



AMERICAN
MADE
U.S. DEPARTMENT OF ENERGY

Strategies for Communicating Key Messages for School Decision Makers

Module 1 in the Energy CLASS Prize “Business & Communications Skills” Course

April 9, 2024



SCEP
STATE & COMMUNITY ENERGY PROGRAMS

Welcome

Warm Up and Housekeeping	10 mins
Lesson Plan	50 mins
Case Study: Albemarle School District	30 mins
Discussion	30 mins

Course Objective

Review the fundamentals of effective communication techniques to strengthen stakeholder engagement efforts and how to leverage business tools and approaches to develop successful pitches for stakeholder buy-in.

1. Be able to implement techniques to communicate with stakeholders more effectively
2. Understand communication approaches and mediums to capture stakeholders
3. Learn effective conversation techniques to advocate needs to key stakeholders, listen to the stakeholders' responses, and reach a solution
4. Be able to use provided templates for specific project or planning needs

Today's Presenters



**Reilly Loveland,
NBI**



**John Coles,
Albemarle County
Public Schools**



**Lindsay Snoddy,
Albemarle County
Public Schools**



Icebreaker

- What is the wildest myth or story about sustainability, energy efficiency, decarbonization, solar, etc. you've ever heard?

Instructions:

- Scan the Mentimeter code on your phone or enter on your computer browser.
- Respond to the prompts and answers will populate real time.



Extended cohort call on 4/23

- Full group Phase 2 Application Q&A session
- Opportunity to practice your presentation for Phase 2
- Small breakout sessions led by coaches to discuss any lingering questions from the sessions and/or Phase 2
- What else would you like support on during the cohort session? (add to chat!)



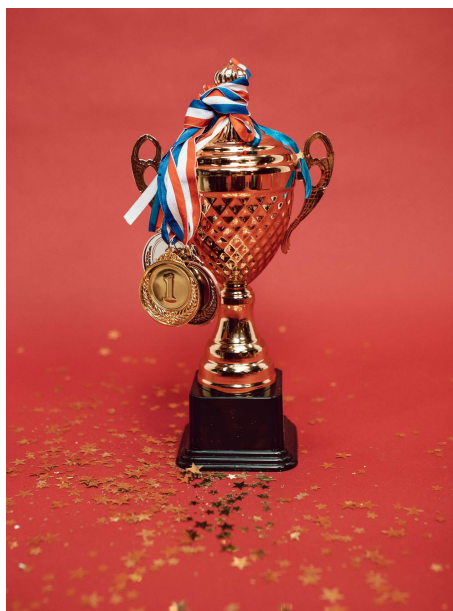
Credit: Caleb Oquendo

The Power of Storytelling

Storytelling

“Stories are remembered up to 22 times more than facts alone”

-[Stanford School of Humanities and Sciences](#)



Business Storytelling

- Storytelling with an **objective, goal, or desired outcome** in mind
- Can be powerful and **motivating**
- Can **change opinions, inspire**, and show how things can change for the better
- Conveys information in a **purposeful, engaging** way

Example: ISO 50001 [Case Study](#)



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PROJECT SHOWCASE
JANUARY 2023

Boise School District, ID – 50001 READY

BACKGROUND

The Boise School District covers 1,072 square miles and serves more than 25,000 students. This high-achieving District employs about 2,500 people, including 1,900 certified staff members. As evidence of the District's longstanding interest in energy efficiency, it set up a Resource Conservation Office back in 1997 to reduce energy consumption 10% by 2015—later raising that goal to 15%. The District's webpage features energy best practices to get teachers, students, and members of the community involved in the effort. Over the years, the system invested in several energy projects to take advantage of discounts offered by Idaho Power. Like most school districts, Boise had little in-house expertise in energy management and no formal structure for analyzing or improving energy use.

SOLUTIONS

In 2017, the Boise School District set up a Sustainability Committee and encouraged the formation of a student-led Green Team at each school. In the same year, the District joined a cohort of Idaho school districts pursuing Continuous Energy Improvement. The Strategic Energy Group (SEG), under the auspices of Idaho Power, coached the cohort on how to monitor energy use and better manage energy use within the schools.

"We're proud of our 50001 Ready status and the energy cost savings we've achieved. But most of all, we're proud of our students, who now take the initiative in finding and researching even more opportunities to save energy."

*- Christopher Taylor
Boise School District*

In 2019, SEG introduced members of the cohort to the 50001 Ready framework for continuous improvement and the potential for recognition by the U.S. Department of Energy (DOE). Boise High School was the first school in the District to achieve 50001 Ready in April 2019 and was able to re-attest in October 2020. By January 2021, eleven more buildings had achieved 50001 Ready,



Students in class outdoors on Power Down Day.
Photo credit: Boise School District.

including six junior high schools, two high schools, the District Office, and a Tech Center. Along the way, the District Sustainability Committee stimulated broad student and community involvement through the Green Teams at each high school and junior high. The students have taken the initiative to research and propose promising energy projects—impressing everyone.

Implementing a 50001 Ready Energy Management System

► **Real energy savings:** Between January 2017 and May 2021, the twelve buildings participating in Boise School District's Continuous Energy Improvement Program reduced their energy usage by almost 11.73% and saved approximately \$432,039 off of their power bill since January 2017 based on modeled saving with an adjusted Net of Capital savings of \$285,880. Participating in 50001 Ready allowed them to plan each step in their efficiency improvement process and see the energy savings firsthand.

Learn about the 50001 Ready Program here:
<https://www.energy.gov/50001ready> and explore the 50001 Ready Navigator tool: <https://navigator.lbl.gov/>

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U.S. DEPARTMENT OF ENERGY | Office of ENERGY EFFICIENCY & RENEWABLE ENERGY

School District Storytelling

- Important follow-on to stakeholder engagement efforts:
 - Demonstrates transparency and builds trust
 - Helps peers avoid “recreating the wheel”
 - Showcases feasibility
 - Can be used for future funding applications or recognition programs
- Use to create or update district plans (e.g., capital spending, facilities, climate action) and public-facing tools or dashboards

Components of a story

- **Context...** *“an intriguing beginning”*
 - Who is the “main character”
 - What are/were they hoping to accomplish?
 - When and where does this story take place?
 - Who, or what is/was the challenge or obstacle?
- **Action...** the *“riveting middle”*
 - What happened, or what is planned?
- **Result...** *“a satisfying ending”*



Credit: Mark Glancy

“Make Me Care”

- Build trust:
 - Who you (or your district) are
 - Why you are here – what’s in it for you?
No hidden agendas!
- What is important to your audience?
 - Anticipate objections, suspicions, questions, and concerns
 - Validate their perspective

About me

- Mom of 3 AISD students (all at Ridgetop Elementary ~ SOMOS RATTLEERS!)
 - Ages 4, 6, and 7
- Fourth year medical student interested in environmental impacts on health
- Future Pediatrician
- Our kids learned to hike in the Greenbelt and have already hiked 12 US National Parks

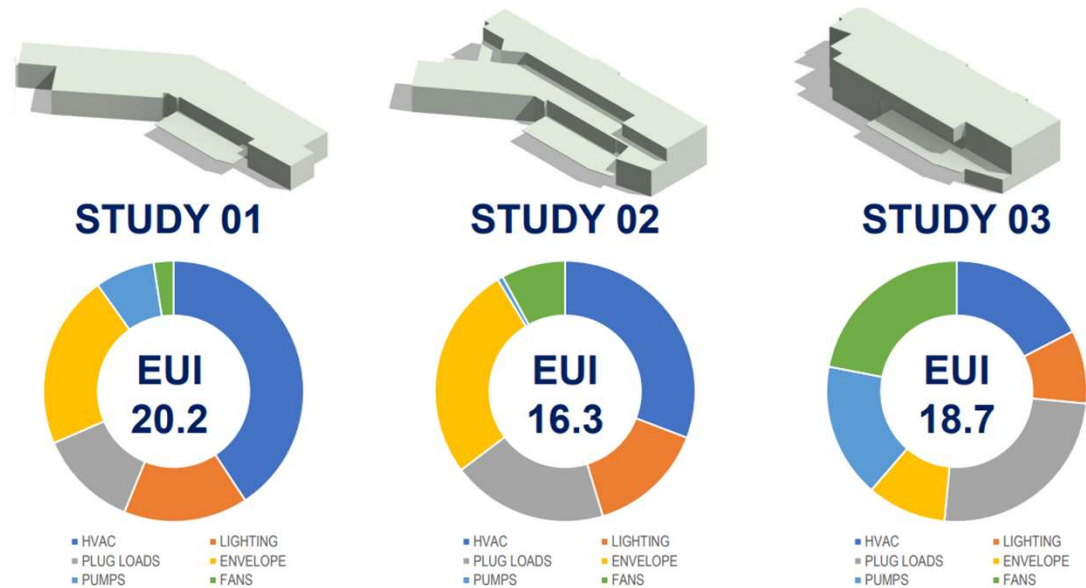


Example: Austin ISD started their ESB education campaign with a webinar to the Board that included the Texas Public Interest Research Group (TexPIRG), the Environmental Defense Fund, the Electrification Coalition, and a well-informed parent

-Full story [here](#)

“Make Me Think”

- Engage the audience; let them fill in some of the blanks
 - Ask: how might you approach the task at hand?
- Demonstrate values-in-action through examples
 - What do you value? What are negative outcomes they are ignored?
 - *Example: We valued lowest cost in a similar project, but cutting corners led to more maintenance costs in the long run.*



