



Outdoor Policy Guide:

Outdoor Learning and Recreation Policy throughout the US

Every youth deserves transformational experiences in the outdoors, whether in class, in a school garden, at a summer camp, or in countless other settings. Every youth has a right to experience the outdoors in study and play, with their teachers, families, and communities. With significant impacts on social, emotional, and leadership development, on connection to the local community and landscape, and clear pathways to Maine’s economy, the connection of youth with Maine’s outdoors boosts both individual and community welfare. Yet not every youth in Maine has these opportunities.









There is much that leaders at the state and local level can do to open the door to meaningful connection between youth, their local community, and the outdoors, and to support opportunities 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 and recreation in and about the outdoors through a wide range of approaches. It is intended as a tool to inform and inspire as we seek to make change in our own state and in our own communities. 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.



Photo: Maine Environmental Education Association (MEEA)

All information in this guide was last updated December 2021. Photos not depicting masks were taken prior to COVID-19.

Policy Type Legend

-  Climate Education
-  Fact-Finding
-  Equity Focus
-  Outdoor Recreation
-  Community Process
-  Grant Fund
-  Outdoor Learning in Schools
-  Early Childhood Education



Sections

- State Policies.....5
- Local Policies.....45
- Related Policies.....56
- Index.....63

STATE POLICIES

State Policies intro.....	5
Policy Quick Reference	5

ARIZONA

Climate Change Learning Standards.....	10
--	----

ALASKA

Office of Outdoor Equity	11
--------------------------------	----

CALIFORNIA

Mandatory Climate Education.....	12
Outdoor Equity Grants Program	12
Regional Environmental Education Community	13
Environmental Education/Literacy Grant Program	13
Environmental Equity and Access Act	14
School Pavement to Parks Grant Program.....	15

COLORADO

Great Outdoors Colorado Inspire Initiative	16
Kids Outdoors Grant Program Legislation	17
Colorado Outdoor Equity Fund.....	18

GEORGIA

Senate Outdoor Learning Study Committee.....	19
--	----

HAWAII

No Child Left Inside Grant Program	20
--	----

ILLINOIS

Outdoor Equity Grants Program	21
Children’s Outdoor Bill of Rights	21
Outdoor Early Childhood Education Licensing.....	22

MAINE

Resolution for All Maine Youth Outdoors	23
---	----

MARYLAND

Environmental Literacy Standards	24
Maryland Green Schools Act	25

MINNESOTA

Minnesota Climate Change Education.....	26
No Child Left Inside Grant Program	26
Environment and Natural Resources Fund	27
Minnesota’s Legacy Fund	27

NEBRASKA

Outdoor Recreation and Education Study Committee.....	28
---	----

NEVADA

Outdoor Education and Recreation Grant Program	29
--	----

NEW HAMPSHIRE

Climate Change Education Act	30
------------------------------------	----

NEW JERSEY

Climate Change in Learning Standards.....	31
---	----

NEW MEXICO

Outdoor Equity Fund	32
---------------------------	----

Task Force To Promote Outdoor Classroom	33
---	----

NEW YORK

Connect-Kids-to-Parks Field Trip Grant Program.....	34
---	----

Climate Change Education Act.....	34
-----------------------------------	----

Climate Science Recommendations.....	35
--------------------------------------	----

Multidisciplinary Climate Curriculum.....	35
---	----

DOE to Include Climate Change in K-12 Curriculum.....	36
---	----

OREGON

Outdoor School for All.....	37
-----------------------------	----

OHIO

Outdoor Rx and Outdoor Learning Grant Programs	38
--	----

RHODE ISLAND

Climate Education in K-12 Schools.....	39
--	----

UTAH

Outdoor Recreation and Education Grant Program	40
--	----

WASHINGTON

ClimeTime Climate Change Curriculum	41
---	----

No Child Left Inside	42
----------------------------	----

Outdoor Early Childhood Education Licensing	43
---	----

Outdoor Education in Public Schools.....	44
--	----

LOCAL POLICIES

Policy Quick Reference	45
------------------------------	----

OAKLAND, CA

Oakland Climate Literacy Policy	47
---------------------------------------	----

Oakland Living Schoolyard Policy.....	48
---------------------------------------	----

SEBASTAPOL, CA

District Climate Change Committee	50
---	----

SAN MATEO, CA

Environmental Literacy and Sustainability Initiative.....	51
---	----

PORTLAND, ME

Outdoor Learning Coordinator Position..... 52

PORTLAND, OR

Climate Literacy Resolution 53

WOODLAND HILLS, PA

Call To Climate Change Action 54

WEST SALEM, WI

Environmental Education Coordinator 55

RELATED POLICIES

Related Policies Quick Reference..... 56

Capital Development Projects.....57

Next Generation Science Standards.....58

Children’s Outdoor Bill of Rights.....59

Every Kid Outdoors Act.....60

No Child Left Inside.....61

Environmental Literacy Plan.....62

INDEX

STATE POLICIES

State Policies intro...

States have a greater capacity to support environmental learning it's impacts are clear. 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 underresourced.



Photo: Maine Environmental Education Association (MEEA)

Policy Quick Reference

Climate Change Learning Standards.....10

In 2018, new state science standards, which include changes related to science content, learning standards, and connections between science and other subjects, were adopted by the Arizona state board of education after public feedback from educators, content experts, community members, and other stakeholders.

Office of Outdoor Equity (AK).....11

This bill urges the Governor of Alaska to establish an Office of Outdoor Equity and to allocate grant money to encourage greater diversity, equity, and inclusion in the outdoors and workforce development.

Mandatory Climate Education.....12

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 starting no later than the 2021-22 school year.

Outdoor Equity Grants Program (CA).....12

This program was designed to support outdoor environmental education at state parks and other public land through funding from the state as well as private donors, with an estimated \$10 million per year towards this program.

Regional Environmental Education Community.....13

Through the California Regional Environmental Education Community, this program offered a one-time allocation of \$4M that has been used to promote state-level environmental education guidelines and to help teachers implement them, while additional funding is dedicated to grants for teachers and schools.

