

Cool Schools
Student Commute Program
“eCO₂mmute”
Project Manual
May 2008



**Climate Protection Campaign in collaboration with
the Bay Area Air Quality Management District**

www.climateprotectioncampaign.org, www.baaqmd.gov

eCO₂mmute Project Manual developed by:

Climate Protection Campaign
P.O.Box 529, Graton, CA 95444
(707) 823-2665
www.climateprotectioncampaign.org

Lead Authors:

Nicole Caughell, Student Intern - 2007
Christine Byrne, Student Intern - 2007

Edited by:

Jessica Kellett, Program Coordinator – Cool Schools (2004 - 2007)
Maitreyi Siruguri, Program Coordinator – Cool Schools (2007-current)
(maitreyi@climateprotectioncampaign.org)

This manual will be available on the Climate Protection Campaign website for anyone to use. If you do implement this project and/or use this manual, we request that you acknowledge Cool Schools, Climate Protection Campaign.

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eCO₂mmute and Climate Change – the Sonoma County context

In 2006, California’s Global Warming Solutions Act, AB 32, established the goal of reducing GHG emissions to 1990 levels by the year 2020. Beginning in 2002, Sonoma County local governments set a series of national precedents:

- All nine Sonoma cities, the County, and the Water Agency pledged to reduce greenhouse gas emissions (GHGs).
- All cities and the County completed inventories of the emissions produced by their internal municipal operations, and all set GHG emission reduction targets for their internal municipal operations.
- All passed resolutions adopting the boldest emission reduction target in the nation - 25% below 1990 levels by 2015.
- All Sonoma mayors signed the U.S. Climate Protection Agreement.

The Climate Protection Status Report prepared by the Climate Protection Campaign in May 2008 showed transportation to be contributing to 58.7% of total GHGs in the County and continuing to be our fastest growing source of greenhouse gas emissions.

High school students in Sonoma County are addressing this challenge in their own unique way through the eCO₂mmute project. About 15% of Sonoma County’s 478,400 residents are K-12 students, of which about 20,500 are public high school students, many of whom either drive or are dropped off in cars to school everyday.

Students are starting to ask questions like: What is the impact of our lifestyles on the planet’s resources? How does it affect us, our community and our planet? How are we responsible for it? Most importantly, what can we do to make a positive impact?

They find that measuring their CO₂ emissions produced by their daily commute to school is a useful method of creating awareness among peers and then finding solutions around a major source of greenhouse gas. They aspire to “mute” their greenhouse gas (GHG) emissions by encouraging all to **eCO₂mmute!**

eCO₂mmute is a fun way to reduce your school’s contribution to greenhouse gas emissions and by doing that YOU can help YOUR community achieve its targets and make a positive impact on global climate change!

When you decide to eCO₂mmute, you will be going out to **educate, engage and empower** yourself and your peers about climate change and involve them in action by getting them to eCO₂mmute! We believe that this project will inspire you to have a **BIG VISION** for your school and engage in **BOLD ACTION**, just as we do at the Climate Protection Campaign!

About the Climate Protection Campaign

Cool Schools is one of the programs of the Climate Protection Campaign. Founded in 2001, the mission of the Campaign is to create a positive future for our children and all life by inspiring action in response to the climate crisis. We advance practical, science-based solutions for significant greenhouse gas reductions. Our motto is “big vision, bold action.”

The Campaign works in partnerships with governments, schools, businesses, community-based organizations, and media to advance innovative solutions to accelerate action for climate protection.



eCO₂mmute wins the
2006 Outstanding Environmental Project of the Year
from Sierra Club and Sonoma County Conservation Council

Cool Schools wins the
2008 Outstanding Environmental Education Program of the Year
from Sierra Club and Sonoma County Conservation Council



Nicole Caughell (left) and Christine Byrne



Using the manual

This manual is based on the experiences of high school students and teachers of Sonoma County who implemented the eCO₂mmute project in their schools in partnership with the Climate Protection Campaign - Cool Schools program.

It is designed to orient a team of high school students (supported by a teacher advisor) to the main aspects of eCO₂mmute and guide them through a step-by-step process of how to implement the project – planning, preparation, outreach, implementation, evaluation and follow-up.

It includes some ready-to-use templates that students may use or refer to during the course of the project. Students may decide to come up with new templates that help them implement the project in better ways.

Finally, the manual includes resources to help the project team network with other eCO₂mmute teams as well as youth groups from colleges and universities involved in the climate protection movement locally and nationally.

Most importantly, this manual is intended to be a dynamic document, in other words a work in progress. As you read through it and especially when you start using it to implement the project, you will have many thoughts and suggestions based on experiences that are specific to your school's context.

We welcome your feedback so that we can continually update the manual and enhance the resources available to benefit future project teams.

Acknowledgements

We want to thank the Bay Area Air Quality Management District (BAAQMD) for supporting the Cool Schools program in our effort to educate and empower high school students to engage in climate action through the Student Commute Project (eCO₂mmute).

We also want to acknowledge the students, teachers and administration from Analy High School and Windsor High School who are implementing this project in their schools.

A special thanks to the student interns who have helped us bring out the project manual that will help other groups of students in carrying out the project.

We'd also like to recognize the following partners whose donations and/or support have made the Cool Schools student commute project successful:

- Local businesses in Sebastopol and Windsor who offered incentives to students as part of the project.
- Local print media and radio stations
- Sonoma County Air Quality Resource Team (BAAQMD)
- City of Sebastopol
- Flex Your Power Campaign
- LITE initiatives, Sebastopol
- State Farm Insurance Co.
- Sonoma County Bike Coalition
- Sonoma County Office of Education
- Sonoma County Transit Agency
- Town of Windsor
- Wells Fargo, Sebastopol
- West Sonoma County Transit
- West Sonoma County Union High School District

The eCO₂mmute story

During fall 2005, the AP Statistics class at Analy High School in Sebastopol started a project without a name in which they did a survey to find out how many miles students drive to get to and from school. Results showed that on an average 870 cars arrive at Analy High School every day. A school of about 1400 students commutes over 42,000 miles every week, consuming about 2100 gallons of gas and producing over 40,000 pounds of greenhouse gas emissions every week! To offset the impact of their emissions on the planet, they found out they would have to plant and preserve about 13 acres of trees annually! As the students were shocked to discover this, they decided to do something about it. With support from Cool Schools, a program of the Climate Protection Campaign, they set out to reduce their commute emissions and indeed they did!

The inspiration for this project was GOFAST - Gunn Organization for Alternative, Safe Transportation at Gunn High School in Palo Alto. GOFAST succeeded in increasing bus service and carpool drop-off to school. It also achieved an 85% increase in bike-riding to campus and an increase in carpooling by three times, over a period of two to four years.

This motivated the Analy High School community to evaluate and implement solutions to reduce emissions from student commute that would also improve air quality, traffic congestion and parking around the school, student health as well as safety.

The students organized a three-week eCO₂mmute campaign in May 2006, offering incentives, provided by local businesses, for students to walk, bike, carpool and bus to school! Their target was set to reduce single passenger commutes or solo car trips to school by 20%, which meant each student would need to walk or bike to school or carpool twice a week. **Students at Analy were able to not only meet this target but exceeded it to achieve a 21% reduction in single passenger commutes.**

In fall 2006 the Student Commute Project expanded to Windsor High School. The Environmental Studies Core adopted the project and enthusiastically named the project "eCO₂mmute." They set a goal to meet and match Analy's original pursuit - a bold 25% GHG reduction target set the bar. Though they couldn't achieve their aggressive target, the results of the final survey showed that they reduced their emissions by about 7%.

Unfortunately the team did not do the final follow-up survey soon after their campaign; consequently they were unable to determine its full impact. Also, the project was being implemented by a class of fifty students, a strong army but lacking in role clarity and coordination of tasks.

Windsor's experience helped the Cool Schools program understand the need to design a manual or toolkit that would guide students with a step-by-step process. Two student interns - one from Analy and the other from Windsor - created the eCO₂mmute manual in the hopes of spreading eCO₂mmute far and wide.

Guidelines on where to begin

Before going into a step-by-step process of how to implement the eCO₂mmute project (described in Section 2), here are some guidelines to keep in mind before starting off. They are helpful in highlighting the key elements of the project, staying organized and building a successful campaign over a period of time. Remember that you will start with small steps. Do not try to accomplish everything from point 'Go'!

Understand the mission of the project:

- To educate, inspire and mobilize students to take action around global climate change.
- To facilitate practical application of science-based solutions for significant and immediate greenhouse gas reductions in student commute. Through this project, students also learn the health and safety benefits of reducing driving to school.
- To introduce students to service learning that encompasses various skills such as organizing, communication, leadership and much more.

Form a project team:

Inspiring and mobilizing a project team of 7 to 10 students and a champion teacher to take ownership of the project is important. Ideally eCO₂mmute would be a service learning project integrated into a class such as Statistics, Environmental Studies or another appropriate class. If that's not possible, students can make it their Club project.

Know your timeline for the project:

Ideally the project would start at the beginning of the school year, so that students have enough time to get organized, plan their campaign, recruit volunteers, etc. and by the end of the academic year they can plan a grand celebration around Earth Day in April.

Assign roles to project members:

Making each person in the team in charge of a particular committee such as business support, campus awareness, community outreach, media relations, presentations, surveys and volunteers (described in detail in the manual) is a good way to delegate responsibilities to ensure the success of the project.

Recruit volunteers:

Recruiting volunteers from other classes, who have varied interests and skill sets, such as math, science, art, leadership, etc. will help the team spread the message about their campaign and also involve students from different backgrounds. Ideally teachers would be able to integrate the activities in the project with their lesson plans such as doing the surveys, drafting donation letters, etc.

Conduct surveys:

At the heart of the project lie two surveys, that is, the baseline and the follow-up surveys that measure the school's GHG emissions from student commute. Ideally the survey activity could be integrated with the statistics/ math curriculum. Besides these two surveys, the team could develop or use other interesting surveys that will advance the GHG reduction goals of the project.