Source: <https://fefpa.org/wp-content/uploads/2021/10/FEFPA-Summer-2019-Zero-Energy-Presentation-FINAL.pdf>

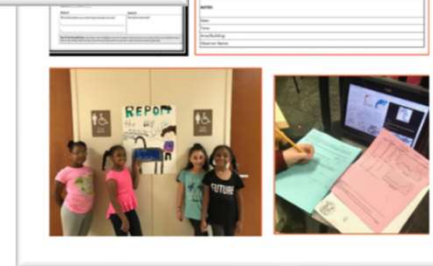


“Make Me Act”

- Demonstrate how change can lead to meaningful results
- Find ways to inspire hope – why is this work worth the effort?
 - Link actions to a specific, valuable, and worthy outcome
- Make your story memorable and easy to retell
- Call to action

Example: Annual Sustainability Impact Report, with photos, narrative, and facts and figures to support their work

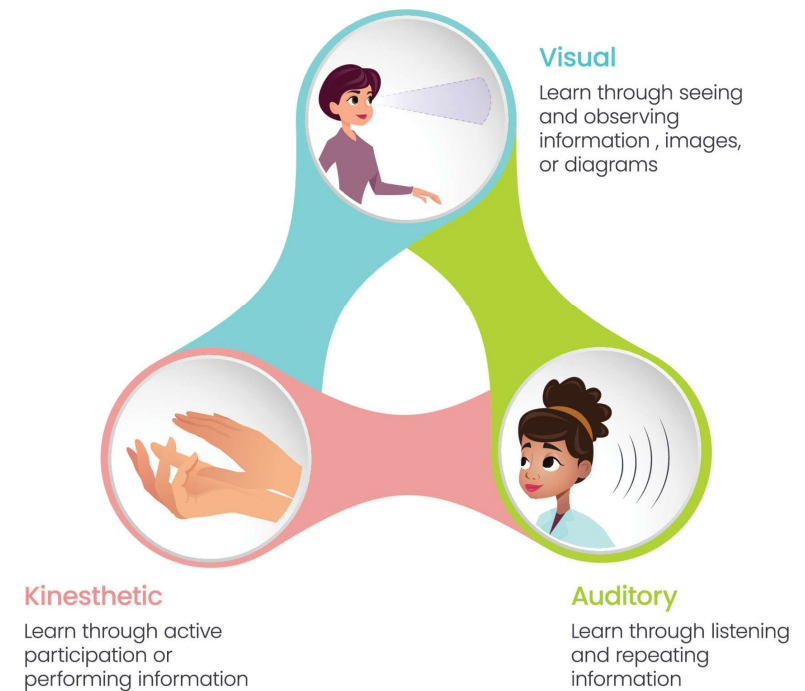
-See OCPS Sustainability webpage [here](#)



Engaging Your Audience

- [Studies](#) show that auditory + visual components together can help recall information
- Use a variety of components and mediums:
 - Infographics
 - Images
 - Videos
 - Slides
 - Working session
 - Webinar
 - Blog posts
 - Newsletters
 - Case studies
 - Comics

VAK Learning Styles



[VAK Learning Styles infographic](#)

Be Creative

- What are you trying to convey?
How can you do it most clearly?
- Sometimes small changes can make a big difference

Gender identity by role
% OF TOTAL RESPONSES

	BOARD	DIRECTOR	MANAGER	ASSOCIATE	TOTAL
Woman ¹	73%	50%	67%	73%	71%
Man ¹	27%	50%	30%	24%	26%
Prefer not to answer	0%	0%	0%	1%	1%
Non-conforming	0%	0%	0%	1%	0%
Different identity	0%	0%	0%	1%	0%
Non-binary	0%	0%	3%	0%	0%
TOTAL	100%	100%	100%	100%	100%
NUMBER OF ROLES	11	8	30	161	210

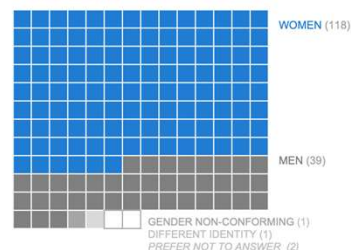
¹Cisgender or Transgender

By role: women are well represented

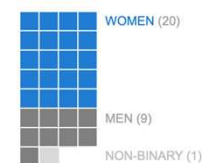
What is your gender identity?

210 RESPONSES

ASSOCIATE breakdown:
73% are women



MANAGER breakdown:
67% are women



DIRECTOR breakdown:
50% are women



BOARD breakdown:
73% are women

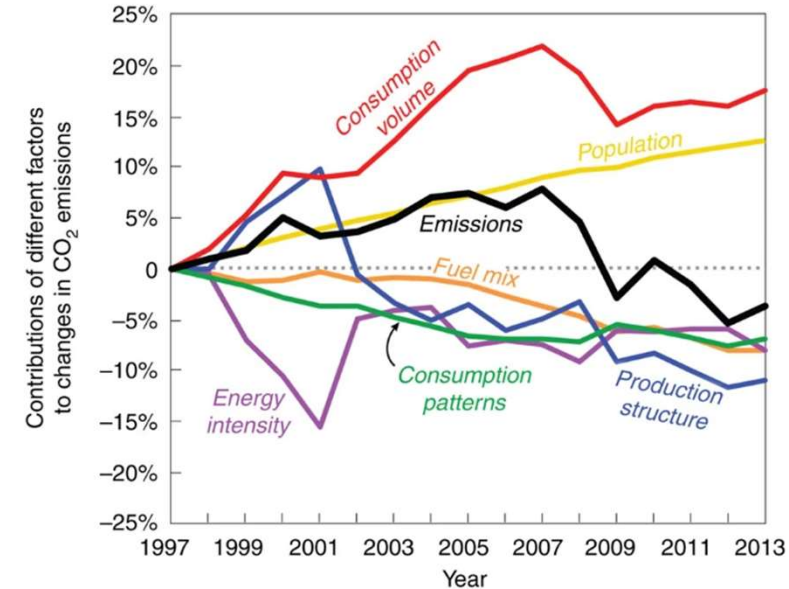


Example: [Storytelling With Data](#) offers a variety of data “makeover” examples and great guidance on how to make compelling graphics

Pitfalls to Avoid

- “Advertising” to your audience
 - Too many facts and figures
 - One-way information sharing
 - Lack of authenticity
 - Not acknowledging and connecting to the audience’s point of view
- Too many in-the-weeds details: keep it simple
- Trying to communicate too many ideas at once

Figure 1: Contributions of different factors to changes in the US CO₂ emissions between 1997 and 2013.



Source: 2015. Feng et. Al. Drivers of the US CO₂ emissions 1997-2013

Effective Communication 101

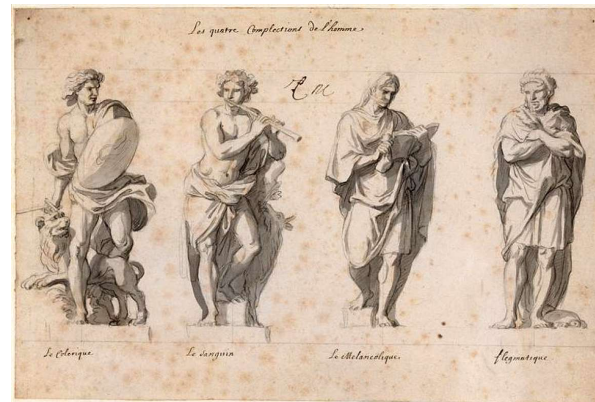
Communication

- Business communication is intended to achieve a specific **goal**, through information **sharing** between **multiple** people and/or groups
- There are a variety of **interpersonal** styles, **types** of communications, and **mediums** to convey communications
- Important to understand and use communication effectively to enact the change you wish to see in your district
- Effective communication is **not** about manipulation; it's about recognizing that we are all “wired” differently, and sharing information in the most **constructive** and **effective** way



Interpersonal Styles

- We've been trying to put people in a box for a long time...but we are all individuals!
- However, there are some helpful things to consider when approaching communication



Left: An artistic rendering of Hippocrates' [Four Temperaments](#). Right: [Myers-Briggs Dog Type table](#)

WHAT'S YOUR MBTI TYPE DOG?

 ISTJ BERNESE MOUNTAIN DOG Quiet, hard working Thrives on structure and clear rules.	 ISFJ PAPILLON A steadfast companion. Has a friendly personality that can steal your heart.	 INFJ GREYHOUND Quiet, well-mannered and independent. Doesn't thrive amid yelling and tension.	 INTJ AFGHAN HOUND Aristocratic and noble, can appear aloof but has advanced reasoning skills.
 ISTP BASSET HOUND Solemn, not prone to dramatic displays of affection. Has acutely developed practical skills.	 ISFP SAINT BERNARD Has instinctive rescue abilities. Gentle and unreactable but always makes time to play.	 INFP TIBETAN TERRIER Gentle, sweet-natured and a sensitive companion on a spiritual journey.	 INTP ALASKAN MALAMUTE Independent, inquisitive and resourceful. Adapted to unforgiving environments.
 ESTP JACK RUSSELL TERRIER Spirited, fearless and sassy. Relentlessly active and isn't above causing mischief.	 ESFP POODLE Loves learning tricks and performing. Amuses self with playful antics if bored.	 ENFP GOLDEN RETRIEVER Energetic, independent and outgoing. Great with kids and kind to strangers.	 ENTP BULL TERRIER Energetic, independent and outgoing. Becomes bored without mental stimulation.
 ESTJ BORDER COLLIE Happiest when at work earning their keep. Skilled at rallying the troops and providing direction.	 ESFJ GREAT DANE Even-tempered, well-mannered family member. Alerts you to danger but dislikes confrontation.	 ENFJ BOXER Good, confident, affectionate, self-confident and utterly loyal. Patient with family.	 ENTJ GERMAN SHEPHERD Strong work ethic. Priced for sound judgement, strength and protective instincts.