Environmental Education/Literacy Grant Program.....	13
<i>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 to support programs with long-term educational benefits to California educators and students, with support going primarily to professional development for teachers.</i>	
Environmental Equity and Access Act.....	14
<i>This bill establishes California’s Environmental Equity and Outdoor Access Act, which reinforces the state’s commitment to ensuring that all Californians have access to the outdoors, and that they can benefit from the state’s cultural and natural resources.</i>	
School Pavement to Parks Grant Program.....	15
<i>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.</i>	
Great Outdoors Colorado Inspire Initiative.....	16
<i>The Inspire Initiative was created to support the development of 15 coalitions of organizations joining together to address structural barriers to youth getting outside in their communities with emphasis on collaboration between organizations. Total program funding is \$27.6 million towards these coalitions.</i>	
Kids Outdoors Grant Program Legislation.....	17
<i>This grant program is 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 was funded with \$100,000 within its first year.</i>	
Colorado Outdoor Equity Fund.....	18
<i>This equity fund was created to award organizations that will utilize funds to increase access to the outdoors for underserved youth and their families through education, conservation, or recreation.</i>	
Senate Outdoor Learning Study Committee.....	19
<i>This bill would establish a Senate Outdoor Learning Study Committee tasked with analyzing existing legislation and recommending amendments or new legislation when appropriate.</i>	
No Child Left Inside Grant Program (HI).....	20
<i>This grant program will provide financial support and resources to establish and maintain outdoor education programs for students.</i>	
Outdoor Equity Grants Program. (IL).....	21
<i>Modeled after New Mexico’s 2019 SB 462, Illinois’ Outdoor Equity Grant Program was created to increase access to outdoor learning opportunities across Illinois to underserved communities.</i>	
Children’s Outdoor Bill of Rights (IL).....	21
<i>This resolution states that Illinois recognizes the value of youth being outside for recreational and educational opportunities.</i>	
Outdoor Early Childhood Education Licensing (IL).....	22
<i>This bill establishes an initiative to license outdoor early learning and childcare programs in the state of Illinois.</i>	

Resolution for All Maine Youth Outdoors.....	23
<i>Joint Resolution Supporting All Maine Youth Outdoors celebrates and recognizes the value of outdoor learning and recreation to increase students' well-being, performance, and connection to natural resources in their communities. This bill sets Maine on a course toward more equitable access to the outdoors for all Maine youth, regardless of the resources of their school, community or family.</i>	
Environmental Literacy Standards.....	24
<i>Through these new standards, 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.</i>	
Maryland Green Schools Act.....	25
<i>This act includes the Maryland Association of Environmental and Outdoor Education into the state budget, mandating about \$1.6 million over five years to support the Maryland Green School program with the goal of increasing the number of green schools in the state.</i>	
Minnesota Climate Change Education.....	26
<i>This bill, financed by \$1 million yearly, would require public school districts in Minnesota to embed climate change education throughout all subject areas.</i>	
No Child Left Inside Grant Program (MN).....	26
<i>Funded through the Department of Natural Resources, this program offers grants between \$5,000 and \$50,000 which are awarded to support outdoor experiences in both formal and informal education settings, with an emphasis on traditional outdoor activities, natural resource education, and disadvantaged youth.</i>	
Environment and Natural Resources Trust Fund.....	27
<i>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.</i>	
Minnesota's Legacy Fund.....	27
<i>This fund increases state sales tax, and additional sales tax revenue is distributed into funds relating to the clean water, outdoor heritage, arts and culture, parks and trails.</i>	
Outdoor Recreation and Education Study Committee.....	28
<i>The newly created Outdoor Recreation and Education Study Committee of the Nebraska Legislature is tasked with completing an appraisal of Nebraska's outdoor recreation and education potential.</i>	
Outdoor Education and Recreation Grant Program.....	29
<i>This program makes the Division of State Parks in the Department of Conservation and Natural Resources responsible for managing grants related to transportation, professional development, outdoor education and recreation, and workforce development with support for programs such as Americorps or juvenile justice rehabilitation programs.</i>	
Climate Change Education Act (NH).....	30
<i>HB 1635 increases the hours of climate change instruction by age group and outlines subjects that should be covered in the new curriculum, but does not include additional support for curriculum development, professional development, or oversight in this unfunded amendment.</i>	

Climate Change Education in New Jersey Learning Standards.....31
This change in learning standards, with input from over 130 educators, organizations, and community members, requires that all New Jersey public schools integrate climate change across the curriculum for students in K-12 schools.

Outdoor Equity Fund (NM).....32
This equity fund was created to award organizations that work with low-income youth grants for outdoor equipment, recreation fees, or transportation fees, funded through the state legislature to be supplemented by contributions from the outdoor industry, private foundations, and individuals.

Task Force To Promote Outdoor Classroom.....33
This bill brings together a task force to make recommendations for improving and expanding outdoor classrooms in schools across the state, and for building green career paths for youth.

Connect-Kids-to-Parks Field Trp Grant Program.....34
The Connect Kids Field Trip Grant is a reimbursement grant program funded by the State Environmental Protection Fund that covers expenses for field trips to state and federal parks, forests, historic sites, fish hatcheries and other outdoor recreation areas, and/or pavilion fees.

Climate Change Education Act (NY).....34
This act would develop climate change education initiatives by creating grant programs for education or community-based groups aimed at increasing climate change literacy in students, allocating at least 50% of the awarded grant money towards the climate change instruction program, and no more than 50% towards professional development for teachers.

Climate Science Recommendations.....35
This bill would require the commissioner of education to make recommendations (including input from teachers, school administrators, and educators, and also statements from parents, students, and other interested parties) to the board of regents for implementing climate change instruction.

Multidisciplinary Climate Curriculum.....35
This bill requires the commissioner of education to develop a model for a climate change curriculum that will be implemented across subject areas in all public schools that will be updated every four years for it to reflect the most current scientific, social, and technological knowledge.

DOE to Include Climate Change in K-12 Curriculum.....36
This resolution calls on the New York DOE to create a K-12 curriculum that includes lessons on climate change.

Outdoor School for All.....37
This law outlines a grant program for outdoor schools to host 5th and 6th grade students for 6 days for a place-based, outdoor educational experience featuring a number of environmental topics, support required curriculum, support students' leadership and critical thinking development, tackle outdoor education inequity, and discuss the relationships between urban and rural areas.

Outdoor Rx and Outdoor Learning Grant Programs.....38
This bill creates the Outdoor Rx Program and the Outdoor Learning Grant Program, both of which support outdoor learning opportunities for Ohio youth.

Climate Education in K-12 Schools.....39
This resolution requests that the Rhode Island Department of Education works with stakeholders to 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.

Outdoor Recreation and Education Grant Program.....40
The Utah Children’s Outdoor Recreation and Education Grant Program funds programming that provides Utah’s youth with nature-focused, hands-on outdoor recreation and learning opportunities, with total funding of \$200,000.