Using metrics:

It is important to have bold and clear greenhouse gas (GHG) reduction targets to be able to evaluate the impact of your project. The primary metric that has been used in the past is **Vehicle Miles Traveled (VMT)** by a school or student per week.

Using existing forums in the school:

Students must plan to utilize forums such as school assemblies, newsletters, announcement boards, school websites, parent bulletins and local media to spread the message about their project and increase awareness.

Community events:

One of the best ways to heighten awareness around your project is to participate in and talk about your project at local and national climate change related **events** such as Walk and Roll to school day, Earth Day, Bike to Work/School Day, etc. - *Think Globally and Act Locally!*

Using the manual

The manual will help a project team to adapt the eCO₂mmute project to their school, however we encourage students in every team to be creative and build on their own school's enthusiasm for new, innovative ideas.

Participation of Cool Schools, Climate Protection Campaign

Cool Schools, Climate Protection Campaign would be willing to partner with your high school team and support you in implementing your project. However, such a partnership would be contingent upon funding which can be worked out on a case-to-case basis as our resources are currently limited.

Following a partnership, we would be able to assist your project team with:

- gaining stakeholder participation and support through networking with local government, school district, parents, neighborhoods, transit agencies, local media or partner organizations (ex. Safe Routes to Schools),
- documenting the process and results of the project,
- guiding students to make presentations to public forums,
- identifying specific areas for infrastructure improvements in the school regarding pedestrian and bicycle safety, and other similar activities related to the goal of the project.

The eCO₂mmute Charter!

Rights

We maintain the right to:

- ∞ Be responsible and respectful
- ∞ Hold others responsible and show them respect
- ∞ Change our committee teams, after a signed consent has been made between two people who have personally agreed to change committees, stating the specific committees which they intend to move to

Responsibilities

We are responsible for:

- ∞ Complying with general team management principles
- ∞ Responding to most appropriate needs of eCO₂mmute project by priority
- ∞ Facilitating the action items as explained in the manual
- ∞ Setting clear greenhouse gas reduction targets
- ∞ Coordinating committee calendars for group & workshop planning
- ∞ Making it a regular practice to give weekly/monthly updates to the team
- ∞ Utilizing the templates given such as contact lists, volunteer request forms, etc.

Respect

We respect:

- ∞ The eCO₂mmute group timeline needs
- ∞ Our rights and responsibilities
- ∞ The individuals in the team
- ∞ Our need for growth and change
- ∞ Our community (be polite and save our resources!)
- ∞ Our learning space by transforming negative thoughts into constructive feedback

Read on into Section 2 for a step-by-step guide on how to implement the eCO₂mmute project that includes a) Organizing your team into committees and b) Using the phases (I to VI) as a framework to plan your activities.

eCO₂mmute in a nutshell...

Goal of eCO₂mmute: To introduce students to concepts of global climate change and its relation to transportation and to engage them in taking action through practical science-based solutions for immediate green-house gas reductions.

What is eCO₂mmute? It is a program that:

- Promotes the use of alternative modes of transportation among high school students through awareness, incentives and potential systemic changes to reduce greenhouse gas (GHG) emissions from student commute.
- Contributes towards achieving the community's GHG reduction target

What do students do?

- Conduct a transportation survey among students to measure GHG emissions relating to student commute to and from school
- Set targets for GHG reduction from student commute in their school
- Raise climate change awareness on school campus among peers, parents, teachers and school administration
- Offer incentives to students opting for alternative transportation/ carpooling to school through donations from local businesses
- Determine the impact of their campaign with a follow-up survey and measure their GHG reduction
- Present the results of their project to the School Board, City Council and at community forums

By this time you probably have an answer to *why* you are doing this project and *what* you are going to do in the project. So it's time to find out *how* you are going to make it happen.

Committees (pg.12 to pg.19):

The different committees described in this section are a way to assign action items to each of your team members. The action items for each of the committees are described in the order of different phases of the project. Having committees is important in order to ensure that the team is clear about a) the overall goal and resources available and b) each team member's role in achieving the project goal. There are 6 committees which are: **Business Support and Incentives, Campus Awareness, Community Outreach, Media Relations, Presentations, Surveys and Volunteers**

Phases (pg.20):

The phases mainly provide a timeline that will help team members have clear deadlines and make sure things get done at the right time. While each of the committees has specific responsibilities, the team as a whole has a group responsibility of making gradual progress and taking the project to its logical end. To this end the following phases are described – **Planning, Preparation, Outreach, Implementation, Evaluation and Follow-up.**

Rather than looking at these as rigid structures, we encourage you to use them to your advantage to help you achieve your goals and targets.

Volunteers Committee

Would you enjoy helping your team gather volunteers for the project and find ways to make volunteering fun? If you answered yes then join the Volunteers Committee!

The main responsibilities of this committee are:

- ∞ To correspond with all committees about their volunteers needs
- ∞ To recruit and coordinate volunteers according to each committee's needs
- ∞ To find fun and interesting ways to involve volunteers from other classes

Phase 1. Planning

- ∞ Request all committees to submit their volunteer request forms (see section 3a template #1) as soon as possible. These forms will help you assess how many volunteers are needed for the project team and for what kind of tasks.
- ∞ Brainstorm ways to recruit volunteers and increase campus involvement (examples: statistics class can help administer survey and analyze data, computer class can help compile the survey data into spreadsheets or power-point presentations, science class can help collect facts on climate change, leadership class can help with raising awareness)
- ∞ Create volunteer sign up sheets to post in classrooms/library/other appropriate areas on campus
- ∞ Plan to check-in weekly with all committees about immediate volunteer needs

Phase 2. Preparation

- ∞ **Recruit volunteers and make a consolidated list of volunteers and tasks (see section 3a. template #2)**
- ∞ Assign volunteers to the relevant committees as soon as they sign up
- ∞ Ensure that each committee has at least a few volunteers
- ∞ Compile a calendar of the main events of the project which require volunteers
- ∞ Continue communicating with all committees to best meet their needs

Phase 3. Outreach

- ∞ Prepare a volunteer schedule specifically for the month-long eCO₂mmute stamping process (**see sec 3d. tem #1**)
- ∞ Post the volunteer schedule with sign-up sheets in ideal locations like the: career/volunteer center, administration buildings, student kiosk, teacher's classrooms, online, etc. (Make sure to keep track of where sign up sheets are posted!)

Phase 4. Implementation

- ∞ Send reminders to the volunteers who sign up as “stampers” for the month-long eCO₂mmute campaign since they need to be in school early in the morning as students come into school
- ∞ Continue coordinating volunteer needs
- ∞ Plan to have special incentives or a celebration/ party for all the volunteers

Phase 5. Evaluation

- ∞ Assess the success of your committee as well as the project team as a whole (**see section 3f. template #1**)

- ∞ Fill up the feedback form provided in this manual (**see section 3f. template #2**)
-

Surveys Committee

Would you like to find out interesting things about the driving habits of the student body by conducting surveys and doing some number-crunching? If you answered yes then join the Surveys Committee!

The main responsibilities of this committee are:

- ∞ To conduct the 2 main surveys i.e., pre and post-campaign surveys
- ∞ To enter data into computer-based spreadsheets
- ∞ To analyze the data and bring out relevant information for the project team to use as part of the campaign
- ∞ To plan on conducting additional surveys that may help in meeting project goals

Phase 1. Planning

- ∞ See **section 3b, template #1** “How do you conduct the eCO₂mmute surveys?”
- ∞ Set a date for conducting the first survey
- ∞ Plan on how many volunteers you would need to help with doing the surveys and then fill up the volunteer request form with a brief description of volunteer assignments (see section 3a. template #1)

Phase 2. Preparation

- ∞ Based on the above, edit the information on the survey template/s and make photocopies (number of copies will depend on the size of your sample)
- ∞ Conduct the first (pre-campaign) eCO₂mmute survey (**see section 3b. template #1, #2 and #3**)¹
- ∞ Compile data into a spreadsheet and analyze the data (**see sec 3b. tem #4, #5**)

Phase 3. Outreach

- ∞ Convert data into useful facts and figures that will aid other committees in their efforts to raise awareness (**see sec 4: Resources**)
- ∞ Submit daily/weekly facts based on your school's transportation survey comparisons for the daily school announcements
- ∞ Based on time and resources available, conduct the optional survey related to student perceptions of “bikability” and “walkability” of their neighborhood. (**see sec 4: resources**)
- ∞ Compile and analyze the data from the above survey

Phase 4. Implementation

- ∞ Help your team carry out the month-long eCO₂mmute campaign: stamping process (**see sec 3d. tem #1**)
- ∞ Count the number of completed stamp cards to calculate the number of students who participated in the campaign
- ∞ Be prepared to conduct the final (post campaign) survey **no later than 1 week** from the end of the month-long eCO₂mmute campaign (**see sec 3b. tem #2, #3**)
- ∞ Compile and analyze the data from the final survey (**see sec 3b. tem #4, #5**)

¹ From this point onward section and template are referred to as ‘sec’ and ‘tem’ respectively.

- ∞ Compare the results of the first and final survey to determine – a) if you achieved your greenhouse gas reduction target?, b) if there are interesting trends in walking, biking, bus ridership and carpooling, and record any other observations that you may have.

Phase 5. Evaluation

- ∞ Assess the success of your committee as well as the project team as a whole. **(see sec 3f. tem #1)**
 - ∞ Fill up the feedback form provided in this manual **(see sec 3f. tem #2)**
-

Presentations Committee

Would you enjoy creating and giving presentations to the rest of the student body and other groups on what your team is doing to reduce greenhouse gas emissions? If yes then join the Presentations Committee!