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unlocking potential



Managing Interpersonal Styles

How do they want their information?

- A. Brief and high-level
- B. Engaging
- C. Pleasant
- D. Detailed and Precise

What is their decision-making style?

- A. Pragmatic
- B. Spontaneous
- C. Noncommittal
- D. Logical and deliberate

What's their primary focus?

- A. Results
- B. Interaction & idea generation
- C. Harmony & achievement
- D. Problem solving

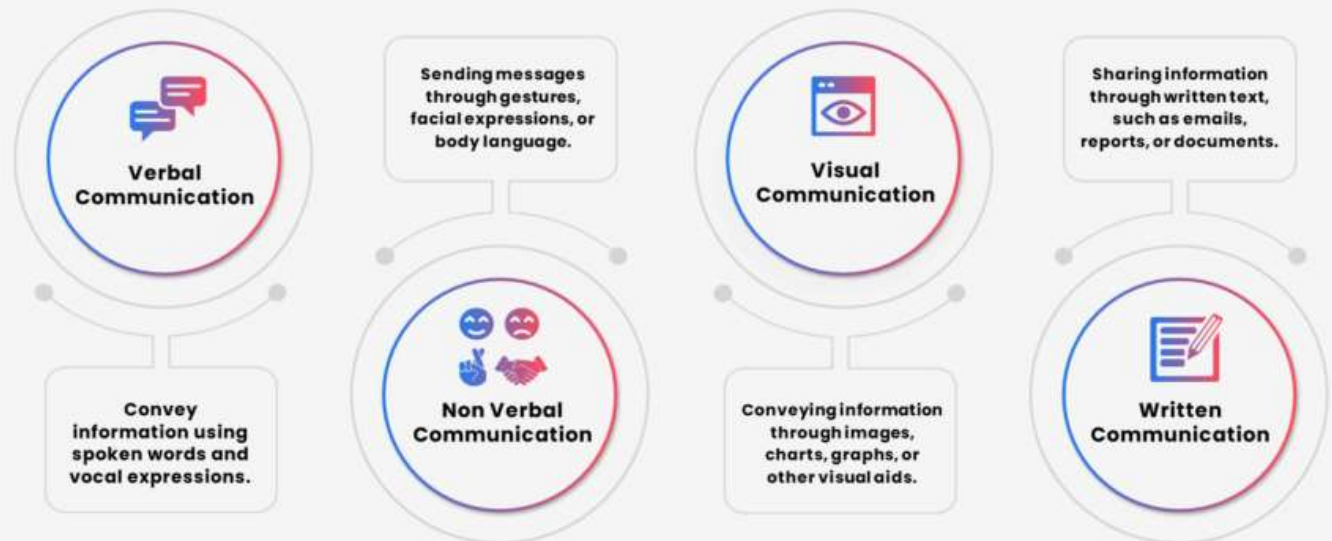
What bothers them?

- A. Inefficiency or indecision
- B. Rules or routine
- C. Insensitivity and impatience
- D. Carelessness or vagueness

Adapted from: <https://medium.com/@joaswagenaar/stakeholder-management-and-communicating-in-colour-c6dd8999d749>

Types of Communication

4 Types Of Communication Skills!



Source: [Kapable](#)





Verbal



Consider your pitch, tone, and volume



Pace



Contextual vocabulary



Practice makes perfect: make sure you are prepared

Nonverbal

- Offers cues into our thoughts, feelings, and intentions

Body
language
and posture

Facial
expressions

Gestures
and hand
movements

Eye contact

Visual

- Can be comprehended more rapidly than written material
- The right graph creates an “aha” moment
- Think about your intent for including the visual and the key message
- Don’t overcomplicate
- Get rid of the non-essential
- Make it clear where to look
- Always think about your audience

Examples!

- Process diagrams
- Whiteboards (physical or digital)
- Organizational charts
- Kanban boards
- Maps
- Infographics
- Interactive dashboards/diagrams/charts
- Data visualizations
- Videos
- GIFs
- Photos

Written

- Clarity and coherence
 - Not using jargon
 - Spell out acronyms
 - Include only the necessary level of detail
- Tone and style
 - Consider the audience
- Formatting and organization
 - Logically structured



Source: [Kapable](#)



Making Others Feel Heard

- Remember that everyone is an individual
- Speaking Skills: talk with people, not at them (no lecturing!)
- Practice active listening
- Ask for feedback and input
- Check for understanding: are people getting your message?

Example: CUHSD [Board Norms](#) to encourage effective communication and listening

CENTRAL UNION HIGH SCHOOL DISTRICT

Board Norms, Adopted March 10, 2020

Norms are a set of statements that describe how the group operates. The agreed upon norms converts values into behaviors by describing how Governance Team Members act. Norms are to be reviewed annually by the Board and revised as needed.

Board Norms

Board Interactions

- We will treat each other with respect at all times by being cordial and engaging in active listening.
- We will respect differences and opinions of other board members.
- We will exhibit respect for each other at all times.
- We will practice active listening.
- We will allow all board members the opportunity to speak without interruption.
- We will be aware of nonverbal as well as verbal behaviors and we will be accountable for self-behaviors and their impact on board activities.

Communication & Constituent Interactions

- We will respect staff, employees, parents, students and other stakeholders verbally and nonverbally at all times.
- We will speak with one voice.
- We will respect different opinions of each board member; engage in compromising and consensus until we reach a decision as a collective board, while supporting the decision in words and actions, privately and publicly.
We will recognize and respect a single official voice as that of the Board President (or Clerk, as appropriate).
- We will speak with clarity about the role of the board.
- We will seek to understand and respect diverse opinions and perspectives espoused by board members and others.