Washington State ClimeTime.....41
This bill, commonly referred to as ClimeTime would establish comprehensive initiatives in order to increase learning opportunities in climate science literacy. ClimeTime was promoted by the Governor’s Office after a great deal of stakeholder engagement and input. After continued funding, ClimeTime has a total funding of \$16 million dedicated to teacher training, funding community partnerships between school districts and organizations, and building a state climate curriculum.

No Child Left Inside (WA).....42
State legislature restored the 2008 pilot program program as a permanent grant program in 2015 to serve students at risk of failing or dropping out of school, under-represented 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.

Outdoor Early Childhood Education Licensing (WA).....43
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.

Outdoor Education in Public Schools.....44
This bill charges the Office of the Superintendent of Public Instruction with establishing a 4-year pilot program for outdoor, nature-based education programs in public schools.

ARIZONA

Climate Change Learning Standards



In October of 2018, the Arizona state board of education voted 6-4 to adopt new state science standards. These standards were recently revised under suggestions from the Arizona Science Teachers Association to include climate change concepts at the high school level, which were 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 through a community process by working groups of parents and community members to make the appropriate revisions.

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
Bill Status	Passed
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	Arizona DOE Meeting



Photo: Maine Environmental Education Association (MEEA)

ALASKA

Office of Outdoor Equity



In Alaska, public lands play an essential role in the state's economic well-being. But as the demand for access and maintenance within state parks continues to increase, the state park system's budget has been stagnant for more than a decade.

This bill urges Governor Mike Dunleavy to establish an Office of Outdoor Equity within the Department of Natural Resources and to allocate funds to be distributed as grants. This grant money would be distributed to organizations throughout Alaska that are "working to improve equitable access to the state's outdoor resources, especially in communities that have historically been excluded from outdoor recreation and subsistence activities."

The purpose of the Office of Outdoor Equity is to encourage greater diversity, equity, and inclusion in the outdoors and in Alaska's workforce. Citing New Mexico's SB462 and California's AB-209, both policies that build access to outdoor recreation through Outdoor Equity Grant programs for communities that face heightened barriers to outdoor recreation and programming, this bill would affirm the Alaska State Legislature's support for Alaskans to have equitable access to the outdoors.

Policy Details	
Year Created	2021
Bill Status	Bill in Resources Committee at end of session
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	HCR 4



Photo: Allison Shelley for EDUimages

CALIFORNIA

Mandatory Climate Education



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	<i>Submitted 2020</i>
Bill Status	<i>Bill in Committee at end of session</i>
Most Recent Yearly Funding	<i>N/A</i>
Total Program Funding	<i>N/A</i>
Continuing or One-time funding	<i>N/A</i>
Funding Source	<i>State and federal funds, grants, and donations</i>
Path to Enactment	<i>Legislature</i>
Bill Number	<u>AB-1922</u>

Outdoor Equity Grants Program



Housed within the Department of Parks and Recreation, the recently passed AB-209 Outdoor Equity Grants Program is designed to support

outdoor environmental educational experiences at state parks and other public lands where outdoor environmental education programs take place. Grant 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, with a focus on funding transportation, logistical, and program operations and capacity costs associated with reaching underserved or at-risk 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, support stewardship, foster healthy lifestyles, contain a service learning component, and more. This legislation prioritizes projects that demonstrate partnerships between public, private, and nonprofit entities. Annual evaluation of the program's effectiveness will be required. The Assembly Appropriations Committee estimates that demand for funding will be around \$10 million per year.

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

Regional Environmental Education Community



The California Regional Environmental Education Community (CREEC) Network is a program of the California Department of Education. The CREEC Network supports regional partnerships by connecting teachers with professional learning opportunities and education resources with a focus on environmental education and environmental literacy. Partner organizations and governmental agencies join each of the 11 CREEC Regions to provide professional learning opportunities and resources to educators and cultivate communication among schools and organizations interested in supporting the environmental literacy of California’s teachers and students.

A one-time allocation of \$4 million has been 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
Bill Status	Passed
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	SB-424

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 each of 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
Bill Status	Passed
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	AB-988

Environmental Equity and Access Act



This bill would establish an Environmental Equity and Outdoor Access Act, which reinforces the state of California’s commitment to ensuring that all Californians have access to, and can benefit from the state’s cultural and natural resources. This bill identifies that cultivating appreciation and respect for nature is necessary to instill environmental stewardship and support overall state conservation, protection, and climate goals.

California’s Natural Resources Agency, which includes the Department of Conservation, the Department of Parks and Recreation, and the Department of Fish and Wildlife, is responsible for various tasks, including tasks related to land conservation. This bill would authorize the Natural Resources Agency, and each department, office, board, conservancy, and commission within the agency to take targeted actions that prioritize “communities of color, economically disadvantaged communities, the LGBTQ community, people with disabilities, women, and individuals belonging to more than one of these groups, to reduce elevated barriers to access and increased exposure to environmental health risks that disproportionately impact these communities and people to ensure equitable environmental protection and outdoor access is achieved.” This bill acknowledges that the barriers of access and lack of representation of California’s diversity in the outdoor sector are results of systemic environmental racism and marginalization of low-income communities.

This bill sets forth that the Natural Resources Agency prepare and submit a report with information on the implementation of this Act to the Legislature on or before January 1, 2024.

After passing the California Senate in May, this bill was ordered to the assembly.

Policy Details	
Year Created	2021
Bill Status	<i>Bill in Water, Parks and Wildlife Committee at end of session</i>
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	<i>Legislature</i>
Bill Number	SB 624



Photo: Allison Shelley for EDUimages

School Pavement to Parks Grant Program



After several successful pilot programs throughout the state, this statewide grant program was established 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.



Photo: Maine Environmental Education Association (MEEA)

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

COLORADO

Great Outdoors Colorado Inspire Initiative

Great Outdoors Colorado (GOCO) is a quasi-governmental trust that was established in 1992 by ballot initiative. The 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, non-profit, 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
Bill Status	Passed
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

Kids Outdoors Grant Program Legislation



The Colorado Kids Outdoors Grant Program, enacted in 2010, created a grant fund that is 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 two-year 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 provided starting in 2017 through the Colorado Alliance for Environmental Education (CAEE, the Colorado NAAEE Affiliate) have enabled regular regional and statewide meetings and teacher outreach.