The main responsibilities of this committee are:

- ∞ To create computer-based and/or demonstration based presentations related to project overview, survey results, project promotion, project assessment, etc.
- ∞ To coordinate with other committees to explore different venues to make presentations and spread the word about the project
- ∞ To work out the logistics of giving presentations such as the date, venue, time, etc., and provide this information to the rest of the team.

Phase 1. Planning

- ∞ Plan on how many volunteers you would need to help with presentations and then fill up the volunteer request form with a brief description of volunteer assignments (see sec 3a. tem #1)
- ∞ Coordinate with the Campus Awareness Committee to set a date/s for school wide assemblies
- ∞ Coordinate with the Community Outreach Committee for possible presentation dates/venues
- ∞ Collaborate with the Media Relations Committee for publicity techniques

Phase 2. Preparation

- ∞ Obtain survey data results from the Surveys committee
- ∞ Prepare a presentation giving an overview of the project, including results from the first survey, the goal of the project and the request for support from all students
- ∞ Give the presentation to Student Council/Leadership class
- ∞ Collaborate with the Campus Awareness Committee to give the same presentation at the school assembly to launch the eCO₂mmute project

Phase 3. Outreach

- ∞ Coordinate with other committees like Community Outreach, Campus Awareness and Surveys Committee to ensure all the relevant information is included in your presentations
- ∞ Assess the need and opportunity for giving a second school wide eCO₂mmute assembly
- ∞ Explore the opportunity to make presentations to different sections of the school

either through student clubs or individual class teachers

Phase 4. Implementation

- ∞ Help your team carry out the month-long eCO₂mmute campaign: stamping process (**see sec 3d. tem #1**)
- ∞ Coordinate with the Surveys committee to obtain the results of the final survey
- ∞ Set a date for a post-campaign assembly presentation to announce the results of the final survey
- ∞ Prepare a similar presentation for your city council, school board and other such community forums (coordinate with community outreach committee)

Phase 5. Evaluation

- ∞ Assess the success of your committee as well as the project team as a whole (**see section 3f. template #1**)
- ∞ Fill up the feedback form provided in this manual (**see sec 3f. tem #2**)

Campus Awareness Committee

Would you like rallying your friends in school, your parent community and others around you on climate change issues? If you answered yes then join the Campus Awareness Committee!

The main responsibilities of this committee are:

- ∞ To develop a plan to increase awareness and participation of project volunteers, student council, general student body, teachers, administration and the parent community in the issue of climate change and in your eCO₂mmute project
- ∞ To acquire administrative approval, when required, for project assemblies, education campaign, volunteer party, etc (proposals should include description of dates and events that are planned and what the school will need to do.)
- ∞ To organize school-wide awareness assemblies, rallies, monthly events or other promotional activities to raise awareness

Phase 1. Planning

- ∞ Plan on how many volunteers you would need to help distribute flyers, make posters, etc and then fill up the volunteer request form (see sec 3a. tem #1) with a brief description of volunteer assignments (**refer sec 3c. tem #1**)
- ∞ Draft a calendar of campus awareness events including rallies, demonstrations, lunchtime incentive games, incentive days, etc. Be sure to plan an awareness rally before winter break or just after as well as an eCO₂mmute party for all volunteers and participants on the last eCO₂mmute project day on campus.
- ∞ Coordinate with the Presentation Committee to set a date for a school wide assembly
- ∞ Set date for first campus awareness activity (ideally on or before Walk and Roll to school day Oct 3rd or three weeks after introduction workshop)
- ∞ Consider creative media outlets, (video/film, radio) within the school
- ∞ Compile contacts list (**see sec 3c. tem #3**) for school newsletters, website, school's public address system and video announcements team.
- ∞ Collaborate with the Media Relations Committee for publicity techniques

Phase 2. Preparation

- ∞ Correspond with the Survey Committee to use the survey data for posters

- ∞ Coordinate with the Presentation Committee to decide the agenda and activities for the school assembly
- ∞ Continue strategizing creative media releases with the Media Relations & Presentations Committee
- ∞ Finalize the campus awareness events calendar (include school holidays)

Phase 3. Outreach

- ∞ Post flyers, posters and other campaign materials in prominent places around campus like the bulletin boards, cafeteria, library, parking lots, etc. **(see sec 3c. tem #2)**
- ∞ Do another school wide assembly if possible
- ∞ Release a video announcement possibly on your school/ class/ club website **(see sec 4: Resources – online resources)**
- ∞ Plan for an intensive awareness-week preceding eCO₂mmute kick-off (ideally, one campus awareness activity per day of awareness week)
- ∞ Plan the unannounced or surprise incentive days with the Business Outreach Committee
- ∞ Plan Earth Day (3rd wk of April) related eCO₂mmute events/activities with the Community Outreach & Presentations Committees

Phase 4. Implementation

- ∞ Carry out the intensive awareness week
- ∞ Help your team carry out the month-long eCO₂mmute campaign: stamping process **(see sec 3d. tem #1)**
- ∞ Spread the message about Earth Day celebrations
- ∞ Coordinate with the Surveys committee to release project results to the campus via announcements, assembly, lunchtime activity, school newsletter/ bulletin and other school-wide forums

Phase 5. Evaluation

- ∞ Assess the success of your committee as well as the project team as a whole **(see section 3f. template #1)**
- ∞ Fill up the feedback form provided in this manual **(see sec 3f. tem #2)**

Business Support and Incentives Committee

Would you be comfortable going out to local businesses and asking them to support your project by donating cool incentives and raffle prizes? If you answered yes then join the Business Support & Incentives Committee!

The main responsibilities of this committee are:

- ∞ To visit and ask local businesses for donations of incentive items
- ∞ To write or edit the donation letter and contract: What is your project goal? How does it benefit the business and the community? What do you need?
- ∞ To help coordinate volunteers needed to do business outreach
- ∞ To create and print out 'stamp cards' and coupons (explained later in this section)

Phase 1. Planning

- ∞ Plan on how many volunteers you would need to approach businesses and then create a volunteer request form with a brief description of volunteer assignments

(see sec 3a. tem #1)

- ∞ Brainstorm and map out general business areas in town and assign team members and volunteers to do the outreach **(see sec 3d. tem #3)**
- ∞ Set a date to begin approaching local businesses for donations/incentives
- ∞ Set a date to finalize the list of suggested donations

Phase 2. Preparation

- ∞ Begin compiling business contact list **(see sec 3d. tem #6)**
- ∞ Write or edit the donation request letter and contract **(see sec 3d. tem #4, #5)**
- ∞ Begin outreach with businesses per date set
- ∞ Maintain an inventory of all the business donations received

Phase 3. Outreach

- ∞ Offer a few of the incentives collected on some unannounced days as a surprise to students who walk, bike, ride the bus or carpool to school as a teaser before the month-long intensive campaign.
- ∞ Continue approaching businesses for donations of incentive items

Phase 4. Implementation

- ∞ Finalize business contracts and complete the donations inventory
- ∞ Decide which set of incentives will be used for all participating students to be given away as coupons and which ones will be kept aside as raffle prizes for the end
- ∞ Design the stamp cards and coupons (if needed) **(see sec 3d. tem #2)**
- ∞ Print out as many stamp cards as you expect students would participate
- ∞ Print out as many coupons as agreed upon by the businesses, if they have not provided them.
- ∞ Help your team carry out the month-long eCO₂mmute campaign: stamping process **(see sec 3d. tem #1)**

Phase 5. Evaluation

- ∞ Assess the success of your committee as well as the project team as a whole **(see section 3f. template #1)**
- ∞ Fill up the feedback form provided in this manual **(see sec 3f. tem #2)**

Community Outreach Committee

Would you enjoy connecting your school project to other climate change efforts in your community? If you answered yes then join the Community Outreach Committee!

The main responsibilities of this committee are:

- ∞ To align your eCO₂mmute calendar with other popular community events, celebrations and observations in your city, county, state and nation (ex: International Walk and Roll to school week in the first week of October, Earth Day on the 3rd Saturday in April, Bike to work day in May, Focus the Nation and other related events)
- ∞ To try and align with other high schools doing eCO₂mmute or other eco events (Information gathered by this committee will influence scheduling decisions of Campus Awareness committee for events on campus like lunchtime awareness activities, assemblies, etc.)

Phase 1. Planning

- ∞ Plan on how many volunteers you would need to help you with researching and contacting organizations and then fill up the volunteer request form with a brief description of volunteer assignments (see sec 3a. tem #1)
- ∞ Network with other high schools and colleges participating in eCO₂mmute or other climate change events in your community
- ∞ Gather information on what your local government (City Council) is doing regarding climate change
- ∞ Compile events calendar for local events, actions & festivals based on climate change, ecological awareness and similar issues
- ∞ Research youth movements related to climate protection: focusthenation.org, climatechallenge.org, stepitup2007.org, etc.
- ∞ Explore opportunities for your project team to collaborate with local organizations to participate in community events, conferences, meetings, etc. For example: Climate Change conferences or events, Biking events, Green festivals, Science fairs, etc.

Phase 2. Preparation

- ∞ Emphasize developing calendar of events
 - climate change actions
 - city council meetings
 - local eco festivals and events
- ∞ Emphasize contacting your local school network
- ∞ Emphasize outreach to the parent community

Phase 3. Outreach

- ∞ Coordinate with the Campus Awareness & Presentations committees to invite leaders from the community to participate in your Earth Day event
- ∞ Finalize community events, meetings and festivals calendar (including, Earth Day, local city council meetings, etc.)
- ∞ Spread the word about Bike to Work Day, usually scheduled in May (**see sec 4: Resources – online resources**)

Phase 4. Implementation

- ∞ Help your team carry out the month-long eCO₂mmute campaign: stamping process (**see sec 3d. tem #1**)
- ∞ Celebrate Earth Day involving members from the community
- ∞ After the final survey, plan a city council presentation with the Presentations Committee
- ∞ Plan to celebrate Bike to Work/School Day in the second week of May

Phase 5. Evaluation

- ∞ Assess the success of your committee as well as the project team as a whole (**see section 3f. template #1**)
 - ∞ Fill up the feedback form provided in this manual (**see sec 3f. tem #2**)
-

Media Relations Committee

Would you enjoy getting your project team interviewed on the TV/Radio and written about in the newspapers so everyone knows what your team is trying to do? If you answered yes then join the Media Relations Committee!