Communication Mediums

Mass communication:
social media, newsletters

Video: Pre-recorded videos,
Teams or Zoom meetings

Less interactive

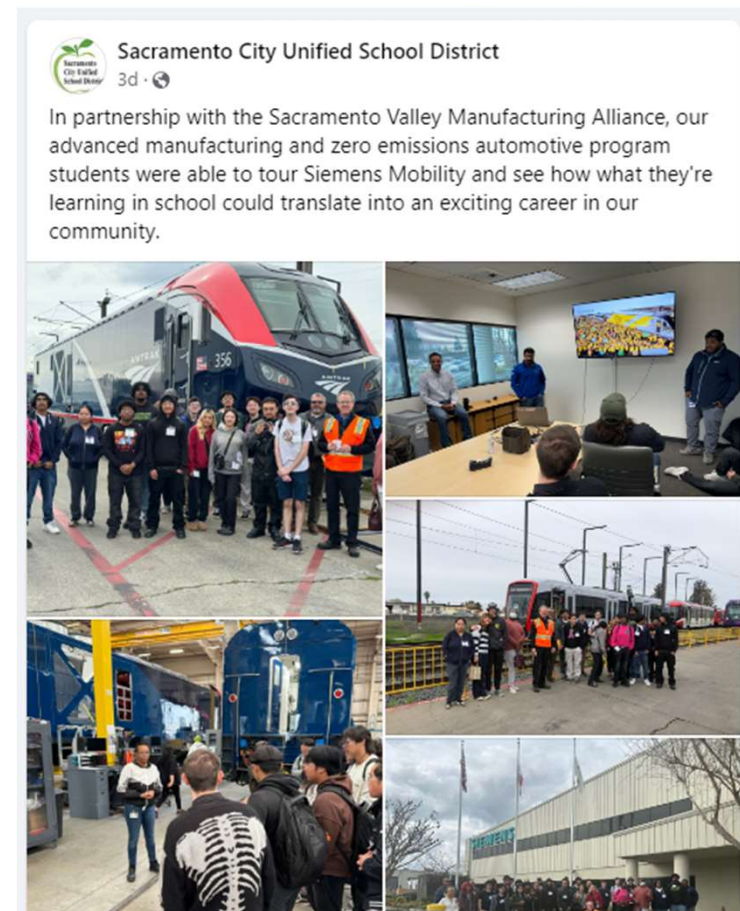
More interactive

Text: Documents, e-mail,
instant messaging/chat

Face-to-face: 1:1, small
groups, conferences

Mass Communication

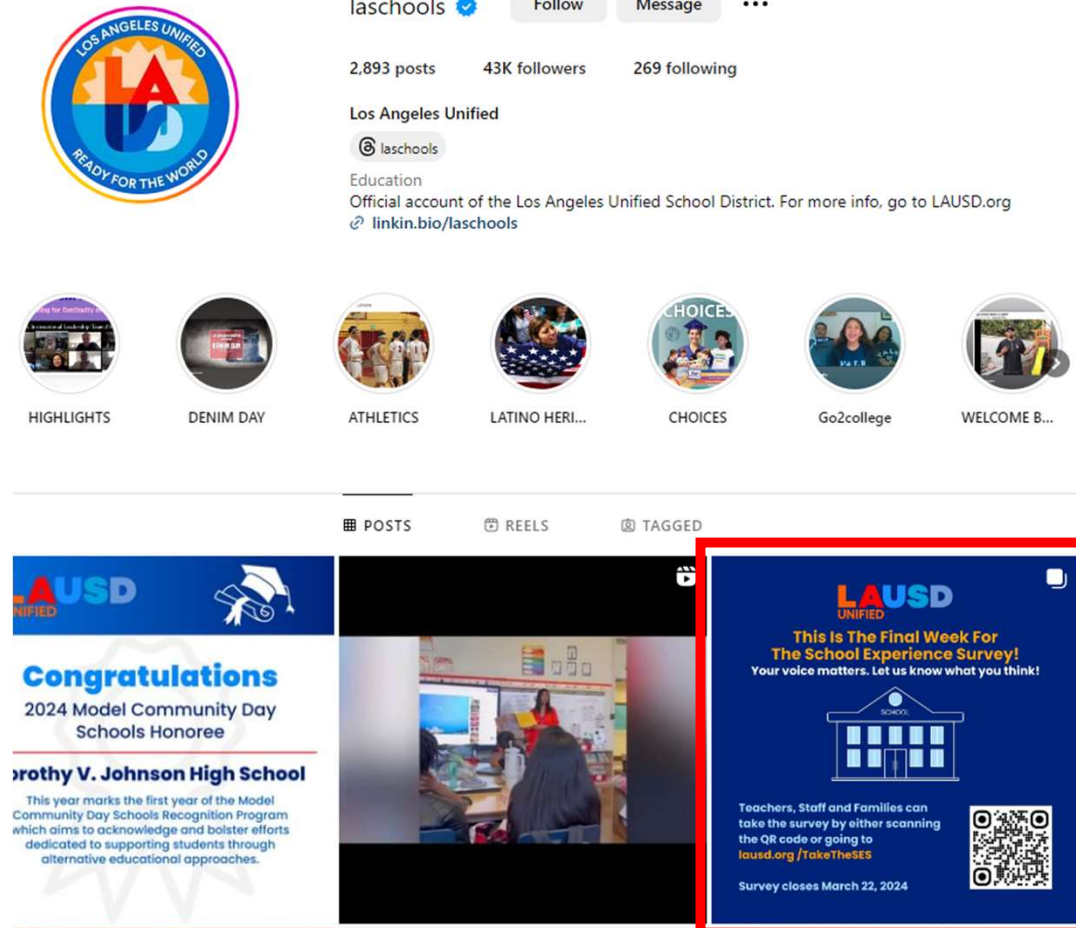
- Informal
- Can have a broad reach and quickly capture attention
- Combines visual communication with succinct written content
- Potential pitfalls:
 - Possibility for misinterpretation
 - Hard to know who the message has reached
 - Technical glitches
 - Thinking ahead to take photos and dedicating time to create content



Example: Sacramento City Unified School District has a strong [social media](#) presence and documents district activities with high-quality photos

Mass Communication

- **Example:** Los Angeles Unified School District uses a variety of social media platforms to engage with their stakeholders. For example, see the school experience survey with an easy-to-use QR code, and the full link to visit the page as well



Text

- Can be physical (e.g., flyers) or digital
- Ranging from informal (email) to formal (document)
- Easy to reference later
- Supplements verbal and visual materials
- Potential pitfalls:
 - Version control issues
 - Garnering a response can be challenging
 - Possibility for misinterpretation
 - No guarantee that people will read it
 - Security concerns – emails can be forwarded



ROOSEVELT-JEFFERSON CLUSTER



Woodlawn Elementary School

SUMMARY OF EXISTING CONDITIONS

- Aging HVAC equipment
- Space and domestic water heating provided by gas boiler systems
- Limited existing cooling in building
- Aging envelope with limited insulation
- Lighting systems recently upgraded

CURRENTLY PLANNED IMPROVEMENTS

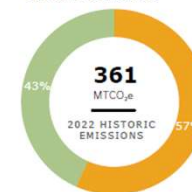
- Upgrades to HVAC controls to improve efficiency and performance

POTENTIAL OPPORTUNITIES

- Electrification of all heating systems within the building
- Incorporation of heat pump systems for heating and cooling
- Improved ventilation systems to provide enhanced filtration and maintain healthy indoor air quality
- Envelope enhancement to reduce conditioning loads and improve thermal comfort
- Incorporation of renewable energy systems to offset operational emissions
-
-
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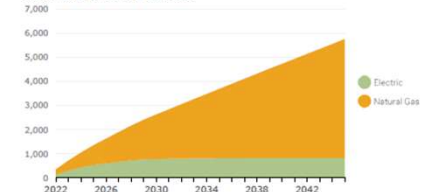
		RANKING (OUT OF 21)
AREA	106,432 SQUARE FEET	5
EUI	43 MBTU/SF	16
ENERGY COSTS	\$82,729	14
EMISSIONS	361 MTCO ₂ e	6
EMISSIONS INTENSITY	7.5 LBS CO ₂ e/SF	17
WATER-USE INTENSITY	2.8 GAL/SF	20

2022 HISTORIC EMISSIONS



JANUARY 31, 2024

CUMULATIVE EMISSIONS OUTLOOK*



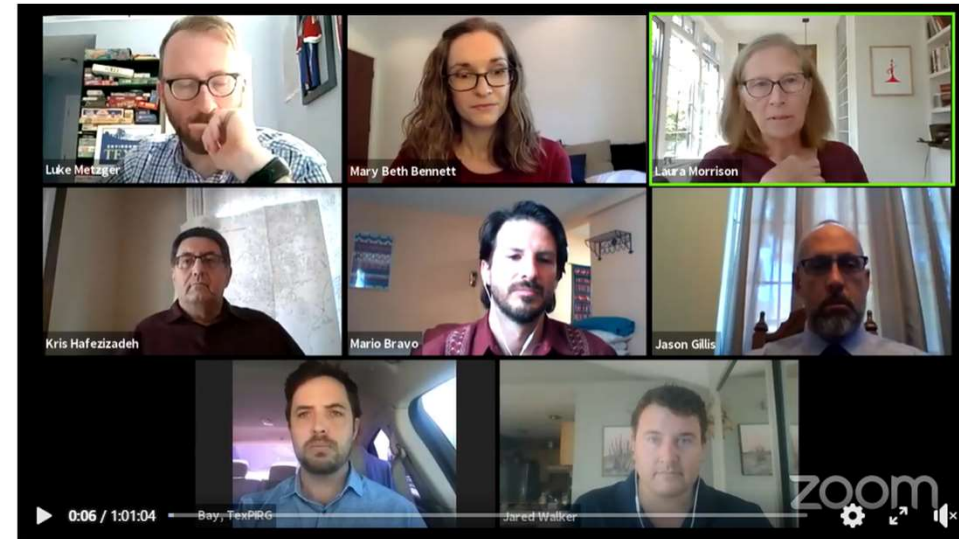
*Electric emissions projection based on 2023 emissions outlook from Pacific Power

PPS DECARBONIZATION ROADMAP | 21

Example: Portland Public Schools developed one-page flyers with succinct written summaries of each school building in the district

Video/remote

- Less formal than face-to-face
- Can be more inclusive (geographic locations, transportation availability, accessibility)
- Easy to record
- Potential pitfalls:
 - Scheduling can be difficult
 - Engagement more challenging than in-person
 - Technical issues



Example: To build interest in electric school bus adoption at Austin ISD, Texas Electric Transportation Resources Alliance and Environment Texas cohosted a [webinar](#) for school board trustees with a diverse panel of [presenters](#). The Board later passed a resolution to transition to electric buses.

Face-to-face

- Allows for clear nonverbal cues
 - Offers immediate feedback
 - Less chance for misunderstanding
 - Builds relationships
-
- Potential pitfalls
 - Scheduling challenges; potential equity concerns
 - Harder to document the conversation; key comments and action items can be lost



Example: [Nassau BOCES](#) used in-person input sessions to guide their effort to find a District Superintendent.