Policy Details	
Year Created	2010
Bill Status	Passed
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	HB10-1131



Photo: The Ecology School

Colorado Outdoor Equity Fund



This bill establishes an Outdoor Equity Board within the division of Parks and Wildlife that is responsible for managing an Outdoor Equity Grant Program which is also created in this bill. The purpose of this grant program is to increase access to Colorado’s state parks, public lands, and other outdoor areas for underserved youth and their families.

Governmental entities, non-profit organizations, for-profit organizations, or federally recognized tribes located within Colorado that will directly utilize the funds to engage youth and their families in the outdoors through education, conservation, or recreation may apply for the grant program.

For the 2021-22 state fiscal year, \$730,647 is appropriated to the department of natural resources for use by the Division of Parks and Wildlife. Funding for this grant program is through a redistribution of lottery money that is earmarked for the general fund. Over the next four years, funding is expected at \$3,000,000 annually.

Policy Details	
Year Created	2021
Bill Status	Passed
Most Recent Yearly Funding	\$730,674
Total Program Funding	N/A
Continuing or One-time funding	Continuing
Funding Source	General fund, through redistribution of lottery funds
Path to Enactment	Legislature
Bill Number	HB21-1318

Photo: Allison Shelley/The Verbatim Agency for EDUimages



GEORGIA

Senate Outdoor Learning Study Committee



This bill identifies the benefits of outdoor learning as well as the need in Georgia for the General Assembly to review existing laws to identify legislation that could be applicable to outdoor learning for Georgia's youth.

This bill establishes the Senate Outdoor Learning Study Committee tasked with analyzing existing legislation and to recommend amendments or new legislation when appropriate. The committee would include five members of the Senate, all appointed by the President of the Senate.

The committee may also collaborate with local organizations and institutions such as the University System of Georgia, the Technical College System of Georgia, the Department of Education, the Department of Natural Resources, the Department of Public Safety, or other specialists to support them in their study.

Funds necessary to carry out the provisions of this resolution shall come from funds appropriated to the Senate. This study concluded on December 1, 2021.

Policy Details	
Year Created	2021
Bill Status	Passed
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	General Fund
Path to Enactment	Legislature
Bill Number	S.R.203



Photo: Allison Shelley for EDUimages

HAWAII

No Child Left

Inside Grant Program (HI)



This grant program will provide financial support and resources to establish and maintain outdoor education 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
Bill Status	<i>Bill in Water and Land Committee at end of session</i>
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	<i>Gifts, donations and grants</i>
Path to Enactment	Legislature
Bill Number	S.B. 2061



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 is 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	<i>Introduced 2020</i>
Bill Status	<i>Tabled Until Next Session</i>
Most Recent Yearly Funding	<i>N/A</i>
Total Program Funding	<i>N/A</i>
Continuing or One-time funding	<i>N/A</i>
Funding Source	<i>N/A</i>
Path to Enactment	<i>Legislature</i>
Bill Number	HB 5469

Children's Outdoor Bill of Rights



This resolution states that Illinois recognizes the importance of youth being outside for recreational and educational opportunities. 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	<i>2020</i>
Bill Status	<i>Passed</i>
Most Recent Yearly Funding	<i>\$0</i>
Total Program Funding	<i>Unfunded at outset</i>
Continuing or One-time funding	<i>\$0</i>
Funding Source	<i>N/A</i>
Path to Enactment	<i>Legislature</i>
Bill Number	HR 0700

Outdoor Early Childhood Education Licensing (IL)



This bill would amend Illinois' Child Care Act of 1969, which currently does not provide licensing standards for outdoor learning environments, a barrier for early childhood programs which are primarily held outdoors. This bill would establish an initiative to license outdoor early childcare programs throughout the state of Illinois, and would make Illinois the second state in the U.S. to license outdoor preschools. Modeled after Washington's Outdoor Early Childhood Education Licensing Policy created in 2017, this bill charges the Department of Children and Family Services with creating a 4-year outdoor preschool pilot program and selecting 10 pilot locations, with the chance for additional locations to apply after the first year.

The Department of Children and Family Services would be required convene an advisory group that includes outdoor, nature-based early learning practitioners to inform and support the pilot program's implementation. This advisory group, along with the Department, would provide the General Assembly and Governor with reports on the participation of providers and children in the program and recommendations on modifying or expanding the availability of outdoor preschools.

Currently, unlicensed outdoor child care programs throughout the state are ineligible for state-subsidized funding, which impacts the accessibility of these programs for families who cannot afford full tuition.

Forest Schools of Illinois, a statewide grassroots initiative made up of parents, educators, and public servants, is leading the effort to pass this bill in collaboration with the Department of Children Youth and Families and the Illinois State Board of Education.

Policy Details	
Year Created	2021
Bill Status	<i>Tabled Until Next Session</i>
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	<i>Donations from philanthropic organizations</i>
Path to Enactment	Legislature
Bill Number	S.B.3294



Photo: Allison Shelley/The Verbatim Agency for EDUimages

MAINE

Resolution for All Maine Youth Outdoors



The Joint Resolution Supporting All Maine Youth Outdoors (HP 1087) celebrates and recognizes the value of outdoor learning and recreation to increase students' well-being, performance, and connection to natural resources in their communities. This resolution commends Maine educators for their innovation in using outdoor learning to increase safety and to meet the physical and mental health needs of youth. This bill sets Maine on a course toward more equitable access to the outdoors for all Maine youth, regardless of the resources of their school, community or family.

Leaders within the Nature Based Education Consortium co-developed this resolution with Maine House Speaker Ryan Fecteau, based on the shared vision of the network itself, as well as the momentum around outdoor learning this year, and the ways educators have used outdoor learning as a COVID-19 response. With this resolution, the state publicly asserts that all youth deserve meaningful time spent outdoors.

Policy Details	
Year Created	2021
Bill Status	Passed
Most Recent Yearly Funding	N/A
Total Program Funding	None
Continuing or One-time funding	N/A
Funding Source	N/A
Path to Enactment	Legislature
Bill Number	HP 1087



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 structured and unstructured 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
Bill Status	Passed
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	COMAR 13A.04.17

Maryland Green Schools Act

This 2019 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 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.

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

	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 for the fiscal year for \$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	2020
Bill Status	<i>Tabled Until Next Session</i>
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	<i>Continuing yearly (projected)</i>
Funding Source	<i>General budget</i>
Path to Enactment	<i>Legislature</i>
Bill Number	SF 3518, SF3949

No Child Left Inside Grant Program



Minnesota is the second state to adopt a No Child Left Inside (NCLI) 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, it’s Senate counterpart was bi-partisan and 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 (DNR), 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.