The main responsibilities of this committee are:

- ∞ To find out opportunities in local media where your project could get some publicity (press coverage, radio or television interviews, media centers, etc)
- ∞ To write and coordinate press and media releases for the project team
- ∞ To be creative in outreach to media by making your events interesting and visual

Phase 1. Planning

- ∞ Plan on how many volunteers you would need to help you with media research and writing and then fill up the volunteer request form with a brief description of volunteer assignments (see sec 3a. tem #1)
- ∞ Compile contact information list for local newspapers, magazines, alternative press, etc. to contact with press release information for eCO₂mmute events (**see sec 3e. tem #1**)
- ∞ Set date for first press release submission after transportation surveys have been conducted
- ∞ Consider creative media such as video/film, internet: youtube.com, myspace.com, etc.
- ∞ Collaborate with the Campus Awareness Committee for publicity techniques

Phase 2. Preparation

- ∞ Submit first press release: announcing initial survey results and goals.
- ∞ Begin contacting local media and invite them to cover upcoming eCO₂mmute events in your school such as the school-wide assembly, awareness campaign, etc.
- ∞ Continue strategizing creative media releases with the Campus Awareness & Presentations Committee

Phase 3. Outreach

- ∞ Compile Community Outreach, Campus Awareness and Surveys Committee calendars for dates to submit press releases and invite media to events
- ∞ Submit a press release to school newspaper and parent/student newsletter and school website announcing dates of eCO₂mmute events and the goals of the project

Phase 4. Implementation

- ∞ Help your team carry out the month-long eCO₂mmute campaign: stamping process (**see sec 3d. tem #1**)
- ∞ Invite media to cover the events during the month-long campaign, the earth day celebration or the bike to work/school day events and other important activities related to the project
- ∞ Submit final press release announcing project results based on the final survey and assessment of the campaign

Phase 5. Evaluation

- ∞ Assess the success of your committee as well as the project team as a whole (**see section 3f. template #1**)

- ∞ Fill up the feedback form provided in this manual (**see sec 3f. tem #2**)

All committees come together for the last phase of the project:

Phase 6. Follow-up

- ∞ Compile all the evaluation notes and feedback forms
 - ∞ Give recommendations for the project for the following year
 - ∞ Prepare a brief report of your project
 - ∞ Send Thank You letters/ cards to all those who supported your project including the report
 - ∞ Party and celebrate your work!
-

6 Phases of the project – broad goals for each phase

Phase 1. Planning: August/September - October or about 6 weeks

- ∞ Team introductions
- ∞ Familiarize the team with the eCO₂mmute project manual
- ∞ Establish broad goals and timeline for the project
- ∞ Form committees and assign roles
- ∞ Brainstorm ideas together before moving into specific committees
- ∞ Assess the number of volunteers needed by the project team as a whole

Phase 2. Preparation: November - December or about 6 weeks

- ∞ Decide on specific greenhouse gas reduction targets for the project team
- ∞ Develop clarity on the main events being planned for the campaign
- ∞ Begin to raise awareness on campus about the project and the issue of climate change
- ∞ Start building volunteer strength
- ∞ Discuss action items for the Winter break, such as distributing donation letters to local businesses, to help maintain continuity of the project.

Phase 3. Outreach: January - February or about 6 weeks

- ∞ Take stock of the incentives from businesses
- ∞ Intensify awareness about the issue, your greenhouse gas reduction target, the incentives being offered by businesses and what students should do to participate in your campaign
- ∞ Confirm the dates for main events of the eCO₂mmute campaign: assembly, announcements, start date for stamping, end date for stamping, celebrations, community events, etc.
- ∞ Discuss challenges and successes in the project so far

Phase 4. Implementation: March - April or about 6 weeks

- ∞ Implement intensive awareness week to raise participation and enthusiasm
- ∞ Get ready to carry out the eCO₂mmute month-long campaign with the stamping process in place
- ∞ Celebrate Earth Day and eCO₂mmute
- ∞ Compare the results of the surveys to assess the impact of your project

Phase 5. Evaluation: end April - May or about 4 weeks

- ∞ Present the results of your project and your observations to different forums within and outside the school
- ∞ Reflect on the work of your project team – successes, failures, learning
- ∞ Reflect on the resources and tools used throughout the project

Phase 6. Follow-up:

- ∞ Acknowledge all those who supported your project
- ∞ Sketch out a road map for the following year
- ∞ Party and celebrate your hard work!

VOLUNTEER REQUEST FORM - [enter name of committee here]									
Planning		Preparation		Outreach		Implementation		Evaluation	
Date/ Description	Number/ Names	Date/ Description	Number/ names	Date/ Description	Number/ names	Date/ Description	Number/ names	Date/ Description	Number/ names

CONSOLIDATED LIST OF VOLUNTEERS AND TASKS										
	Planning		Preparation		Outreach		Implementation		Evaluation	
	Date & Description	Number or Names	Date & Description	Number or Names	Date & Description	Number or Names	Date & Description	Number or Names	Date & Description	Number or Names
Surveys										
Presentations										
Campus awareness										

CONSOLIDATED LIST OF VOLUNTEERS AND TASKS

	Planning		Preparation		Outreach		Implementation		Evaluation	
	Date & Descriptn	Number or Names	Date & Descriptn	Number or Names	Date & Descriptn	Number or Names	Date & Descriptn	Number or Names	Date & Descriptn	Number or Names
Business Support										
Community Outreach										
Media Relations										
Total Number of Volunteers Needed: _____										

Template 3b. #1: How to conduct the eCO₂mmute survey?

- To decide an appropriate greenhouse gas reduction target you'll need to know your student body's current commute footprint. To do this, follow the steps below on how to conduct the 2 important surveys – baseline and follow-up surveys.
- Refer to the templates provided for the sample survey, the data compilation spreadsheet and calculation comparisons.

Step 1

Decide Sample Size and Composition

How many students do you need to survey? First find out what is the total number of students in your school. To be statistically significant your sample size must be between 5% and 8% of the total study body.

We suggest sampling at least 20-25 students per grade. Arrange with teachers to survey several students from a class, with equal representation from different grades. (Plan to survey classes that represent a wide variety of students.)

You can use the process of simple random sampling to determine who will be part of the sample. This can be done by selecting every other or every third student on the class roster.

Step 2

Conduct the Survey

Prepare the Zone map with your school as the center and concentric circles around it with each increasing unit mile radii.

Ensure all the data you would need is covered by the questions in the survey form.

Print enough survey sheets for your sample size.

Prepare instructions for surveyors clarifying survey questions. Here are some basic instructions/talking points for surveyors:

- ∞ This is a survey to find out how we commute to school everyday.
- ∞ There are 2 maps on your survey form that help you locate which ZONE you live in based on how many miles you live away from school.
- ∞ Thank you for being part of our eCO₂mmute campaign!

Step 3

Compile data

Enter the data in the data compilation and analysis template provided.

Step 4

Set A Target!!

It is important to set a target because it allows you to create a plan to reach that goal and it gives students a goal to set for themselves.

Setting a target of reducing student vehicle miles traveled (VMT) by 20% means each student needs to walk or bike one day or carpool two days during the week to reach the goal.

Try converting your data into cool facts. For example: Windsor High School students drive a distance equal to once around the world each week.

Step 5

Final Survey: Follow the same process for the final survey with any additional questions that you might want to add to understand commuting trends in your school.

Template 3b. #2: Sample Baseline Survey Form

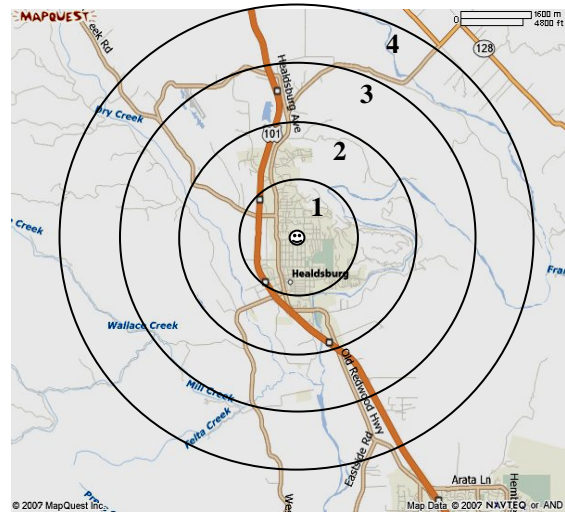
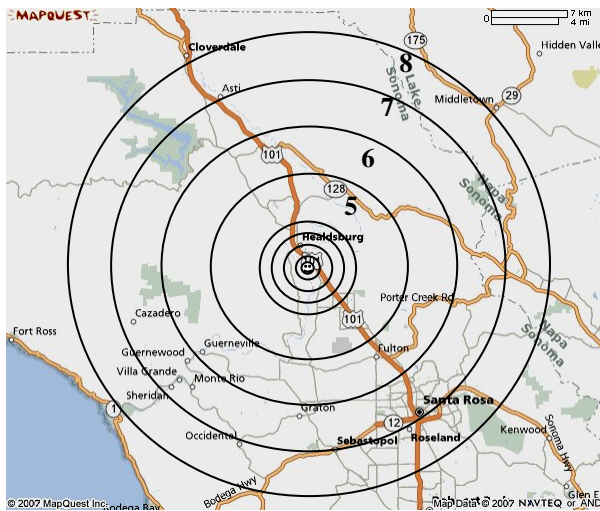
School: _____

Grade: _____

Date: _____

1. Please identify the ZONE and DIRECTION in which you live by referring to the maps* given to you. Ex: Zone 2, East: _____ , _____

2. You make 10 one-way trips to school in one week. Identify the number of times that you use each method of transportation.
 - _____ Walk
 - _____ Bike
 - _____ Bus
 - _____ Motorbike
 - _____ Ride with parent
 - _____ Drive alone
 - _____ Carpool with other students;
 How many students including yourself form the carpool? _____



* On the real survey form, the maps would have to be recreated based on your school's location and they would be printed in a readable size. This can be done using the Yahoo! Mapquest website and simple tools on your computer. See section 3b. template #3 for more details.