Choosing the right medium

- As we've seen, effective communication is often a mix of types and mediums
- The best option is highly dependent on the audience
- Where possible, try to create an experience that will be memorable for the audience, so that they will remember and be able to communicate the key messages to others
- Data should be supported with strong visuals and captions

 All	<ul style="list-style-type: none"> ▪ Email ▪ Websites ▪ Social Media ▪ Ads 	<ul style="list-style-type: none"> ▪ News media ▪ Fact sheets ▪ Meetings ▪ Events
 Staff	<ul style="list-style-type: none"> ▪ Newsletter ▪ Staff bulletin ▪ Automated messages 	<ul style="list-style-type: none"> ▪ Trainings ▪ Coaches ▪ Meetings
 Parents	<ul style="list-style-type: none"> ▪ Parent portal ▪ Letters ▪ Automated messages 	<ul style="list-style-type: none"> ▪ Family liaison ▪ Newsletter ▪ School events
 Community	<ul style="list-style-type: none"> ▪ Newsletters ▪ Community centers 	<ul style="list-style-type: none"> ▪ Volunteers ▪ Partnerships

Source: Aurora Public Schools³⁹

Source: [Best Practices for District Communication with Stakeholders](#)

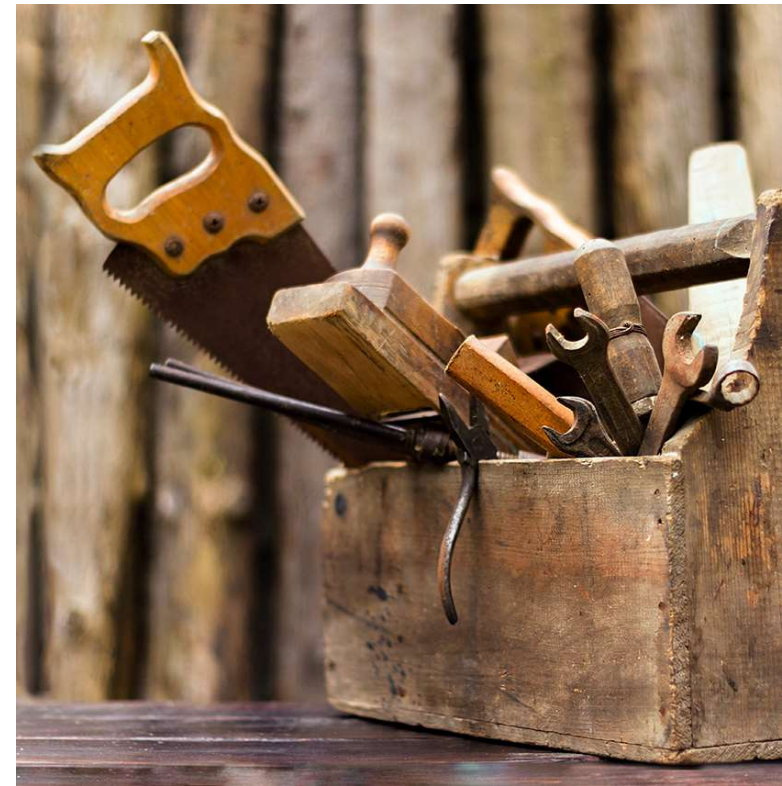
Choosing the right medium

- Questions to help you decide:
 - What is the purpose of the communication?
 - How urgent is it to disseminate?
 - Do you need any sort of buy-in or response?
 - How formal does the communication need to be?
 - What level of detail is necessary?
 - What is the level of sensitivity/confidentiality?
 - What is your relationship with the audience?
 - Are there any accessibility considerations (e.g., visually-impaired)?
 - What is the level of interactivity needed?

Tools and Resources

Let's load up your toolbox!

- Save yourself time by:
 - Understanding policies you may have to comply with now or in the future
 - Seeing what successful communication campaigns have already done
 - Using templates that are already available
- Next session, we will dig into more tactical information about common energy-related documents and initiatives



Credit: Ildar Abulkhanov

State or Local Policies

- **Benchmarking and Building Performance Standards (BPS)**
 - Standards that aim to reduce carbon emissions, becoming stricter over time to drive continuous improvement
 - Unlike general goals (or resolutions), there can be financial penalties for non noncompliance
 - May be at the city or state level
 - Performance metrics may include EUI, GHG intensity, ENERGY STAR score, or total annual emissions
- Institute for Market Transformation tracks BPS nationwide [here](#)
- Example: Denver's Energy Benchmarking Ordinance
 - Requires all buildings >25,000 square feet to report energy use via ENERGY STAR Portfolio Manager, results are published in an online [dashboard](#)

State or Local Policies

- Green Building Requirements
 - Sets minimum requirements for new construction and major renovation going above base codes
 - Dictates measures that are required during specific building lifecycle events
- Example: Washington's [High-Performance School Buildings Program](#) for state-funded school construction projects >5,000 square feet
 - Can use Washington's Sustainable Schools Protocol or LEED to show compliance



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington Sustainable
Schools Protocol: Criteria for
High-Performance Schools*

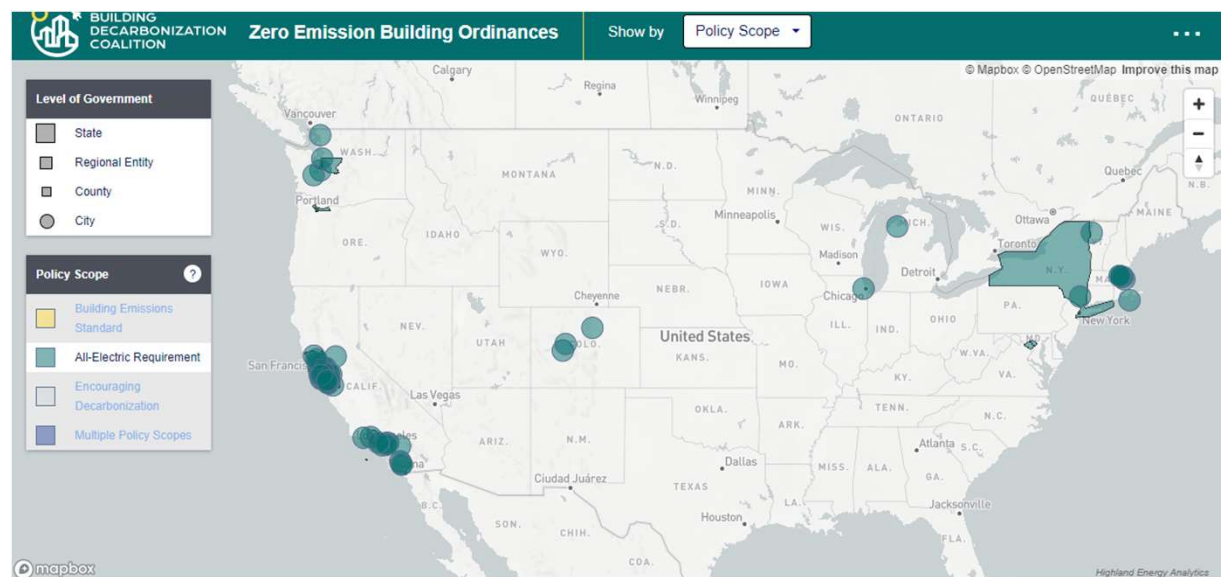
2023

State or Local Policies

- Electrification Mandates

- Prevents the use of fossil fuels in certain building types, end uses, and/or for specific events in the building lifecycle (e.g., new construction, renovation, equipment replacement)
- Legislative mechanism varies by jurisdiction

Example: BDC maps electrification mandates/ordinances using an [online tool](#)





Board resolutions

- Adopt formal goals related to climate action
- Establishes the District's position on an issue
- May already exist or can be added on to or newly implemented
- Can be adapted to suit your district's specific priorities and timeline
- Provides a record of when major decisions are made

**Seattle School District No. 1
Board Resolution
Resolution No. 2020/21-18**



A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to commit to transitioning the District to 100% clean, renewable energy with the goal of improving student health and the creation of more sustainable and equitable communities.

WHEREAS, the Intergovernmental Panel on Climate Change Report of 2018, the Fourth National Climate Assessment, climate scientists from around the world, Washington State Governor Jay Inslee, and Seattle Mayor Jenny Durkan have all declared the climate crisis requires a significant reduction of greenhouse gas emissions resulting from the burning of fossil fuels by 2030 and full decarbonization by 2050 in order to mitigate the most catastrophic consequences of climate change; and

WHEREAS, the City of Seattle's climate goals require an intermediate target of reducing total core greenhouse gas emissions 58% below 2008 levels by 2030 and carbon neutrality by 2050, which Seattle is currently not on track to meet,¹ while Washington State's clean energy and climate goals require reducing greenhouse gas emissions 45% below 1990 levels by 2030 and 95% below 1990 levels by 2050 and net zero by 2050;² and

WHEREAS, impacts of climate change will continue to be felt in Washington State in the form of increased temperature extremes, record droughts, ocean acidification, and more volatile wildfire seasons, leading to health impacts from heat and smoke and these impacts will accelerate and intensify the longer we add greenhouse gases to the atmosphere; and

Example: In 2021, Seattle School District passed a [resolution](#) to transition fully from fossil gas by 2040



Board policies

- Can provide more tactical implementation details to support Resolutions
 - Provide direction to staff such as the superintendent and/or operations staff
 - Can govern building project requirements
- Requires formal adoption, but rules regarding revisiting and revising may differ

Sustainability

Purpose: The Bellevue School District seeks to minimize our impact on the environment and increase our individual and collective understanding and agency of how we can work towards an ecologically sustainable school district, community, and world.