In its first year, the Minnesota’s Grant Program funded \$233,707.13 worth of programming, in the Phase 2, it funded \$639,289.17 worth of programming, in Phase 3, there is \$200,000 available to be spent across 50 projects. Phase 4 will offer larger grants of \$5,000-\$49,000, for a total of \$250,000. Phase 4 will begin in summer 2022. In 2021, the Minnesota Legislature provided an additional \$900,000 in funding to the DNR for the NCLI Grant Program.

Policy Details	
Year Created	2019
Bill Status	<i>Passed</i>
Most Recent Yearly Funding	\$900,000, 2021
Total Program Funding	\$2.2 million
Continuing or One-time funding	<i>Continuing</i>
Funding Source	<i>15% General budget, 85% Game & Fishing Fund (from Hunting & Fishing Licenses)</i>
Path to Enactment	<i>Legislature</i>
Bill Number	HF133, SF868

Environment and Natural Resources 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
Bill Status	Passed
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	Art. XI, Sec.14

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
Bill Status	Passed
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	HF133, SF868

NEBRASKA

Outdoor Recreation and Education Study Committee



Outdoor recreation and education are essential to Nebraska’s economic well-being, public health, and way of life. If passed, the legislature would publicly recognize that the state must increase its support for outdoor recreation and education and work towards more equitable and inclusive access to the outdoors.

This bill would create the Outdoor Recreation and Education Study Committee of the Nebraska Legislature to complete an appraisal of Nebraska’s outdoor recreation and education potential. This 9-member committee would include representation from the Appropriations Committee, Education Committee, Health and Human Services Committee, Natural Resources Committee, Agriculture Committee, and Urban Affairs Committee.

Through collaboration with outdoor recreation and education stakeholders, this special legislative committee would identify short and long-term statewide goals to improve outdoor recreation and education. By January of 2022, this committee must develop a report that includes the following:

- A list of policies, programs, projects, and activities to meet their identified goals
- Essential research, data, and modeling to help the state to meet its goals, and
- Recommendations for the prioritization of policies, programs, projects, and activities to be funded.

Policy Details	
Year Created	2021
Bill Status	Bill in Committee at end of session
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	Grants, donations, gifts, or contributions from public or private sources
Path to Enactment	Legislature
Bill Number	L.B.605



Photo: Allison Shelley for EDUimages

NEVADA

Outdoor Education and Recreation Grant Program



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
Bill Status	Passed
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	AB 331



Photo: The Ecology School

NEW HAMPSHIRE

Climate Change Education Act (NH)



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 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 problem-solving, 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	2020
Bill Status	Bill in Education Committee at end of session
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	HB 1635

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 in Learning Standards



Beginning in September 2021, all New Jersey public schools will be required to integrate climate change into curriculums for students in K-12 schools. This initiative was brought to the New Jersey State Board of Education by First Lady Tammy Murphy, making New Jersey the first state in the nation to standardize climate change education across K-12 learning standards. 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 will be reviewed 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; non-profit 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
Bill Status	<i>Passed</i>
Most Recent Yearly Funding	<i>N/A</i>
Total Program Funding	<i>N/A</i>
Continuing or One-time funding	<i>Continuing (projected)</i>
Funding Source	<i>Annual appropriations from New Jersey</i>
Path to Enactment	<i>Legislature</i>
Bill Number	<i>N/A</i>



Photo: Maine Coast Heritage Trust

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.

Within 2020, its first year, New Mexico's Outdoor Equity Fund received 84 grant applications, and awarded over \$270,000 to 25 applicants across the state, building access for approximately 2,700 kids to spend time outdoors over the next year. FY21 Grants monies awarded ranged from \$3,000 to \$15,000 to support outdoor recreation and learning programming specifically for individuals from historically underrepresented backgrounds across the state of New Mexico. For example, two recipients in 2020 were Latino Outdoors and Global Opportunities Unlimited. New Mexico's Outdoor Equity Fund has raised about \$175,000 in private funding from outdoor brands, foundations, and private donors.

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. Grant applications are reviewed by a 6-person external review team of stakeholders, made up of nominated representatives from organizations, advocates for outdoor learning, and outdoor learning providers. This group approves about 25 grant applications per year and aims to increase the number of programs funded.

Three core elements are taken into consideration regarding applicants: at least 40% of the

Policy Details	
Year Created	2019
Bill Status	Passed
Most Recent Yearly Funding	\$872,000
Total Program Funding	\$1,003,751.22
Continuing or One-time funding	Continuing
Funding Source	General Fund, through New Mexico's Junior Bill Mechanism, Continuing general fund appropriations and special appropriations, philanthropic and business contributions
Path to Enactment	Legislature
Bill Number	SB-462

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.

New Mexico created a follow-up law that increases funding for this equity fund to \$400,000 a year on an ongoing basis. In FY21, New Mexico's Outdoor Equity Fund will offer awards ranging from \$1,500-\$20,000 with a 1:1 match required.

Task Force To Promote Outdoor Classroom



In 2012, New Mexico unanimously passed their Children’s Outdoor Bill of Rights, encouraging state agencies to develop more outdoor recreation and learning opportunities for New Mexico youth. Since 2012, state agencies and community organizations have expressed interest in establishing and developing outdoor classrooms at schools. Leaders within the Wild Friends Program, a civics education program at the University of New Mexico School of Law, co-developed this memorial with Sen. Siah Correa Hemphill based on the momentum around outdoor learning this year and the ways educators have used outdoor learning as a COVID-19 response. In New Mexico, a memorial is a way for the legislature to formally express a desire or declaration of intent. Memorials require both chambers to pass, and do not have the force of a law.

This bill charges the New Mexico Outdoor Recreation Division of the Economic Development Department and the State Parks Division of Energy, Minerals, and Natural Resources Department to bring together a task force. This task force will make recommendations to improve and expand outdoor classrooms in schools across the state and recommend steps to build career paths for youth by studying existing youth career development efforts related to the outdoors.

This task force’s membership includes representatives from the Wild Friends Program, Environmental Education of New Mexico, and several state agencies, including the Public Education Department and the State Land Office.

By October 31, 2021, the task force will submit a report that explains their recommendations, including plans to promote outdoor classrooms in all New Mexico schools. This bill also calls for Gov. Michelle Lujan Grisham to declare an “Outdoor Learning Day” in 2021. The Senate passed the memorial 34-2.