Template 3b. #2 contd: Sample Follow-up Survey Form

The follow-up survey must have the same basic format as the baseline survey and you may want to add more questions to the survey such as the ones shown below -

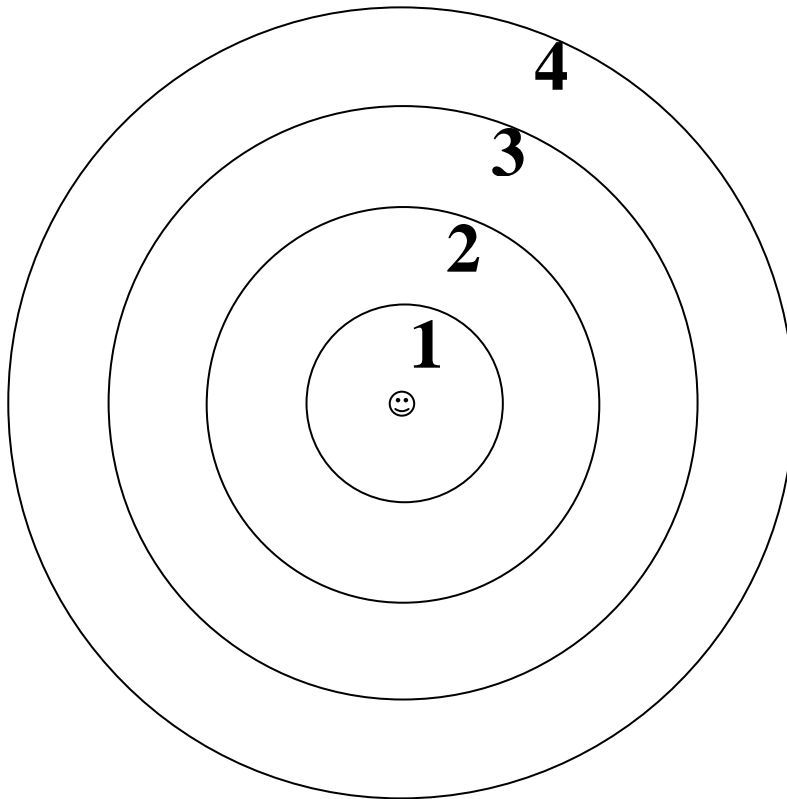
School:	Grade:	Date:
1. Please identify the ZONE and DIRECTION in which you live by referring to the maps given to you. Ex: Zone 2, East: _____ , _____		
2. You make 10 one-way trips to school in one week. Identify the number of times that you use each method of transportation.		
____ Walk		
____ Bike		
____ Bus		
____ Motorbike		
____ Ride with parent		
____ Drive alone		
____ Carpool with other Healdsburg High School students; How many students including yourself form the carpool?_____		

- During the last 4 weeks how often did you participate in eCO₂mmute?
- Did you change your mode of transportation at least once a week because of eCO₂mmute?
OR
- During the eCO₂mmute campaign, did you try reducing your carbon emissions from your commute to school? Yes or No: _____ If yes, how? Carpooling to school
Riding the bus to school Biking to school Walking to school
- Did you use the eCO₂mmute stamp card? Yes No
If yes, did you redeem it at a local store? Yes No
- Do you have any comments? Feedback can help improve next year's event.
OR
- We would like your feedback on the eCO₂mmute campaign.
 - I did not know about the eCO₂mmute campaign
 - I thought the eCO₂mmute campaign was a good idea but I did not participate
 - I participated in eCO₂mmute because I wanted the prizes and discounts
 - I participated in eCO₂mmute because I wanted to do something good for the environment
 - I will continue to try to carpool/ ride the bus/ bike/ walk to school because

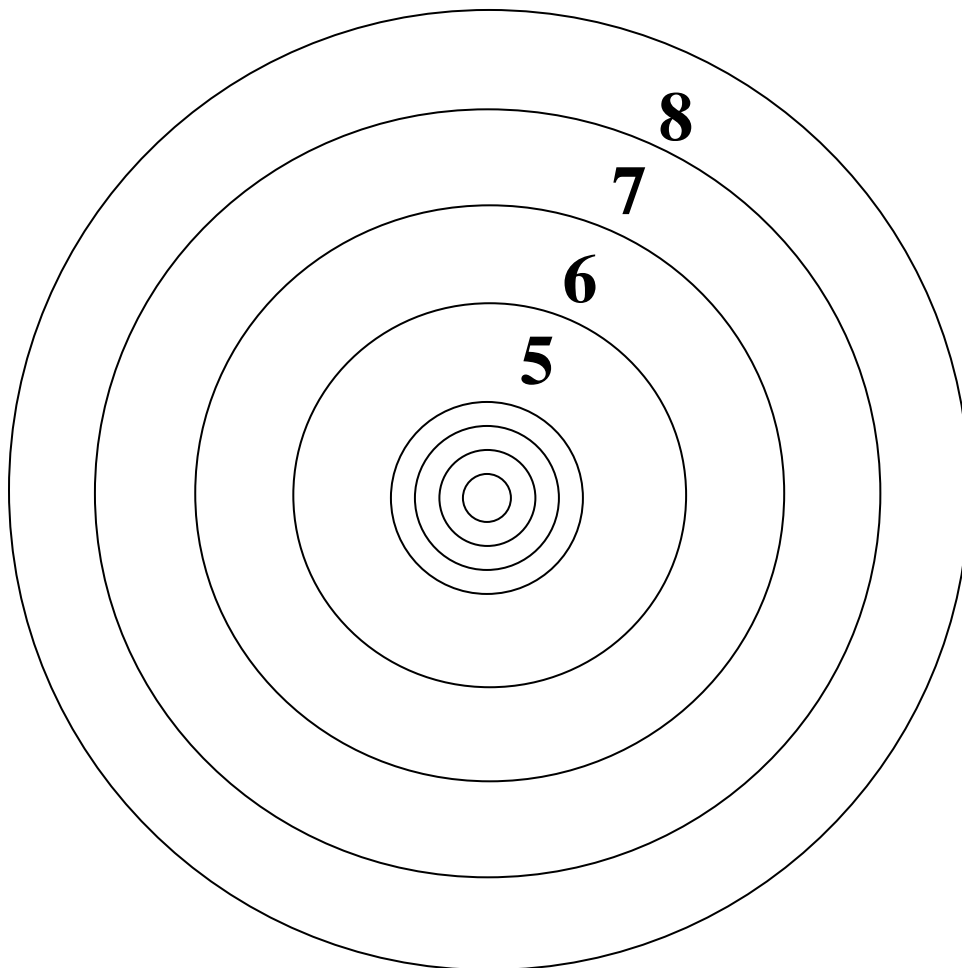
Template 3b. #3: Creating the Zone Map for your school

It's easy! Simply follow these steps:

1. Go to www.mapquest.com
2. Type your School's address and enter "Search".
3. **Zoom in to Level 9.** Make sure that the legend on the map at the bottom right hand corner shows the scale of the map as 1600 meters/ 4800 ft/ 1 mile.
4. Your school's location on the map will be marked with a star.
5. Select "Print" at the top left hand corner.
6. Save the map as a picture file on your desktop: "Save picture as..." will save it as a '.jpg' extension file.
7. Now 'copy-paste' this picture/image onto a document.
8. Juxtapose the image of concentric circles given below onto the map in such a way that your school is at the center. *(The image will be available as an appendix so that you can 'copy-paste' it from this document to another where you create the map)*
These zonal circles represent a **1 mile increment** in distance, with road distances taken into consideration.
Zone 1= 1mile, Zone 2= 2miles, Zone 3= 3miles and Zone 4= 4miles.



9. Now go back to the same map and **Zoom in to Level 7**. Make sure that the legend on the map at the bottom right hand corner shows the scale of the map as 4 miles.
10. Repeat Steps 5, 6 and 7 just as you did for the first image of the map.
11. On this image of the map, juxtapose the image below in a way that your school is at the center. *(The image will be available as an appendix so that you can 'copy-paste' it from this document to another where you create the map)*
These zonal circles represent a **4 mile increment** in distance, with road distances taken into consideration.
Zone 5 = (8 miles - 1) = 7 miles, Zone 6 = (12 m -1) = 11 miles,
Zone 7 = 15 miles and Zone 8 = 19 miles.



