Status	States
Implementation underway	California, Colorado, Connecticut, DC, Delaware, Hawaii, Kansas, Illinois, Kentucky, Maryland, Maine, Minnesota, Missouri, Ohio, Oregon, Pennsylvania, Rhode Island, Texas, Washington, Wisconsin
Have adopted but not yet begun implementation	Nebraska
Have completed ELPs that have not yet been adopted	Alaska, Alabama, Florida, Idaho, Louisiana, Michigan, North Carolina, New Hampshire, New Mexico, Nevada, South Dakota, Tennessee, Virginia
Are in the planning stage of their ELPs	Arizona, Georgia, Indiana, Massachusetts, Montana, North Dakota, New Jersey, New York, Oklahoma, South Carolina, Utah, Vermont, West Virginia
Have not yet begun ELP development	Arkansas, Iowa, Mississippi, Wyoming