Policy Details	
Year Created	2021
Bill Status	Passed
Most Recent Yearly Funding	N/A
Total Program Funding	None
Continuing or One-time funding	N/A
Funding Source	N/A
Path to Enactment	Legislature
Bill Number	S.M. 1



Photo: Allison Shelley/The Verbatim Agency for EDUimages

NEW YORK

Connect-Kids-to-Parks Field Trip Grant Program



Each grant 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. The Connect Kids Field Trip Grant is a reimbursement grant program. 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.

Climate Change Education Act (NY)



This act would help to develop climate change education initiatives by creating grant programs for public school districts, boards of cooperative educational services, and community-based organizations, or consortium or partnership 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

Policy Details	
Year Created	2016
Bill Status	Passed
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

Policy Details	
Year Created	2019
Bill Status	Bill in Senate Energy and Telecommunications Committee end of session
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	S-6837

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.

Climate Science Recommendations



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

Policy Details	
Year Created	2019
Bill Status	Bill in Senate Education Committee at end of session
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	S6877

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.

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 quality, 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	
Year Created	2019
Bill Status	Bill in Senate Education Committee at end of session
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	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
Bill Status	Passed
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 2017, Oregon passed an “Outdoor School for All” law by ballot initiative (Measure 99) that defines a grant program designed to send the state’s 5th and 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. Outreach and advocacy for the program was largely framed around many Oregonians’ personal experience in a former iteration of the program as children. While the Oregon Outdoor School program had been run continuously since 1958, budgetary constraints led to declining district participation, with some school districts not participating at all and many participating at very low levels. The “Save Outdoor School for All” ballot initiative campaign cost \$3.31 million, with \$240,000 coming from the Gray Family Foundation. The measure had support from Governor Kate Brown and a long list of Oregon businesses and non-profits. A total of \$595,599.54 was spent to collect the 88,184 signatures required to put the initiative on the ballot, with a total cost per signature of \$6.75. 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.

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 year. These overviews compiled statewide 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
Bill Status	Passed
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 the Outdoor Rx Program, which will award grants to applicants to fund outdoor therapy programs focused on outdoor recreation, environmental and ecological studies, agricultural resource-based 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 bill also creates the Outdoor Learning Grant Program in the Department of Natural Resources that will award grants to school districts for outdoor learning programs for 5-6th graders.

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.



Photo: Maine Coast Heritage Trust

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

RHODE ISLAND

Climate Education in K-12 Schools



This resolution 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 change 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, using the Next Generation Science Standards as an anchor from which to grow. The Senate urges 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 their budget to accomplish this.



Photo: Katahdin Schools RSU 89 Outdoor learning @katahdinschools - check us out on Facebook!

Policy Details	
Year Created	2020
Bill Status	<i>Tabled Until Next Session</i>
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	<i>Legislature</i>
Bill Number	SR-2626

UTAH

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. 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 non-profit 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
Bill Status	Passed
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	SB-222

WASHINGTON

Washington State's ClimeTime



Spurred through the Governor's office, the "ACT Relating to establishing a comprehensive initiative to increase learning opportunities and improve educational outcomes in climate science literacy" is now commonly referred to as ClimeTime. 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 fine tune 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 continued as a \$3 million investment for the 2019-2020 biennium. In 2021, the Washington State Legislature allocated \$6 million for the 2022-23 biennium, bringing the total program funding to \$16 million.

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.

Policy Details	
Year Created	2019
Bill Status	Passed
Most Recent Yearly Funding	\$6 million for 2022-23 biennium
Total Program Funding	\$16 million
Continuing or One-time funding	One-time
Funding Source	General budget
Path to Enactment	Governor's Office
Bill Number	SB-5576

No Child Left Inside



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, under-represented 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 backpacking, camping, or hiking trips for disadvantaged youth, canoeing, kayaking, or sailing camps, outdoor environmental education, fishing and hunting camps, orienteering, or rock climbing adventures. Teacher professional development that does not involve hands-on student participation 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
Bill Status	Passed
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 SB-5843 , 2008 HB-1677



Photo: Katahdin Schools RSU 89 Outdoor learning @katahdinschools - check us out on Facebook!

Outdoor Early Childhood Education Licensing (WA)



This bill makes 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 through Working Connections Child Care (WCCC), and have been unable to participate in the Early Childhood Education and Assistance Program (ECEAP), 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.

In 2017, Washington’s Department of Children Youth and Families (DCYF) launched a four-year Outdoor Preschool Pilot project to license outdoor, nature-based early learning and childcare programs.

Through the pilot program and the passage of this bill, DCYF was the first in the nation to successfully develop state licensing requirements and processes to expand access to safe, high-quality child care and education outdoors.

Policy Details	
Year Created	2017
Bill Status	Passed
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	Annual appropriations from Washington
Path to Enactment	Legislature
Bill Number	SB5357



Photo: Allison Shelley/The Verbatim Agency for EDUimages

Outdoor Education in Public Schools



Citing benefits such as promoting creativity and problem solving, developing social skills, improving classroom engagement, and increasing physical activity, this bill would charge the Office of the Superintendent of Public Instruction with establishing a 4-year pilot program for outdoor, nature-based education programs in public schools.

The Office of the Superintendent of Public Instruction will review applications, and award grants to up to 15 schools selected for the pilot program. The locations for the pilot project will be selected across a mix of rural, urban, and suburban locations, and schools with high percentages of students eligible for free and reduced meals should be prioritized. Depending on the amount of funding the legislature makes available, the Office of the Superintendent of Public Instruction may put together an advisory group of outdoor educators to inform and support the pilot project implementation.

Schools would begin implementing their pilot projects in the 2021-22 school year, and will finish at the end of the 2024-25 school year. At the beginning of the 2024-25 school year, the Office of the Superintendent of Public Instruction would submit a report based on their findings from the pilot project, including recommendations for adjusting or expanding the program for outdoor education programs to the governor and committees of the Legislature.

