Maine Climate Education Summit 2021

Vision: We envision a climate literate Maine rooted in justice where everyone has have access to powerful climate education learning opportunities throughout their lives.

Goals

Connect: Bring together folks from across the state and sectors who are interested in advancing climate education in Maine to meet each other, build trust, share ideas and plan for action.

Inform: Create a shared learning space where youth and established leaders can gain a deeper understanding of momentum for climate education at the Federal level and explore effective models that are working in Maine and beyond.

Listen: Identify the barriers and needs for youth and educators to advance climate change education in Maine.

Imagine: How would Maine be different if ALL folks had access to high quality climate education that also included justice (our desired future state)?

Act: Identify concrete next steps, rooted in equity, to move this work forward in Maine.

Summit Core Value:

At MEEA (Maine Environmental Education Association) we center all of our work in equity. We design our programs to ensure that key stakeholders impacted by our work are always part of the design and decision making. This summit is co-lead, designed and facilitated by Maine youth who we believe are the key and critical stakeholders in climate education. We know that Black, Indigenous, and People of Color (BIPOC) and marginalized folks are those most impacted by the climate crises. We are deeply committed to ensuring that BIPOC voices are centered and amplified in our work of this summit. Equity is the throughline of this summit and will be a central theme weaving the tracks together. Solutions not advancing justice and equity will not move us forward; they will keep us in place solving one problem but exacerbating others.
Summary:

In the first time in Maine’s history, youth and adult leaders, from across sectors, came together around a common vision to advance equitable access to climate change education in Maine. Organized by the Maine Environmental Education Association and a diverse team of 20+ individuals from across the state (50% youth), the summit was held virtually over a two-week time period in June 2021. The Summit launch brought 206 participants together with guest speakers from the Maine state government and Department of Education, federal climate policy experts, and a BIPOC (Black, Indigenous, People of Color) youth panel which highlighted the importance of staying rooted in equity and justice. The opening session was followed by a youth caucus where Maine students came together to learn about ways to become more involved in climate change education and justice work.

Over the next two weeks, summit participants broke into three tracks:

- Track A: Educator Training and Community Partnership
- Track B: Climate Education Policy
- Track C: Workforce Development

with guest speakers, participant discussion sessions, and Vision Labs designed to identify critical resources, common barriers, and solutions to advance their track theme within the broader context of climate education. The following report by MEEA staff is a synthesis from the summit with key recommendations for the field to advance climate education in Maine generated by these diverse stakeholders who participated in the summit.

The Three Tracks:

**Track A:**
Investigated solutions to foster collaboration across sectors to build resources and reduce barriers to achieve solution-focused climate education in Maine through socially just and youth-driven initiatives.

**Track B:**
Explored policies to move climate education forward in Maine by examining climate education models active in other states.

**Track C:**
Examined the intersection between climate education and workforce development with the goal of preparing Mainers to work in a climate resilient economy.
Educator Training & Community Partnership

Track A featured investigations of meaningful community connections and collaborative solutions through a keynote from Zoe Weil of the Institute for Humane Education. Vision Labs identified avenues to accelerate community partnerships and provide access to resources for educators.

What do we envision?

How might we get there?
Track B presented different model climate education policies that have been passed in the United States. Guest speaker Ellen Ebert presented on the state of Washington’s landmark Climate Education Policy, ClimeTime. Vision Labs convened participants in imagining the components of a climate education policy for the state of Maine and the pathways to mobilize these efforts.

**What do we envision?**

- Mindset Reform: Systems Thinking
- Equitable Access
- Community-based Topics
- Intersectionality
- District-based policies
- Community Science program
- Statewide Pre-K-12 Policies
- Resource-based Educational Resources

**How might we get there?**

- Educator/student feedback process
- Measurable Goals
- Community Resiliency Conversations
- Existing Climate Policy Awareness
- Nonpartisan Advocacy Coalition
- Prioritizing Education in Maine Won’t Wait
- Engagement with Policy Makers
- Climate Certification/Microcredential

We need to talk about hope.

Community-driven work & support for teachers

People coming together.
**Workforce Development**

**Track C** examined the potential impact of increased workforce development around climate education and research by learning from speakers Karl Kreutz and Meghan Collins from the University of Maine and John Van Dis from the Islesboro Central School. Vision Labs gathered to identify strategies to create pathways and eliminate barriers for young people pursuing careers in emerging and evolving industries.