Template 3b. #4: Sample Data-entry spreadsheet with formulae

Instructions to enter data into the spreadsheets and calculate results:

- a. Please enter data carefully. There are 4 examples shown in the spreadsheet.
- b. Preferably two people must enter the data together. While one person reads out the data, the other one enters. This is to minimize errors as much as possible and of course makes it more fun to do.
- c. First categorize your survey sheets by grades. Enter all the 9th grade data first, then the 10th, and so on till the 12th grade.
- d. Keep all your survey sheets carefully. Do not discard them after data entry!
- e. You will only enter data in Columns A to J
- f. In Column K, you will interpret the Zone into actual distance from school in the following way:
 Zone 1 to Zone 4 are in increasing radii of 1 mile. Therefore Zone 1=1m, Zone 2=2m, Zone 3=3m and Zone 4=4m.
 Zone 5 to Zone 8 are in increasing radii of 4 miles.
 To take into account the inner distances in a town or city, the formula used to calculate the distances for Zone 5 to 8 is: Actual Zone distance – 1.
 For example: Zone 5 = (8 miles – 1) = 7 miles and similarly Zone 6 = (12 m -1) = 11 miles, Zone 7 = 15 miles and Zone 8 = 19 miles.
- g. In columns L, M and N you will enter formulae as described below:
 Column L is Solo car trips = Number of car trips – Number of Carpool trips
 Column M is Carpool Miles = Number of Carpool trips * Distance ; Total Carpool Miles = Sum of all carpool miles/average number of carpoolers (this is usually 2)
 Column N is Solo Car trip Miles = Solo Car trips * Distance ; Total Solo Car trip Miles = Sum of all solo car trip miles.
- h. Finally Total Vehicle Miles Traveled (VMT) by students surveyed = Total Carpool Miles + Total Solo Car trip Miles

Number of trips to school by this mode of transport									
A	B	C	D	E	F	G	H	I	J
Grade	Car	Bus	Bike	Walk	Skateboard	Other	Carpool	Zone	Direction
9	10							1	North
9	10						10	2	East
10	0	5	5					3	North
10	5			5			1	4	West
11	0	2	8					5	South
12					10			6	North

K	L	M	N
Distance	Solo car trips	Carpool Miles	Solo Car trip Miles
1	10		10
2	0	20	
3	0		
4	4	4	16
7	0		
11	0		
	TOTAL:	24	26
	TOTAL VMT:	24+26 = 50 m	

Template 3b. #5: Sample Data-analysis spreadsheet with formulae

Results	Baseline survey	Final survey	Percentage Reduction
No. of students surveyed	6		
Total Drive Alone VMT (m)	26m		
Total Carpool miles (total/ avge carpool no = usually 2)	$24/2 = 12m$		
Total VMT /wk for the sample surveyed (Drive alone VMT + Carpool VMT)	$26 + 12 = 38m$		
Total VMT for all students in the school per week (assume total = 25 students)	$(38*25)/6 = 158m$		
Average miles a student travels every wk (miles/week/person) (assume total = 25 students)	$158/25 = 6.32$ m/wk/p		
Total emissions/week for the school (Total CO ₂ equivalent greenhouse gas emissions in pounds(lbs) is the same value as vehicle miles traveled considering every mile driven with an average mileage of 20m/gallon emits about a pound of CO ₂)	158 lbs		

Template 3c. #1: How do we raise awareness on campus?

For a successful eCO₂mmute project it is important to gain enthusiasm by advertising your event - here's some cool methods.

Announce eco-facts:

1. On PA system announce daily/weekly inspirational or shocking facts about climate change. Here's a good resource:
<http://www.climatecrisis.net/pdf/10things.pdf>
2. Video announcements are a creative and entertaining form of media that will attract attention!

Hold an eCO₂mmute assembly

1. Get a date/time/location approved
2. Ask a local leader (like a city council member) or climate change expert to speak
3. Choose a section from a popular film or a video on a popular website on climate change to show (suggestion: 15-20 min clip)
4. Students give a PowerPoint presentation based on survey results and describe upcoming eCO₂mmute project
5. Add fun interesting flavors such as a costumes, skits, local bands or raffle drawing. This will make it enjoyable and effective.

Printed Press

1. Create posters for your school and community
2. Press releases- send the eCO₂mmute story to your school paper and local newspapers.

Press release components:

- Keep it 1 page long
- Include a *Title *Project Description *Goals *Upcoming activities *Contact info

Demonstrations and Activities

1. Tricycle races at lunch
2. Symbolize estimated sea-level rise in the next 100 years by placing caution tape 1 meter from the ground around your school.
3. Hold an open mic at lunch to let students discuss climate change.

Word of mouth:

- Never underestimate the power of this method! Telling your peers is one of the best methods of advertisement.

eCO₂mmute

Analy's Student Commute Project **May**
4th- May 31st

This project is supported by Cool Schools, a program of
the Climate Protection Campaign

**Help Analy reduce emissions causing climate
change from the student commute by 30% during
May.**

**Walk, bike, carpool, or take the bus to school
in order to receive prizes.**

Grand Prizes will be raffled off on
Thursday June 7th, Day on the Green!

Sponsors:

Real Estate Agents Who Care
eCO₂mmute for five days to fill a card and win your choice of:

- 1.) Free **Italian soda** from Scream'n Mimi's.
- 2.) Free **slice of cheese pizza** from Mombo's.
- 3.) Free **movie rental** from Box Office Video.
- 4.) Free **cookie** from the Cookie Co.
- 5.) Free **Yerba Mate Iced Tea** from Guayaki.
- 6.) **10 % discount on any purchase** at Copperfield's.
- 7.) Free **iced tea**, or **popcorn** from Whole Foods.

**Grand prizes include free meals, a DVD player with movies and a
new bike!**

Template 3c. #3: Campus Awareness Contacts List

CAMPUS AWARENESS CONTACTS LIST								
S.no	Campus news outlets	Incharge/ Contact Name	Room No.	Contact info	Good date/ time to meet	Support offered	Reminders	Thank you note
1	School Newsletter	Principal				short account of eCOmmute in the following newsletter	submit short article by 14th dec	DONE
2	Student Newsletter	Student Council						
3	School website							
4	School Assembly							
5	Parents Meeting							
6	PA System							

Template 3d. #1: How does the stamping process for incentives work?

Once you have an **inventory of all the incentives** that you have generated from local businesses, you will have to work out how you are going to use them through the project.

We suggest that you follow these steps but if you come up with more ideas, please discuss it with your team and with the school administration so they are informed about it.

1. Begin with **randomizing the incentives** which means that you surprise students before the 3-week eCO₂mmute campaign by rewarding students who use alternative transportation to school on 4 or 5 unannounced days over a period of two weeks.
 2. Following this, announce to the whole school a few days before the 3-week eCO₂mmute campaign that you will be giving out the incentives during the campaign to students who fill out **STAMP CARDS**.
 3. Students are given stamp cards. You can design your own cards and print them out or refer our Sample Stamp Card and Coupon template (see the next template)
 4. Each time a student uses alternative transportation to commute to school, s/he gets stamped. When a student has collected 5 stamps during the 3-week campaign period, they can trade in the filled card to a designated person for a **coupon, listing all supporting businesses' discounts**.
 5. The person who collects the stamp cards enters them into a grand raffle that will be drawn at the end of the year.
 6. Inform all students on how to use the Stamp Cards, where they can collect them and when and where to turn them in.
 7. For the three-week eCO₂mmute campaign, you will need to recruit volunteers who will help in identifying the students who walk/bike/bus/carpool to school as they come to school in the morning. The volunteers need to -
 - a. Choose card-stamping locations, i.e. parking lot, front of school, bike racks, etc. and place 1-2 volunteers per entrance
 - b. Be equipped with stamping equipment (Create your own unique eco-stamp or purchase special hole-punchers), extra eCO₂mmute cards, clipboards, eCO₂mmute poster/sign/t-shirt and sign-up sheets for more volunteers.
-

Template 3d. #2: Sample Stamp Card and Sample Coupon



eCO₂MMUTE

Drive Less, Be Cool

HELP ANALY REDUCE EMISSIONS FROM DRIVING BY 30%

Walk, bike, carpool and bus to school five times before May 31, 2007 and turn this card into Room 108 for free stuff, discounts and a chance to win a grand prize.

Your Name: _____

Grade: _____

--	--	--	--	--

Turn in this card—five stamps earns a great gift below!

You may fill four cards between May 4 and May 31. Turn this card into Room 108 and choose a coupon for one of the items below and a chance to win a grand prize. Offers expire 6/30/07.

- | | |
|------------------------------|--|
| Box Office Video | Free movie rental |
| Copperfield Books | 10% off any purchase |
| Guayaki | Free Yerba Mate Iced Tea (pick up in Room 108) |
| Mombo's Pizza | Free slice of cheese pizza |
| Screaming Mimi's | Free Italian soda |
| Sebastopol Cookie Co. | Free cookie |
| Whole Foods | Free 365-brand iced tea or popcorn |

Grand Prize Raffle: June 7 at Analy's Day on the Green!
New bike from Hub Cyclery (\$250 value!), a new DVD player with a selection of movies from The Video Store and select



eCO₂mmute

Redeemable for one of the following (coupon expires {date}):

- Coffee Shop – one free coffee drink (\$3.00 value)
- Movie Theater - %50 off ticket (\$5.00 value)
- Bike shop - free tune up (\$25 value)
- Local boutique - %10 off one purchase

Template 3d. #3: How do we get donations and support from local businesses?

As daunting as asking for help may seem, there is a simple formula to get all the free support you need. Be on the lookout, be prepared, and be respectful.

- **Be prepared** - know what you're asking for, how much, when, and especially why.
- **Be on the lookout** – unexpected businesses will give.
- **Be respectful and professional**

Simple steps:

1. Brainstorm Ideas:

It is very effective to create a list. While brainstorming, consider these questions to guide your needs list and simultaneously work on a "TO DO" list as well.

- What discounts do we want to use for stamp cards?
- What do we want for raffle prizes?
- What do we want for the grand prize?
- What do we want to offer for the student volunteers (coffee, doughnuts, bagels)?

Here are some questions and suggested donations that you can brainstorm as a group

"What should we ask for?"	"When do we need it by?"	"Who should we ask?"
bicycle	For grand prize day	local bike store
bike tune up	By (date)	Community bikes
dinner for two/ four	By (date)	local restaurant
food for volunteers	Asap	local pizza place
movie rental		Blockbusters
discounted books	For Raffle on (date)	Copperfields
cup of coffee		local café or store
food discounts		local store
Any support material needed by the project team (For example Cardstock, specialized stamps, hole punchers, etc.)		

2. Write the Business Donation Request Letter and Create Business Donation Contract (templates provided for both on pages ? & ?)
3. Plan who will go to which businesses to make sure there is no duplication. After volunteers are assigned to a local business, ensure they have a copy of the request letter and donation contract.
4. Ensure that the businesses describe the specific number of redeemable gifts they can offer.
5. If you don't get through to the store manager/owner, call back or return to follow-up. Find out if an appointment is recommended.
6. After a business has offered an incentive, make sure they receive a THANK YOU note.