Policy Details	
Year Created	2021
Bill Status	<i>Bill in Appropriations Committee at end of session</i>
Most Recent Yearly Funding	N/A
Total Program Funding	N/A
Continuing or One-time funding	N/A
Funding Source	<i>Annual appropriations from Washington</i>
Path to Enactment	Legislature
Bill Number	H.B. 1466



Photo: Allison Shelley for EDUimages

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

Oakland Climate Literacy Policy	47
<i>This amendment changes the regulations to include climate change instruction in science and history curriculum, 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.</i>	
Oakland Living Schoolyard Policy	48
<i>This policy ensures that all district school grounds throughout the Oakland Unified School District will have living schoolyards designed by and for the use of students and the surrounding communities.</i>	
District Climate Change Committee	50
<i>This resolutions recognizes climate change as a children’s issue, and establishes a Climate Change Committee who is responsible for developing recommendations for taking action on climate change in the school district, such as creating educational opportunities, facilities and operational priorities and projects; targets for reducing district greenhouse gas emissions; and, engagement with local, state, and federal jurisdictions.</i>	
Environmental Literacy and Sustainability Initiative	51
<i>This initiative encourages educators to prioritize environmental literacy in their schools culture, community, and curriculum, and is designed as a model for other county offices of education to replicate it.</i>	

Outdoor Learning Coordinator Position.....52
As part of Portland Public School’s FY22 budget, the Portland, ME school district affirmed its dedication to outdoor learning by establishing a permanent Outdoor Learning Coordinator position who works with stipended liaisons at each district school to meet educator needs and to serve as a hub for sharing information throughout the district.

Climate Literacy Resoluton.....53
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.

Call to Climate Change Action.....54
This resolution, which was set in motion after an 8th-grade class attended a climate change workshop, directs the superintendent to establish a Climate Change Committee that will recommend district-wide changes for more environmentally-aware policies, making Woodland Hills the first school district in the state of Pennsylvania to adopt a climate change resolution.

Environmental Education Coordinator Position.....55
In 2007, The West Salem School District created the Environmental Education Coordinator Position to consult the district on environmental education and science curricula.

Photo: Allison Shelley for EDUimages



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 regulations to include instruction, ensuring 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 integrated, project-based learning 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
Bill Status	Passed
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	BP-6142.5

Policy Implementation Timeline:

2018-19:	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> -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
2021-22	<ul style="list-style-type: none"> -Climate science fundamentals and elementary action projects will be implemented into 100% of classrooms -Middle schools will adopt and implement core science curriculum -High schools will continue to work with the Climate Change Literacy Working group.

Oakland Living Schoolyard Policy



In 2019, the OUSD Board of Education enacted a “Living Schoolyard” policy to ensure that all district school grounds will have living schoolyards 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. Non-profits, 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, Oakland Unified School District’s (OUSD) Board of Education has been working 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 \$20 million from several grants including; California State Parks’ Statewide Park Development and Community Revitalization Grant Program, State Coastal Conservancy; a healthcare company and Hellman Foundation; a grantmaking foundation in the San Francisco Bay. 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.

District staff are responsible for developing a funding strategy for the design, construction, and maintenance of living schoolyards. In addition, 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 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 database
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
Bill Status	Passed
Most Recent Yearly Funding	\$18.2 million, 2021, California State Parks' Statewide Park Development and Community Revitalization Grant Program
Total Program Funding	\$20.5 million
Continuing or One-time funding	Continuing and one-time funding
Funding Source	<p>Primarily State Grant Sources:</p> <ul style="list-style-type: none"> -State Coastal Conservancy Prop 1 Grant -State Coastal Conservancy Climate Ready Grant -CA Natural Resources Urban Greening Grant -Additional support from Kaiser Permanente Northern California and Hellman Foundation -Future funding expected from private funds, as well as the school's general budget. -California State Parks' Statewide Park Development and Community Revitalization Grant Program
Path to Enactment	Oakland Unified School District Board of Education
Bill Number	BP 7110.1



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
Bill Status	Passed
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 Outdoor learning @katahdinschools - check us out on Facebook!

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 they piloted several programs to ensure the initiative would be helpful and appropriate for their community. They 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



Photo: Maine Coast Heritage Trust

Policy Details	
Year Created	2017
Bill Status	Passed
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

PORTLAND, ME

Outdoor Learning Coordinator Position



In 2020, in an effort to connect district students with the outdoors in a time of unprecedented need, the Portland Public School (PPS) District took a novel approach. PPS funded outdoor classrooms, materials, and designated outdoor learning staff, including shifting STEM Coordinator Brooke Teller's role to the district's Outdoor Learning Coordinator, as well as several Outdoor Learning Liaisons, using federal coronavirus relief funds available to all schools. This network-based approach in 2020 proved to be successful, and the Portland school board reaffirmed their dedication to the Outdoor Learning Coordinator role by making it permanent.

The Outdoor Learning Coordinator position came about due to broad community support; parents, teachers, school board members, and community advocates who recommended outdoor learning for in-person learning in 2020 to mitigate COVID-19 risks. Due to the vocal advocacy of many stakeholders, the budget passed the school board vote. While the Outdoor Learning Coordinator began out of a need due to COVID, this permanent position ensures that outdoor learning is a key part of the district's long-term vision.

The Outdoor Learning Coordinator's salary and benefits are funded through the local budget for the 2021-22 school year as a new position. To support outdoor learning, the Outdoor Learning Coordinator is also charged with engaging 18 stipended Outdoor Learning Liaisons at each school. These liaisons work to coordinate material distribution, manage outdoor classrooms, and serve as a conduit for two-way communication between the Outdoor Learning Coordinator and teachers at all 18 schools in the district. Stipends for the Outdoor Learning Liaisons of \$1,500 are funded separately by the Foundation for Portland Public Schools through private donations and grants. The overall theme of the FY22 budget

is "Advancing Equity;" addressing achievement and opportunity gaps for students, and it contains a wide range of different measures to improve educational equity in the district. Funding for the Outdoor Learning Coordinator position centers equity in that it builds access to outdoor learning and its positive outcomes for every student in Portland Public Schools. The PPS 2021-22 budget, which includes the permanent Outdoor Learning Coordinator position, has already been approved by the Portland School Board by a margin of more than 3 to 1 and is awaiting a city-wide vote. The total FY21 budget of \$125.2 million is an increase of \$5.3 million over the FY20 budget and the overall mill rate in the city is expected to rise by 16 cents to \$23.39/\$1000 as a result. This increase is mostly offset by an overall decrease of 4% in the municipal budget. The Outdoor Learning Coordinator position accounts for approximately 1 cent of the mill rate increase.

Policy Details	
Year Created	2021
Bill Status	Passed
Most Recent Yearly Funding	\$110,000
Total Program Funding	\$110,000 total, \$93,000 from local school budget, \$27,000 in stipends from Foundation for Portland Public Schools
Continuing or One-time funding	Continuing
Funding Source	Local Budget and the Foundation for Portland Public Schools
Path to Enactment	Portland Public Schools
Bill Number	None

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 should also include 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 and current teachers) worked to evaluate the 15 social studies and science textbooks, and none of those books were found to be in compliance with this resolution, ensuring that this resolution was revised through a community process.