A. Four Pillars of Sustainability: The four pillars of sustainability practices below serve as a guide for the District's sustainability commitment:

1. District Resources : District resource decisions support an ecologically sustainable environment, for example:

- a. building, remodeling, and maintaining our facilities including grounds
- b. travel within and outside of the district, including air travel
- c. food and nutrition services as well as outside catering and food and drink items we purchase
- d. amount and types of goods and services

2. Environmental Safety: Consistent with the District's obligation to keep students and staff safe, the District will prioritize environmental safety in all district buildings by considering sustainability objectives and accounting for changes in weather patterns, air quality, and other health conditions by:

- a. monitoring and filtering air quality
- b. creating alternatives to indoor/outdoor activities when necessary
- c. supporting those with unique health needs; and
- d. anticipating and preparing for future climate-related impacts

Example: In 2023, Bellevue School District passed [Sustainability Policy 6811](#), outlining how to work toward a, ecologically sustainable school district



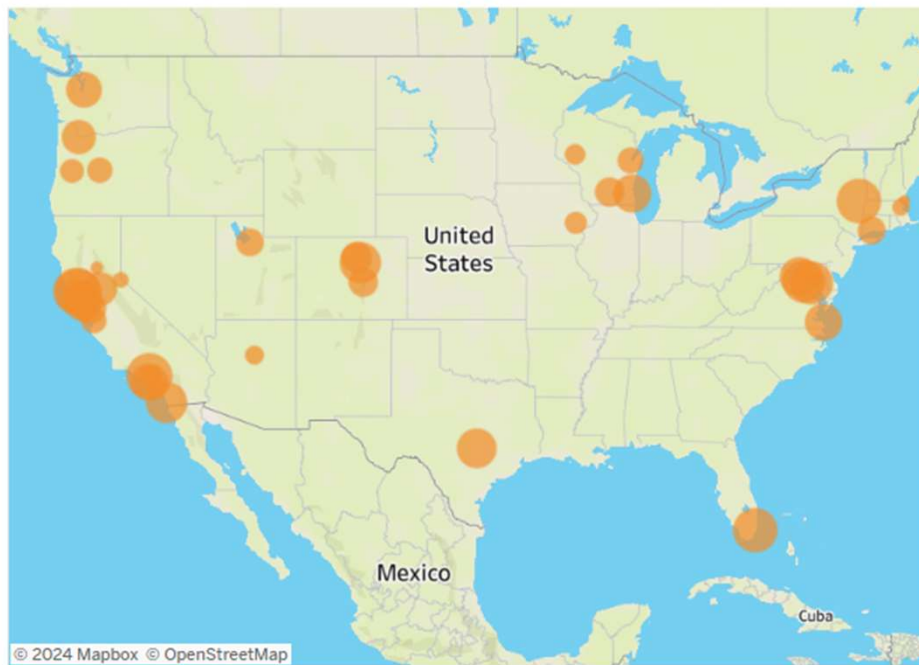
Board resolutions and policies

- Key Resources:

- [Interactive Map of Carbon Neutral School Districts](#)
- [Carbon Neutral Schools Resolution Template](#)
- [Schools for Climate Action’s List of Climate Action Resolutions](#)

NBI Carbon Neutral Schools Policy and Resolutions Map

Use the filters on the left to filter projects in the map, and/or select a bubble on the map to filter the table below.



State

- (All)
- Arizona
- California
- Colorado
- Connecticut
- Florida
- Iowa
- Maryland
- Massachusetts
- New York
- Oregon
- Texas
- Utah
- Virginia
- Washington
- Wisconsin

Goal Type

- (All)
- Battery Storage
- Climate Justice
- Curriculum
- Curriculum/Workforce
- Electrification
- Embodied Carbon
- Energy Efficiency
- Operational Emissions
- Renewables
- Resilience
- Transportation
- Workforce

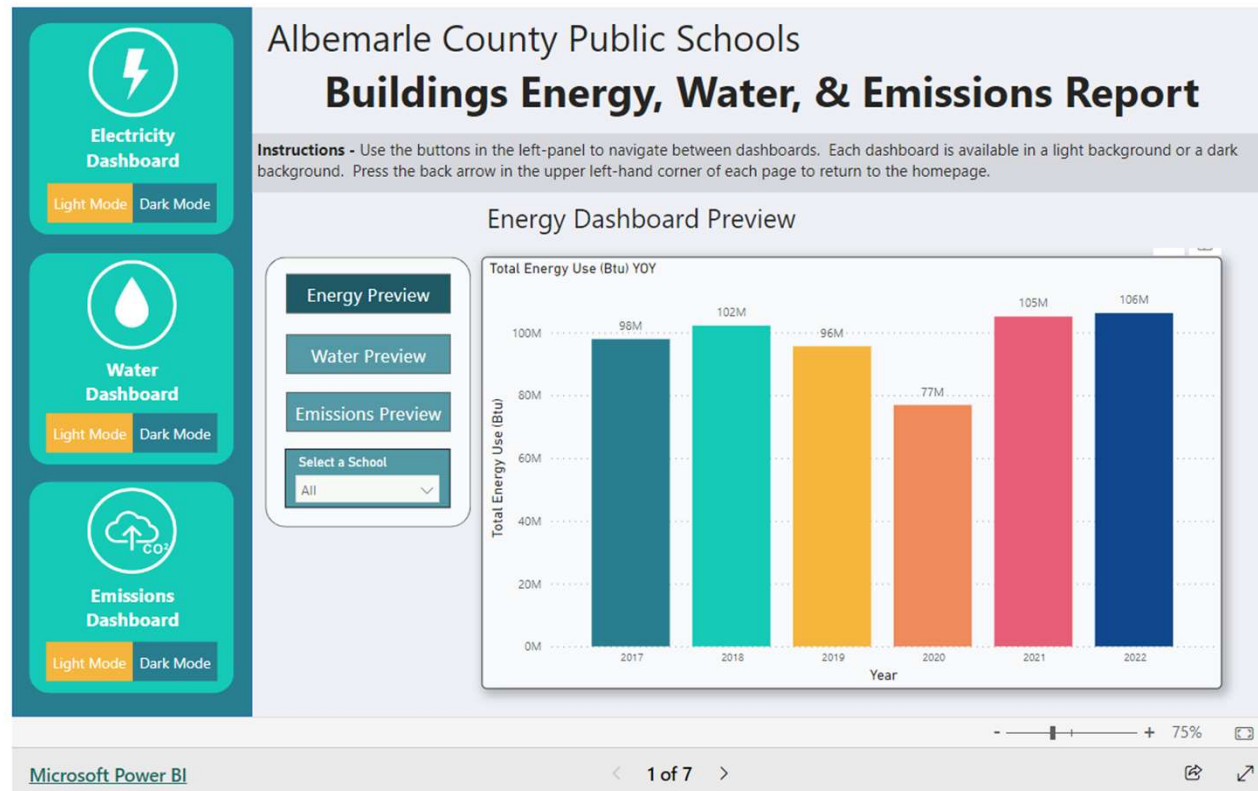
School District	State	Jurisdiction	Goal Language
Alameda Unified School District	CA	Alameda	• The AUSD Board of Education will strive to achieve
Austin Independent School District	TX	Austin	• Austin ISD adopts a goal of net zero greenhouse gas
Bend-La Pine Schools	OR	Bend, La Pine	• The district will commit to reviewing and following
Boulder Valley School District	CO	Boulder	• Goals to reduce greenhouse gas emission by 80

Public Reporting + Dashboards

- Public reporting shows accountability and transparency
- A blend of written narrative and visual insights can engage stakeholders and highlight trends
- The right choice for your district will depend on:
 - What you are reporting on (a specific project, or overall trends)
 - Who you want to report to
 - If you want a static, historical record vs real time insights
 - Your bandwidth to create and maintain materials
- Documenting successes can support a variety of future work – bonds, strategic plans, grant funding applications, recognition programs...
- Resource: [Annual Energy and Carbon Emissions Report Template](#)

Public Reporting + Dashboards

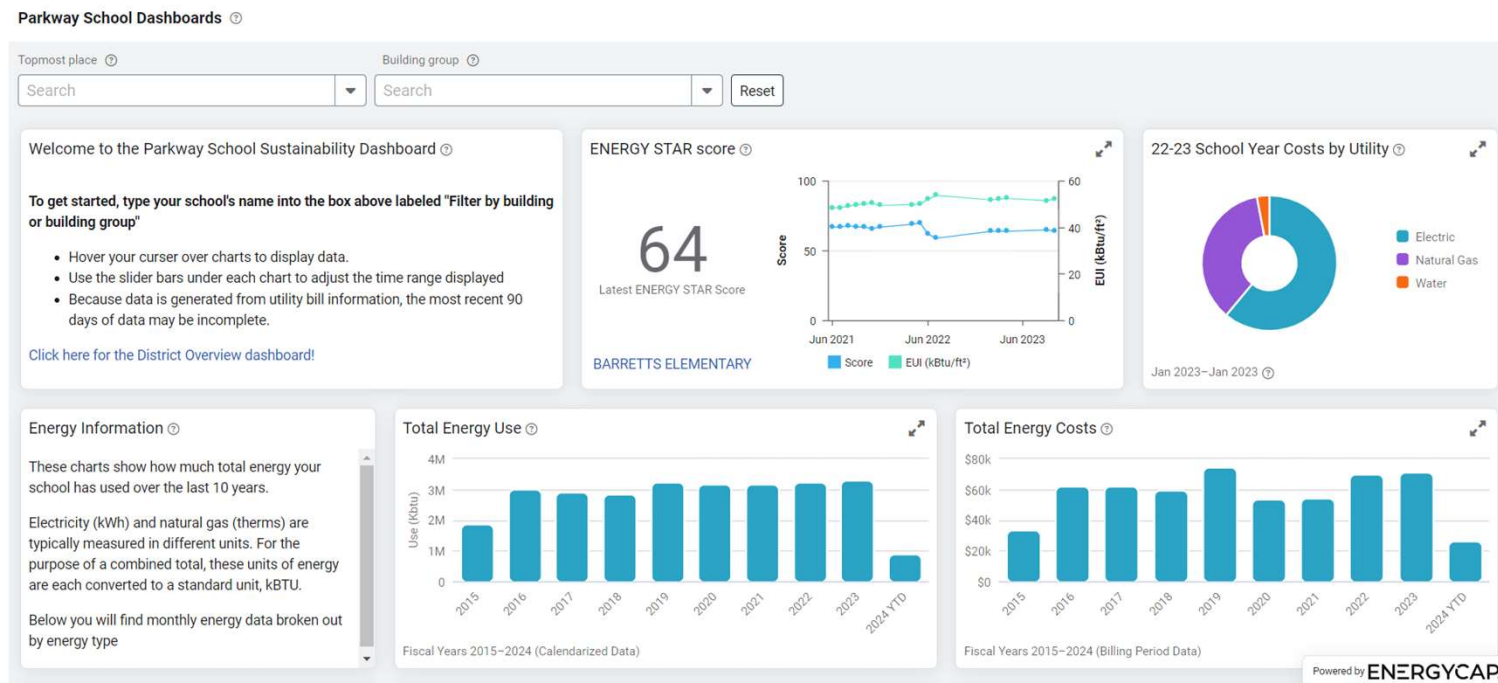
- **Example:** Albemarle County Public Schools maintains an [interactive, online dashboard](#) tracking electricity, water, and emissions