Template 3d. #4: eCO₂mmute: Sample Business Donation Request Letter

Dear Local Store Owner,

{date}

Help {school name} Students Drive Less and Save More!

Your local school is part of a growing effort across U.S. campuses to evaluate and improve the student commute. Using the eCO₂mmute model {school's name} will reduce its greenhouse gas emissions by encouraging students to alternatively commute to school. Everyday {student-body size} students commute to {school's name} adding {average # lbs. CO₂ per day} pounds of carbon into our atmosphere each day, contributing to rising obesity and asthma rates among children, and creating unsafe road conditions for drivers, bikers and pedestrians and adding to global warming.

{Target %} by the End of the School Year

Achieving this goal will help our community, and state wide goals for reducing greenhouse gas emissions. To reach this goal we are trying to create awareness through incentives – thusly, we seek your support.

We Need Your Support!

During the month of {scheduled month} the punch cards (**see sample**) will be passed out to students as an incentive to walk, bike, carpool, or bus. If a student walks, bikes, carpools, or buses to school 5 times (1 week), he or she may trade their card for a coupon to redeem at local {city's name} stores. The filled cards will be entered into a Grand Prize Raffle on {scheduled grand prize date}. This is the beginning of a revolutionary model that exemplifies thinking globally and acting locally.

Please be a part of this important effort by offering a free or discounted product or service to students who alternatively commute to school during {month of project}. Your business and your gift will be listed on the back of the stamp/punch cards and recognized in press releases.

For questions/concerns:

Contact {project leader name, phone number}, for more information.

Thank you for your time and consideration!

{Signature of project leader}

Template 3d. #5: eCO₂mmute: Sample Business Donation Contract

Action for sustainable commuting at {school name}
{target %} Reduction in greenhouse gas emissions by the end of the school year {school academic year}!

Yes! I want to support students who walk, bike, carpool and bus to school!*

Business Name: _____

Phone Number: _____

Address: _____

Owner's Name: _____

Owner's Signature: _____ Date: _____

Redeemable Gift: This is a free gift redeemable immediately with a filled punch card. For example, "Free coffee drink" or "50% off video rental."

Value: \$ _____ Valid from: _____ to: _____

Description: _____

One Time Gift: This is a one time donation for all students that participate on that specific day. For example, "Free bagels" or "1/2 pound of oranges."

Value: \$ _____ Valid from: _____ to: _____

Description: _____

Grand Prize: This is a grand prize award, which will be drawn at the end of the eCO₂mmute project. For example, "Free Bike" or "Dinner for Four."

Value: \$ _____ Valid from: _____ to: _____

Description: _____

This offer will be available to {school name} Students until _____(date). The grand prizes will be drawn on _____ (date).

You may provide a coupon or we will create a unique coupon (which we will provide to you one week in advance) for students to trade their filled stamp card which verifies that they carpoled, biked, or walked to school as part of the eCO₂mmute campaign. Upon request we will provide your store with an 8" x 11" sign representing your participation in the eCO₂mmute project.

THANK YOU!

*Your gift is tax deductible as a contribution to {SCHOOL NAME } STUDENTS.

Template 3e. #1: Sample Press Release

BIG VISION, BOLD ACTION

The mission of the Climate Protection Campaign is to create a positive future for our children and all life by inspiring action in response to the climate crisis. We advance practical, science based solutions for significant greenhouse gas reductions.

www.climateprotectioncampaign.org

For Immediate Release Contact: Jessica Kellett/707-823-2665

April 30, 2007

Analy High School students aim to reduce global warming emissions 30% during May, hoping to surpass Windsor High School's goal of 25% set during March. School wide assembly on climate change will take place on Thursday, May 3. (Photo opportunity at dress rehearsal - Wednesday, May 2 at 2:40 PM in the Analy High School Theater)

Their motto: "Drive Less, Be Cool"

Analy High School students will be rewarded for walking, biking, carpooling and taking the bus to school between May 4 and 31. The aim is to reduce greenhouse gas emissions causing climate change by 30% over the four-week campaign. This is the second year of the student commute project, newly named eCO₂mmute by the Windsor High School environmental studies class that also implemented this project. Last May, Analy students set a goal to reduce emissions by 20% during a three-week campaign. The school achieved a 21% reduction.

The bold 30% goal set by Analy was decided on after Windsor High School implemented the eCO₂mmute project in March. They saw that Analy surpassed its 20% goal and decided to raise the bar in the name of friendly competition and the need to achieve more significant CO₂ reductions in the long run. Windsor set a 25% goal for their three-week campaign, spurring Analy to set an even higher 30% goal. "Many scientists believe that global emissions of CO₂ and other greenhouse gases must be reduced by 80% by 2050 in order to avert the worst effects of human-caused climate change," Christine Byrne, an Analy senior and active biker who has taken the lead on this project.

All nine cities and the county in Sonoma County have adopted goals to reduce greenhouse gas emissions 25% below 1990 levels by 2015, the boldest goal set by any community in the U.S. "We want to help our community to reach its goal of reducing greenhouse gas emissions by setting an example at our school," said David Banks, an Analy senior involved in the project. Analy and Windsor high school students have been presenting the results of their surveys and eCO₂mmute campaigns to their school boards and city councils.

"We also want to educate our peers about climate change and the effects that it will have on our future," said Banks. To kick off the month-long campaign, Analy students

in charge of the project are using visual aids to show their peers the possible future effects of climate change if actions are not taken to significantly reduce greenhouse gas emissions. A life-sized stuffed polar bear will sit in Analy's quad, carrying the sign "Yes, Climate Change is Real." They are also placing caution tape around the main buildings on campus at the one-meter line to represent the possible sea level rise in 100 years under the business as usual scenario.

"The successful results of the first Analy High School initiative comes up often in meetings with elected officials about reducing greenhouse gas emissions from transportation in Sonoma County. They often say, 'Look at what Analy did. If they can do it, so can we'," said Jessica Kellett, Cool Schools Coordinator for the Climate Protection Campaign. Kellett has been working with the Analy and Windsor High School groups to implement their eCO₂mmute campaigns. This program caught the attention of the Bay Area Air Quality Management District, which awarded a \$10,000 grant to the Campaign to expand the project and create a model curriculum that will be available to high schools throughout the Bay Area. "I can't wait to see the community-wide ripples of many Analy and Windsor-like initiatives throughout the Bay Area," said Kellett.

Math teacher Dave Casey and his Advanced Placement statistics class led this project at Analy over the first year and a half of the program. The class developed and implemented a student commute survey to learn how students commute to school and how far they live from school. They also organized the successful three-week campaign last May. The class was cancelled for the spring 2007 semester, but a group of motivated students from within the class and a group of interested juniors and seniors took over the initiative. They have grown the project to include more student education about climate change and the results of the statistics class survey. They also extended the campaign from three to four weeks.

The Analy campaign will officially start with a school-wide assembly on Thursday, May 3. Student will view a 20-minute segment from the movie *An Inconvenient Truth* and listen to a presentation from Sebastopol Mayor Sam Pierce about Sonoma County's efforts to reduce emissions causing climate change. Students leading the eCO₂mmute project will end the assembly by presenting the results of the fall 2006 student commute survey and explain the initiatives taking place throughout May. "I am really excited for all we have planned this year," said Byrne. "It is going to be bigger and better than ever. I am especially grateful for all of the support from local businesses."

Every morning student volunteers will be stationed at three main entrances to Analy. Students who walk, bike, carpool and take the bus to school will receive a stamp on a card, like those given away at coffee shops. With every five stamps, students can redeem their card for discounts and free items at local Sebastopol stores. Participating stores include Sebastopol Cookie Company, Guayaki, Whole Foods, Copperfield Books, Screaming Mimi's, Box Office Video, The Video Store, Mombo's Pizza and the Hub Cyclery. Grand prizes will be drawn on June 7th at Analy's Day on the Green and include a new bike and a new ENERGY STAR DVD player with a selection of movies. Whole Foods and Guayaki are offering free drinks and health-bars to students on May 17th, International Bike to Work Day.

The results of the Windsor High School initiative will be available mid-May, and the results of the Analy High School initiative will be available in early June. Cool Schools recognizes young peoples' desire and ability to create positive change in their community. Cool Schools develops and implements classroom-based service learning projects, engaging students to take action at school and in the community to reduce emissions causing climate change.

For more information, visit www.climateprotectioncampaign.org or call Jessica Kellett, Cool Schools Coordinator, at 707-823-2665.

Real Estate Agents Who Care

This project has been developed in partnership with the Climate Protection Campaign's Cool Schools program with funding from the Bay Area Air Quality Management District and Sonoma County real estate agents in the Cool Agents Alliance.