**What do we envision?**

- Resilient Communities
- Climate Literate Communities
- Cross-sector Collaborative Workforce
- Equitable Access

**How might we get there?**

- Expanding Student Training Programs
- Educator Training Programs
- Fostering Collaborative Relationships
- Industry Training Programs
- Climate-Based Economic Plans
- Programs that Center Equity
Key Recommendations to Advance Climate Literacy in Maine:

• **Center the perspectives of those most impacted by climate education** in the design and development of new initiatives and policies, i.e. youth and educators

• **Support policies** that ensure all Mainers have **equitable access** to high quality, place-based climate education experiences.

• Develop and create easy to access, vetted preK-12 **climate education/climate justice curricula and resources** that are interdisciplinary and place-based

• Ensure that all Maine educators have access to high quality **professional learning opportunities** that increase skill and comfort in teaching place-based climate education pre K-16

• Facilitate **intergenerational and community-based collaboration** between schools, community organizations, and government agencies to extend climate education learning and sharing opportunities **beyond the school-based experience**

• **Increase funding** to support professional learning to advance educator training and implementation of climate education

• Create educational programs that **train Maine youth and adults** for **Green Career Pathways**

• Improve climate education **pre-service teacher training** across all Higher-Education Institutions in Maine

• **Measure access to and impact of climate education** and climate education educator training statewide to identify gaps and track progress over time
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MAINE CLIMATE EDUCATION SUMMIT • 2021

CLIMATE IS EVERYTHING

30,000 CLEAN JOBS BY 2030

REDUCE MAINE’S ENERGY BY 80% BY 2030

WE ARE ON A CLOCK...

STEWARDS OF THE PLANET

80% CLEAN ENERGY BY 2030

MOOSE, MAINE ONLINE OPPORTUNITIES

WEBINARS SHOWCASES & RESOURCE CATALOGS

HANNAH PINDRE & SIARI TEMPLETON

notes by N.A.

MAINE CLIMATE EDUCATION SUMMIT • 2021

A FUTURE WHERE WE DON’T NEED “CLIMATE EDUCATION” RECOGNITION THIS STILL EXISTS IN INDIGENOUS CULTURES...

...WE DIDN’T VIEW THE WORLD AS SOMETHING OUTSIDE Ourselves

MARGINALIZATION

VOICE

IMPACT

Adults: Borrowing what youth need for the future

Adolescents: What youth need for the future

WE ALL PLAY A ROLE EVEN IF IT IS COMPLACENCY...

WE ARE ALL GOING TO BE AFFECTED BY CLIMATE CHANGE

ISSUE SPECIFIC ENGAGEMENT

SOCIAL IMPACT: CLIMATE CHANGE

WE NEED A HUGE SHIFT FOR COLONIAL MINDS

provide resources & context to teachers

Kosis Ifeji, Safiya Khalid, and Lokotah Samburn

notes by N.A.
Visual Notes Appendix: DAY TWO

MAINE CLIMATE EDUCATION SUMMIT • 2021

Climate Justice: Most impacted = Most input & empowerment

Prep. Phase: Carbon neutral

Community Phase: Social justice

Public Phase: Never too young

Education for sustainable development: A roadmap

Deb Morrison & Sarah Bodor

Federal Level Change

In Federal Budget

Justice 40

EPA office of Enviro Ed

NOAA

Climate Change Education Act

Infrastructure Package

MAINE CLIMATE EDUCATION SUMMIT • 2021

74% of teachers think climate change should be taught. Request to how to teach it...

Collaborate to advance climate education rooted in justice & equity

Science

Social Studies

Math

Art

CLIMATE-LITERATE MAINE

WHERE all people have a meaningful connection with place

CONNECT

INFORM

IMAGINE

LISTEN

WE ARE GOING TO BE BUILDING BETTER TOGETHER...

Thank you to all who made this possible...

Work that is real
Visual Notes Appendix: TRACK SESSIONS

MAINE CLIMATE EDUCATION SUMMIT • 2021

EDUCATOR TRAINING & COMMUNITY PARTNERSHIP

INTERGENERATIONAL EXAMINATION OF CLIMATE JUSTICE

EDUCATION NEEDS SOLUTIONARIES

RACIAL, SOCIAL, & CLIMATE JUSTICE CURRICULUM VS. TEACHERS

CLIMATE SCIENCE/CLIMATE JUSTICE ACTION

WHAT'S MISSING?

CONCENTRATION OF RESOURCES & INTEREST OF TEACHERS

NARROWING OF CURRICULUM @ STATE LEVEL

WHAT'S NEEDED?

RISE LIKE STEM SUMMIT BOOT CONFIDENCE OF HANNS & PREP.

GREEN BOXES CLIMATE-SCIENCE CURRICULUM TEACHER EXCHANGES

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