Public Reporting + Dashboards

- **Example:** Parkway Schools uses the functionality of their energy management system to publish an [online interactive dashboard](#)





Public Reporting + Dashboards

- **Example:** Fairfax County Public Schools releases a formal [Greenhouse Gas Inventory Report](#) that includes comprehensive written detail alongside graphics



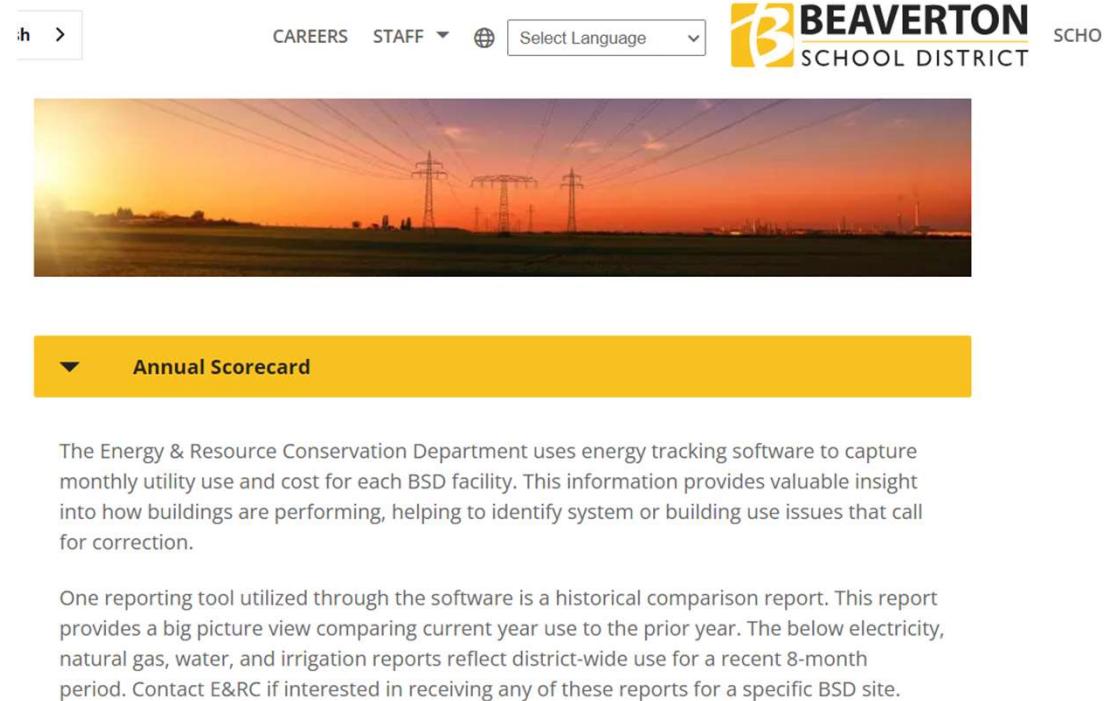
Fairfax County Public Schools
Greenhouse Gas Inventory Report
For
Calendar Year 2022

Fairfax County Public Schools
Office of Facilities Management
5025 Sideburn Road
Fairfax, Virginia 22032

This report was prepared by:
FCPS Energy Management Section

Public Reporting + Dashboards

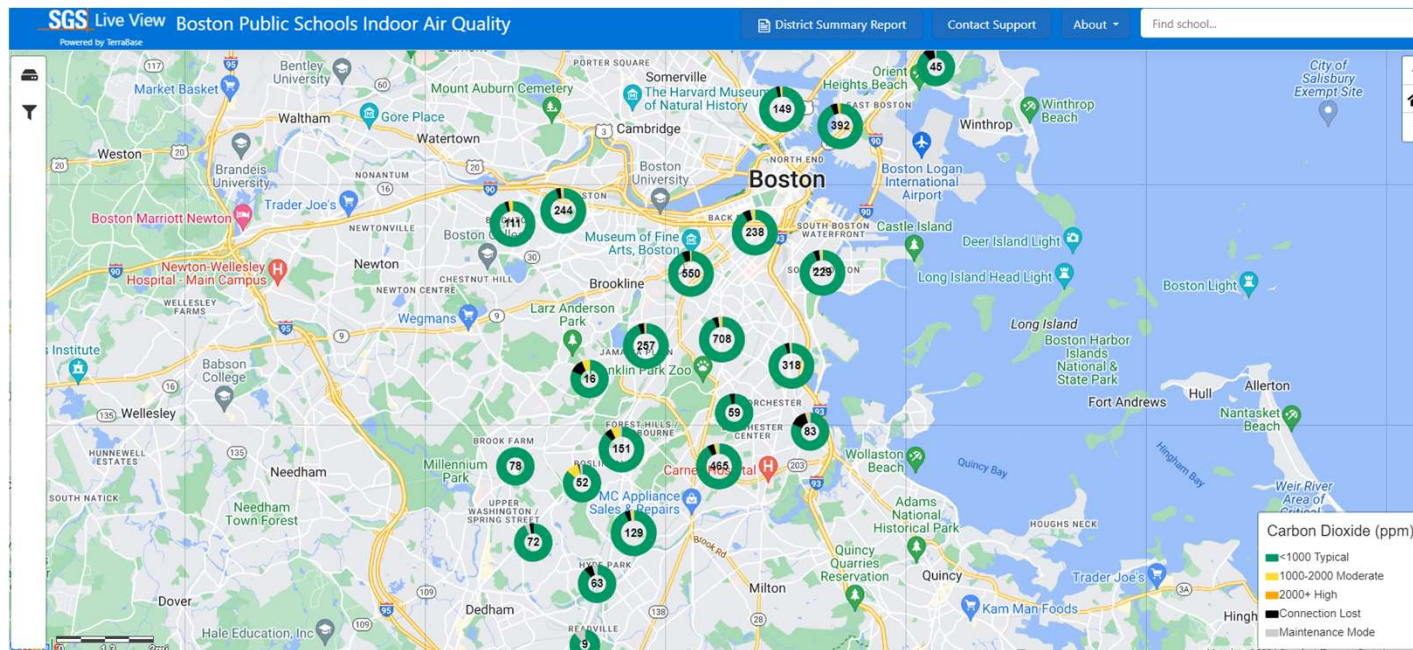
- **Example:** Hosting succinct information on a [webpage](#), as Beaverton School District has historically offered, can be easier to update than a full report. A static webpage can also be an easy way to document specific project outcomes



The screenshot shows the top navigation bar of the Beaverton School District website. It includes a home icon, links for CAREERS and STAFF, a globe icon, and a language selection dropdown. The main header features the Beaverton School District logo and a large banner image of power lines at sunset. Below the banner is a yellow section titled "Annual Scorecard" with a downward arrow. The text in this section describes the Energy & Resource Conservation Department's use of energy tracking software to capture monthly utility use and cost for each BSD facility, providing valuable insight into building performance and identifying issues for correction. It also mentions a historical comparison report that provides a big picture view of current year use compared to the prior year, covering electricity, natural gas, water, and irrigation reports for a recent 8-month period.