References to earlier Press Democrat articles related to this project:

"Finally, a diet I can follow"

Ann Dubay
April 22, 2007

"Teens drive point home with commuting study: Analy class finds students, parents rafeel 42,000 miles weekly to, from campus"

Kerry Benefield
February 2, 2006

"Teens can make a difference on the environment"

Teen Life Point of View
Anna Peirano
July 18, 2006

"Claire Bughignani"

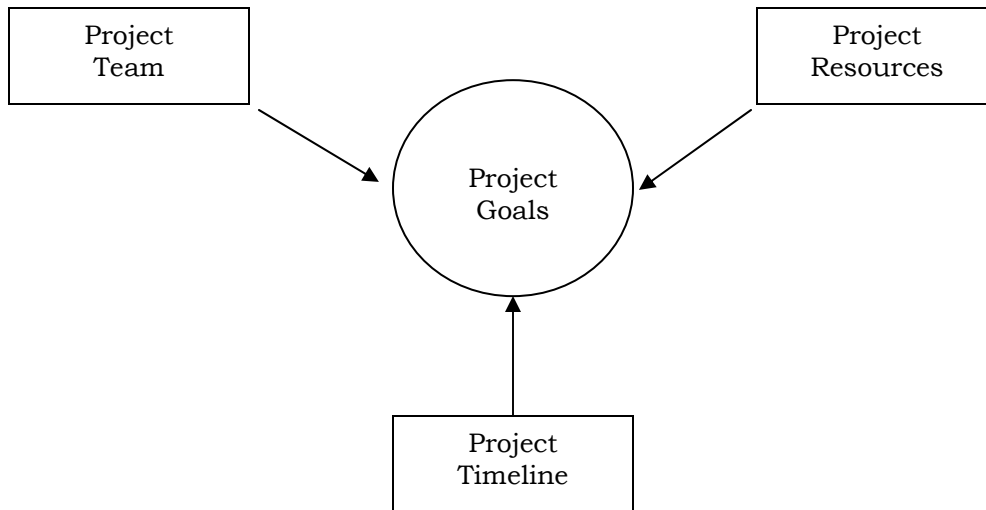
Teen Life Face
Rayne Wolfe
July 18, 2006

Template 3e. #2: Media Relations Contacts List

MEDIA RELATIONS CONTACTS LIST					
Type of Media (examples)	Contact Name	Phone	E-mail	Type of press	Date
Magazines			-	short article	
Matter Magazine					
NorthBay BIZ			-		
Petaluma					
Savor					
Newspapers					
North Bay Business Journal			-	press release	
Pacific Sun (San Rafael)					
			-		
Radio					
KBBF			-	10-min interv	
Froggy 92.9 FM (Santa Rosa)					
KMHX 104.1 FM (Rohnert Park)					
KNOB 96.7 Bob FM					
KRCB (Rohnert Park)					
			-		
Television					
KFTY Channel 50 (Santa Rosa)					
Sustainable/Green News Media					

Template 3f. #1: eCO₂mmute Project Evaluation

A mental framework for evaluation of the project



Purpose of evaluation:

- What did we **Learn**? What will help us move towards **Action**? What did **Success** mean to us?
- Recognizing the change in knowledge, attitudes, skills, behavior
- Recognizing shared interests

5 key evaluation questions

What?	1. Did we do what we said we would do?	Description of activities
Why?	2. What did we learn about what worked and what didn't work?	Reasons for success
So what?	3. What difference did it make that we did this work?	Impact
Now what?	4. What could we do differently?	Future of this project
Then what?	5. How do we plan to use evaluation findings for continuous learning? -	Feedback loop – any unresolved issues, new innovative ideas, recommendations, etc.

Template 3f. #2: eCO₂mmute Project and Manual Feedback Form

Did you find the Project Manual useful in implementing your project?

___Never

___Sometimes

___Most times

Other Comments:

What were the 3 best things about the project and/or manual?

1.

2.

3.

What are 3 areas for improvement in the project and/or manual?

1.

2.

3.

In what way did the project and/or manual help you in engaging students to take action for climate protection?

In what way did the project and/or manual influence you during the course of the project?

Write to us at Cool Schools, Climate Protection Campaign

If you would like to do the eCO₂mmute project in your school, please get in touch with us. Please fill out this form and send it to the Climate Protection Campaign at P.O. Box 529, Graton, CA 95444 OR Call 707-823-2665 to email it to the concerned person. It will help us understand in what ways we can help you. Thank You!

Student Coordinator/s Contact Information:

Name: _____ Phone Number: _____
Email: _____
Address: _____

Teacher Advisor/Administrator Contact Information:

Name: _____ Phone Number: _____
Email: _____
Address: _____

School Name: _____

School address: _____

School Size (# of students) : _____

Who is interested in doing eCO₂mmute at your school? (example: math class, environment club)

What steps are you planning to take to implement eCO₂mmute at your school?

1) _____

_____ expected date: _____

2) _____

_____ expected date: _____

3) _____

_____ expected date: _____

What support would you need from the Climate Protection Campaign? Please describe.

Some more ideas for your eCO₂mmute project

Group e-mail: It might be helpful to have a group email address. The standard for eCO₂mmute email addresses is: eCO₂mmute+your school acronym@gmail.com

- ∞ Gmail is a free account. For example: eCO₂mmutewhs@gmail.com could be **Windsor High School's** group email address. The password is accessible to everyone in the group, a teachers name or your town's name might be a good password. After the account is created everyone on the team should add themselves to the address book for contact.

Create a video announcement for your project: Check out a cool video announcement made by the Earth Club at Sonoma Valley High School, Sonoma County, for their recycling project on the school campus:

<http://www.youtube.com/user/EarthClub>

Cool Art Contest- Talk to your art teacher about integrating the eCO₂mmute project with art projects in your school. Check out a project at Windsor High School in Sonoma County: <http://www.windsorhs.com/staff/pagecontent.asp?page=519>

Create a carpool connection: Group students who live in the same area of town could be emailed a list of other interested students in their area.

Grassroots Bike Mass- Organize a bike group to meet 5 minutes from school to bike together once per week/month.

Safe Routes to School Survey – Surveying the safety of your routes to school could influence the town to take action to create awareness and safety measures to encourage alternative transportation methods like biking, walking and riding the bus to school. Find out more at <http://www.saferoutesinfo.org/>

Bike to Work Day: Tens of thousands of Bay Area residents choose to 'spare the air' on May 15th as they pedal to work on their bicycles for the Bay Area's Annual Bike to Work Day. Find out more at: <http://www.bayareabikes.org/btwd/index.php>

eCO₂mmute Frequently Asked Questions (FAQs)

What is the mission of eCO₂mmute?

The mission of eCO₂mmute is to introduce students to service learning and the concepts of global climate change. The Campaign then helps students to find and apply practical, science-based solutions for immediate greenhouse gas reductions.

Why will students participate?

Students will most likely participate for at least one of two main reasons:

1. To be a part of the solution to climate change, and
2. To get cool incentives

Who does eCO₂mmute?

Any group of students who want to start a sustainable revolution of their campus commutes!

What is service learning? Why is it important?

Service learning is a process of learning through hands-on community involved action. It is important for students to be introduced to these larger concepts so that they can

begin to apply their knowledge in appropriate beneficial ways.
(Hey teachers! The objectives of eCO₂mmute will fit into the service learning portion of many curricula. Examples include: statistics, environmental sciences, etc. We can get creative!)

What are greenhouse gases (GHG's)?

Greenhouse gases surround the Earth and trap in heat. Without them Earth would not be habitable. However, humans are emitting so many greenhouse gases that the Earth is heating up. The major culprits are carbon dioxide (CO₂), methane, nitrous oxide, and three groups of fluorinated gases.

What is climate change (or global warming)?

Climate change is the result of the excess GHG in our atmosphere. Examples of climate change are sea level rise, increases in severe weather events such as hurricanes, floods, and drought.

Useful facts and figures for your eCO₂mmute project

Results of eCO₂mmute project (fall 2005 onwards) at Analy High School, Sebastopol in Sonoma County

- ∞ An estimate of 870 cars arrive at school per day (4200 cars per week)
- ∞ The student body drives about 42,000 miles per week, consuming about 2,500 gallons of gasoline per week (average mileage = 20mpg), emitting roughly 48,500 pounds of CO₂ per week
- ∞ The average student uses 1.82 gallons of gas per week to commute to and from school.
- ∞ 31% of the students live within a mile of school, 50% live within 3 miles of school, 90% of students live within 7 miles of school and yet, about 62% drive to school solo to school.
- ∞ The students achieved a 22% reduction in solo car trips after a 3-week intensive eCO₂mmute campaign in spring 2006
- ∞ By spring '07, they achieved almost a 70% reduction in the total vehicle miles traveled per week
- ∞ They continue to implement the eCO₂mmute project every year to keep a tab on their greenhouse gas (GHG) emissions from student commutes

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Did you know...?

- ∞ A trip around Earth's equator is about 24,000 miles.
- ∞ Average mid-size American car mileage = 20mpg
- ∞ Every gallon of gas produces an equivalent of approximately 20 pounds of CO₂ (or 8.8 kgs)
- ∞ One healthy tree stores about 13 pounds of Carbon annually (2240 pounds = 1 ton = 1000kgs)
- ∞ Approximately 1 acre of healthy trees (448 trees) can store 2.6 tons of carbon (5824 lbs) annually
- ∞ Approximately 1 acre of trees can compensate 26,000 miles of driving
- ∞ You can convert just about anything to anything else using a great online tool at **www.onlineconversion.com** – it has over 5,000 units, and 50,000 conversions

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Online resources on climate change and related topics for students

Climate Protection Campaign's webpage for our annual conference 'Climate All Stars' has a toolkit with links to several youth/ student related organizations working on climate change. Find out more at:

www.climateallstars.org/Toolkit.html#students

Acterra, BAEER Fair, Bioneers, CalPIRG, CSSC, Campus Activism, Campus Climate Challenge, Chabot Space and Science center, Chrissie Fields Center, Climate Change Education, Global Warming California, Earth Team, Energy Action Coalition, Energy Quest, Environmental Education Council of Marin, Focus the Nation, Global Exchange, Go Next Generation, Headlands Institute, Inspiring Young Emerging Leaders (I-YEL), Lawrence Hall of Science, Ma'at Youth Academy, Marin Safe Routes To School, Rainforest Action Network, Redefining Progress, Rising Sun Energy Center, Sierra Student Coalition, Strategic Energy Innovations, Step It Up Campaign, USEPA Climate Change – what you can do at school, Wiser Earth.

GHG emission measurement in the transportation sector: status, problems and possible solutions, August 2007 – Report by Jehan Sparks, Intern at Climate Protection Campaign:

<http://www.climateprotectioncampaign.org/reports/jehanrep07.pdf>

**“How can we know where we're going if we don't know where we are?”
Community Pulse provides indicators for action**

<http://www.communitypulse.org/>