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 six-year wait since the unanimous vote to pass this resolution.

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

WOODLAND HILLS, PA

Call To Climate Change Action



Through this resolution, board of education members direct the Superintendent of Woodland Hills Schools to establish a Climate Change Committee, who will recommend district-wide changes for more environmentally-aware policies.

The Climate Change Committee proposed a number of recommendations, but the final decision is awaiting committee. Those policies include incorporating more environmental studies and advocacy into the school's curriculum, facility and operational priorities, offering more climate-friendly food services, acting on facilities, 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 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.

Policy Details	
Year Created	July 2019
Bill Status	Passed
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



Photo: Maine Coast Heritage Trust

WEST SALEM, WI

Environmental Education Coordinator



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
Bill Status	Passed
Most Recent Yearly Funding	N/A
Total Program Funding	None
Continuing or One-time funding	N/A
Funding Source	N/A
Path to Enactment	West Salem School District
Bill Number	Policy 932



Photo: Katahdin Schools RSU 89 Outdoor learning @katahdinschools - check us out on Facebook!

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.



Photo: Maine Environmental Education Association (MEEA)

Capital Development Projects.....44

This page outlines several states that funded capital development projects to protect public lands using real estate transfer taxes.

Next Generation Science Standards.....45

This page identifies the 21 states that have adopted the Next Generation Science Standards and outlines the key elements of the standards in climate education.

Children’s Outdoor Bill of Rights.....46

The Children’s Outdoor Bill of Rights is a resolution, proclamation, or program passed by state or municipal government that identifies what every child should have the opportunity to do with the intention of increasing equitable access to nature with children.

Every Kid Outdoors Act.....47

After a federal government established the Every Kid in a Park program, several states followed their lead in implementing state-wide Every Kid Outdoors Acts, which allow 4th-grade students to access their state park systems.

No Child Left Inside.....48

Inspired by the federal No Child Left Inside Act in 2009, three states implemented state-wide No Child Left Inside grant programs too provide financial support and resources to establish and maintain outdoor education programs for students.

Environmental Literacy Plan.....49

Environmental Literacy Plans are state-specific frameworks that outline and support school systems related to environmental literacy and environmental education programs. Environmental Literacy Plans are the central component to the No Child Left Inside Act.

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.

Massachusetts	<i>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.</i>
New York	<i>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.</i>
North Carolina	<i>Parks and Recreation Trust Fund: 75% of real estate transfer tax (of \$2 per \$1,000 valuation) dedicated to parks and recreation.</i>
Pennsylvania	<i>Keystone Recreation, Park and Conservation Fund: Supported by a 15% share of the real estate transfer tax.</i>
Tennessee	<i>Local Parks and Recreation Fund; State Land Acquisition Fund: Portions of real estate transfer tax are to be dedicated to recreation and conservation.</i>
Vermont	<i>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.</i>
West Virginia	<i>Outdoor Heritage Conservation Fund: Fee from deed recordings is dedicated to conservation and recreation.</i>



Photo: Maine Audubon

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 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.

	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
Iowa	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

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

	Year Adopted
Lansing	2011
San Francisco	2014
Austin	2017
Baltimore	2019
Salt Lake City	2019
Rochester	2018
Seattle	<i>In Process</i>

	Year Adopted
California	2007
Kansas	2008
New Jersey	2008
Colorado	2009
Florida	2009
Illinois	2009
Ohio	2010
Oregon	2010
Tennessee	2011
New Mexico	2012
Georgia	2012
Kentucky	2012
Indiana	2014
Maryland	2019

Every Kid Outdoors Act

In 2015, President Barack Obama established the Every Kid in a Park program which invited fourth-grade 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.

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

No Child Left Inside

3 states (Washington, Minnesota, and Hawaii) have adopted the No Child Left Inside program named after the proposed federal No Child Left Inside Act in 2009, which was passed by the House of Representatives twice, but was never voted on in the Senate. All 3 of these programs are centered around providing financial support and resources to establish and maintain outdoor education programs for students. The central 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 shall include funding to support curriculum changes and field trips to outdoor spaces, teacher training, to provide innovative technology, and to develop management studies

<p>Washington No Child Left Inside</p>	<p><i>-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.</i></p> <p><i>-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.</i></p> <p><i>-Total Program Funding: \$5.1 million</i></p> <p><i>-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.</i></p> <p><i>For more information, see page 32</i></p>
<p>Minnesota No Child Left Inside Grant Program</p>	<p><i>-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.</i></p> <p><i>-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.</i></p> <p><i>-Total Program Funding: \$1.2 million</i></p> <p><i>For more information, see page 18</i></p>
<p>Hawaii’s No Child Left Inside Grant Program</p>	<p><i>-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.</i></p> <p><i>-This program will be phased in, starting with schools with the most significant needs, and those focused on at-risk students.</i></p> <p><i>-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.</i></p> <p><i>For more information, see page 14</i></p>

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

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

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

INDEX

C

Climate Education 10, 12, 24, 26, 30, 31, 34, 35, 35, 36, 39, 41, 47, 50, 53, 54,
Climate Curriculum 12, 26, 30, 31, 35, 36, 39, 41, 47, 53, 54
Professional Development 24, 30, 34, 39, 41,
Learning Standards 10, 24, 31, 39, 41

Comunity Process 10, 13, 17, 25, 31, 32, 35, 39, 41, 52, 53, 55
Community Oversight 34, 41, 52, 53
Stakeholder Process 10, 17, 35

E

Early Childhood Education 22, 43

Equity 11, 12, 14, 15, 18, 21, 32, 52

F

Fact-Finding 19, 28, 33

Funding Sources 12, 13, 16, 18, 20, 21, 26, 26, 27, 27, 29, 32, 34, 34, 37, 38, 40, 41, 42, 53, 55
Grant Program 12, 13, 15, 16, 17, 18, 20, 21, 26, 29, 32, 34, 34, 37, 38, 40, 41, 42
License Plate Funds 13
Lottery Funds 16, 18, 27, 37
Public/Private Partnerships
Trust Fund 16, 27
General Budget 26, 26, 38, 40, 41, 42, 53, 55

O

Outdoor Learning in Schools 33, 44, 52

R

Recreation 12, 20, 21, 24, 26, 27, 29, 32, 34, 38, 40, 42, 48