

| Recommendations | Status | Agriculture & Ecosystem Subcommittee Drafting |
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| Pathway 19: Adaptation—Sustain, restore, and enhance the health and function of | | |
| Strategy 19a: Increase technical assistance, capacity, education, and resources to support private and | | |
| Develop & fund climate adaptation planning and training for all farmers, and foresters and other lands and waters caretakers, to be incorporated into current programs, based on braided western science and TEK/IK | Advancing (Action Modified) | |
| Increase funding to Regional Planning Commissions (RPCs) to hire and support diverse natural resource staff, potentially through Natural Resource Conservation districts. <i>(describe what these staff will do)</i> | Advancing | |
| Enhance and support funding for technical assistance to farmers (e.g. fully fund UVM Extension to support climate adaptation training for agriculture and support other institutions of higher education in this endeavor), landowners (e.g. fund climate adaptation training through FPR's Forests & Climate program), and municipalities and other landowners (e.g. fully implement Act 171). Technical assistance should include a diversity of perspectives. Monitor effectiveness of the technical assistance on a regular basis. | Being Implemented | |
| Pathway 26: Create accessible, equitable research, partnerships, and education | | |
| Strategy 26a: Provide climate-related education at all levels, outreach, research, and technical assistance programs. | | |

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| <p>Develop and make available accessible outreach and educational materials that communicate climate change science and local impacts to the general public, which include and highlight the role that Vermont's natural and working lands play in providing solutions to climate change.</p> | <p>Advancing</p> | |
| <p>Enhance education, outreach, and technical assistance programming to support farmer learning and adoption of climate smart agricultural practices and ensure equitable access through the creation of two full time UVM Extension staff and part time staff for each National Resource Conservation District.</p> <p>Grow the capacity of additional VT academic institutions and indigenous-led & BIPOC organizations to offer technical support to farmers and foresters, such as Middlebury College perennial program with TEK.</p> | <p>Being Implemented</p> | |
| <p>Establish and fund an educational program that explains the role that Vermont farmers and foragers and their high-quality, local food products play in maintaining a low climate impact</p> | <p>Being Implemented</p> | |
| <p>Strengthen relationships between state agencies and regional planning commissions, and faculty at Vermont and adjacent state institutes of higher learning, creating opportunities for state and regional research needs to become an aspect of faculty research agendas. This work will be led by by the Inter Agency Advisory Board through quarterly meetings.</p> | <p>Advancing</p> | |

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| <p>Seek funding source for a grant to create a Vermont climate curriculum for educators to develop, teach and deliver interdisciplinary curriculum that is open source and accessible and builds off of existing resources and programs (e.g. Shelburne Farms, Conservation Districts, Regeneration Corps, Climate Action Groups).</p> | <p>Advancing</p> | |
| <p>Develop a Climate Curriculum website on the Agency of Education Website</p> | <p>No Action Taken</p> | |
| <p>Amend the Vermont State Board of Education's Education Quality Standards to incorporate environmental and climate change education at all grade levels (consider folding under "Science" and "Social Studies" curricula)</p> | <p>No Action Taken</p> | |
| <p>Redesign the state education funding model so that Career and Technical Education centers have independent funding streams and budgets, and create and fund legislation to support other educational programs that strengthen the workforce pipeline, including a range of accessible postsecondary educational models (e.g. apprenticeships, concurrent enrollment, and stackable credentials). Seek sustained funding sources as needed to maintain or strengthen Career and Technical Education Centers that support construction, energy, agriculture and conservation planning, renewable energy, and transportation.</p> | <p>More Information Needed</p> | |
| <p>Survey Vermont students in areas of interests related to greenhouse gas emission reduction strategies and technologies</p> | <p>No Action Taken</p> | |
| <p>Strengthen existing extracurricular programs that provide climate education and activities.</p> | <p>No Action Taken</p> | |

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| <p>Support increased investment in healthy soil education through educational mini-grants for teachers to all audiences (including agriculture, homeowner, forestry, publications, K-12 schools and institutions of higher learning) and implementation of practices through funding of Best Management Practices challenges, technical assistance programs, and cost shares.</p> | <p>Action not defined</p> | |
| <p>Strategy 26b: Develop and promote climate-related educational materials for private landowners to empower them to make climate-informed decisions about their land and waters.</p> | | |
| <p>Expand infrastructure and educational programs around community and backyard composting and recycling</p> | <p>Being Implemented</p> | |
| <p>Further educate Vermont landowners about the benefits of reducing lawn mowing frequency, and amount of mowed lawns to increase biodiversity and ecosystem health, and ultimately reduce emissions.</p> | <p>No Action Taken</p> | |
| <p>Promote the values of planting of future climate adapted tree species and crops in an effort to expand tree planting efforts on private land. Thereby promoting restoration efforts to 304 reforest riparian areas, wetland buffers, and unhealthy soil.</p> | <p>Advancing</p> | |
| <p>Create and deploy a river corridor and floodplain buffers extension-type program that provides educational material and technical assistance for private landowners</p> | <p>No Action Taken</p> | |
| <p>Strategy 26c: The language in Vermont agencies must be reviewed and updated to be more equitable.</p> | | |

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| Educate state staff on the history of Vermont, the harm that has been done in the name of conservation, the history of state involvement in the eugenics movement, and the role that language plays in the continuation of | Advancing | More Information Needed |
| Identify and develop alternative terms and words to those that are rooted in historical injustices, and invest in community outreach to create broad understanding of de-colonized words. | Advancing | More Information Needed |
| Recommend that the legislature create a board to systematically review state government institutions to ensure that language intrinsically tied to historical injustices is removed from all active documents and policies. | Advancing (Action Modified) | More Information Needed |
| Leadership in all levels of state government must make this a top priority. | Advancing | More Information Needed |
| New Pathways | | |
| Pathway: Educate Vermonters about their energy choices and available funding | | |
| Strategy: Sustain Energy Coaches and Navigator Program | | |
| Action: Maintain funding to sustain energy Coaches and Navigator Program | Advancing | |
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