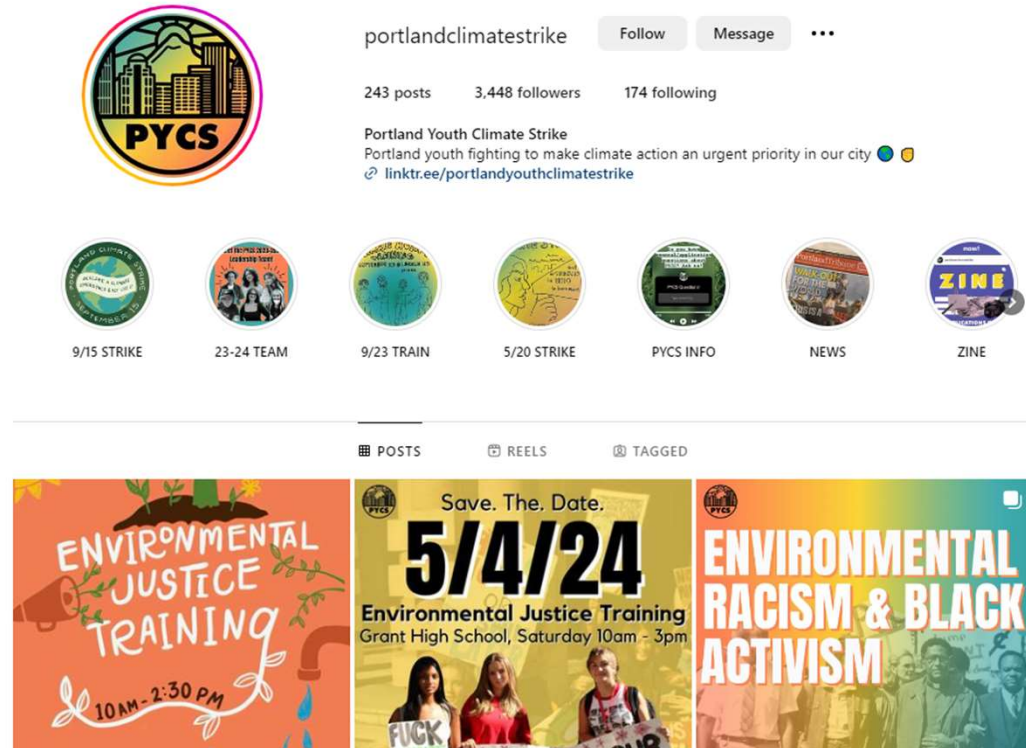
Public Reporting + Dashboards

- **Example:** As part of their air quality monitoring [program](#), Boston Public Schools shows current CO₂ levels down to the specific school level



Student Engagement

- Communicating with students through:
 - Climate literacy curriculum
 - Project-based learning
 - Green career workforce development
 - Advocacy



Example: Local climate groups offer the ability for students to engage in climate advocacy. Examples include [The Portland Youth Climate Strike](#) and the [Sunrise Movement](#)

Student Engagement

Climate literacy curriculum

- States are moving toward requiring climate change education
- Many [states](#) have moved to incorporate climate literacy in science or social studies standards
- A variety of organizations offer curriculum frameworks to follow and resources such as booklists
 - **Example:** Take Action Global (TAG) offers both climate education programs and [resources](#)



Example: Prince William County Public Schools' [Center for Environmental & Natural Sciences](#) offers a full 4-year environmental science curriculum

Student Engagement

- Project-based learning
 - Educators at your district may already be doing project-based learning
 - PBLWorks offers a project [library](#) on a variety of topics, including energy and [climate-related](#) subjects



Want more details? Sign up for a free account here.

Login

Register

Shrinking Our Footprints

How can we use data to reduce our families' impact on the environment?

Grades
3-6

Subjects
Science, Math

Key Content
human impacts on the environment, data analysis, fractions, line plots

Students use measurement, data, and fractions to create an action plan for reducing their family's energy resource use and share their conclusion:

ⓘ This project must be implemented across at least one home.



Magic of Microgrids

How can we design a microgrid to increase our community's energy resilience?

Grade
9-12

Subjects
Career/Technical (CTE), Science, STEM

Key Content
energy production, electrical systems, presentation skills



Students learn what microgrids are and how they are being used as one of many tools in building energy resilience. They identify a critical sector of the community and determine what would be involved in creating a self-sufficient microgrid that could connect to and disconnect from the larger electrical grid for a designated duration of time. They consider available power sources appropriate for their regional context and resilience needs and incorporate these power sources into their plans.

Student Engagement

- Project-based learning
 - **Example:** The [Cohasset Center for Student Coastal Research](#) offers students at 8 local school districts and several local universities the ability to complete hands-on research projects to connect to their local ecosystem





Student Engagement

Green career workforce development

- **Example:** Climate Action Pathways for Schools (CAPS) [Program](#) partners with school districts to help students plan and execute climate action projects. Their case study at Porterville School District can be found [here](#).

PORTERVILLE AT A GLANCE

School District

- School over 14,000 students in K-12
- 83% of students eligible for free or reduced meals
- 22 school sites (grade range K-12)
- Annual energy costs of buildings: \$1,805,000

Community Demographics:

- Porterville, California
- Population: 62,623
- Rural, agricultural community
- 88.9% socioeconomically disadvantaged
- 83% Hispanic, 25% English learners
- Top 3% in CA for fine particulate matter and top 18% in CA for ground-level ozone

The Energy & Sustainability Program

CAPS works with each school district to create a climate action roadmap that is tailored to each district's individual needs, goals, and resources. We call this program The Energy and Sustainability Program.



A cornerstone of this program is our paid, work-based learning initiative for high school students. CAPS hires student interns to develop and support climate mitigation projects within their district, preparing them for highly skilled college and career pathways.

Throughout the year, interns at Porterville

- Manage a districtwide energy conservation competition
- Analyze energy use & cost data
- Assist in ASHRAE Level 1 energy audits
- Reduce GHG emissions for student commutes, including electrification of the bus fleet & active transportation planning
- Gain leadership, technical, & professional skills

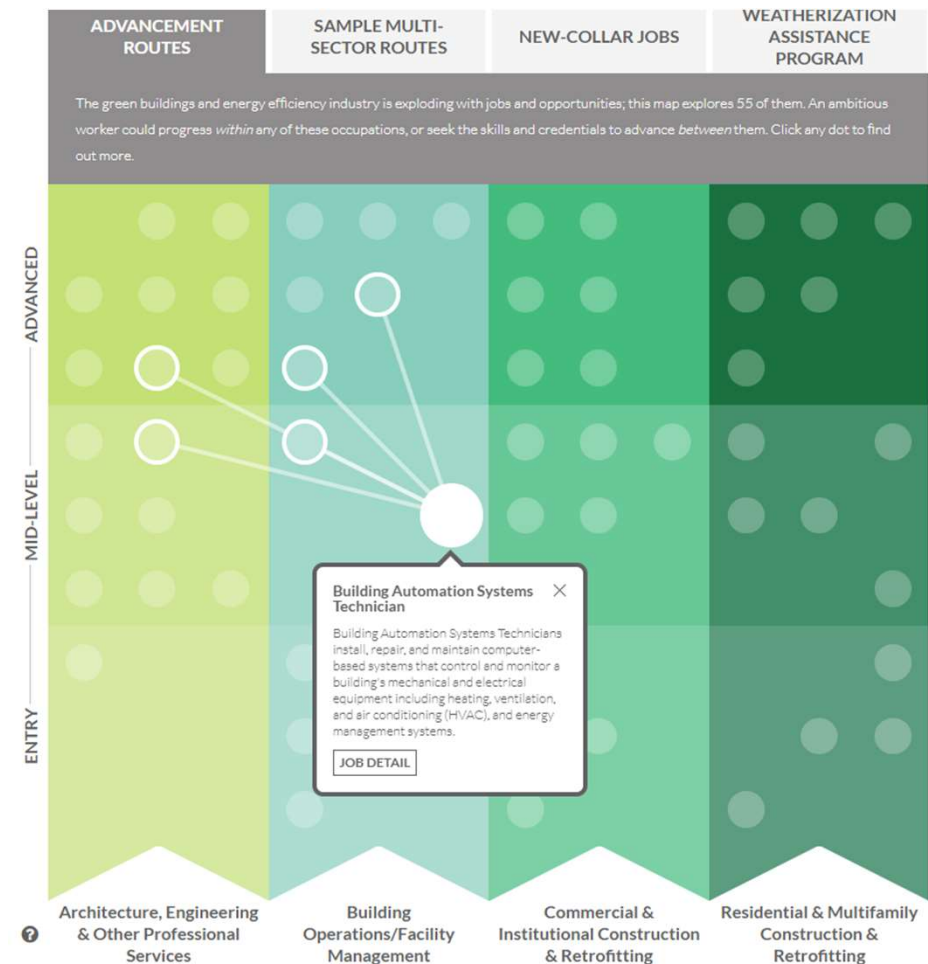
“I plan to study architecture and civil engineering in college, and I hope to combine energy conservation and efficiency into building and designing more environmentally-friendly buildings. I’ll always have that green consideration now because I am aware of how large an impact it can have.”

~ Student Participant

Student Engagement

Green career workforce development

- **Example:** Resources like the [Green Buildings Career Map](#) can help educators connect students with an understanding of future career pathways



Student Engagement

Green career workforce development

- **Example:** Wisconsin's K-12 Energy Education Program (KEEP) partnered with Slipstream to create a [Clean Energy Careers](#) video series, slideshows, and supporting documents



Careers in Hydropower

- Link to lesson slideshow: [Careers in Hydropower](#)
- Link to supporting document: [Careers in Hydropower Student Sheet](#)

Student Engagement

Advocacy:

- Educators can encourage students to get involved with development of district climate action plans
- **Example:** This is Planet Ed's [Educator Advocacy Toolkit](#) offers messaging guidance and key questions



EDUCATOR ADVOCACY TOOLKIT

Introduction

From wildfires to hurricanes, flooding to heatwaves, the impacts of climate change are happening now, and many educators are increasingly concerned about what the future will hold for students. But educators can work to advance solutions — solutions students can see in their schools.

Taking climate action in schools can help communities reduce and prepare for climate impacts while creating hands-on learning opportunities for students. Many students are already impacted by climate change and have shown leadership by asking adults to take climate action. Learning about climate solutions in schools can help students feel prepared to act in their communities and become leaders for a more sustainable future. These solutions can also create healthier learning spaces and significantly reduce schools' energy costs, which can then be redirected to support teaching and learning through salary raises and other supports.

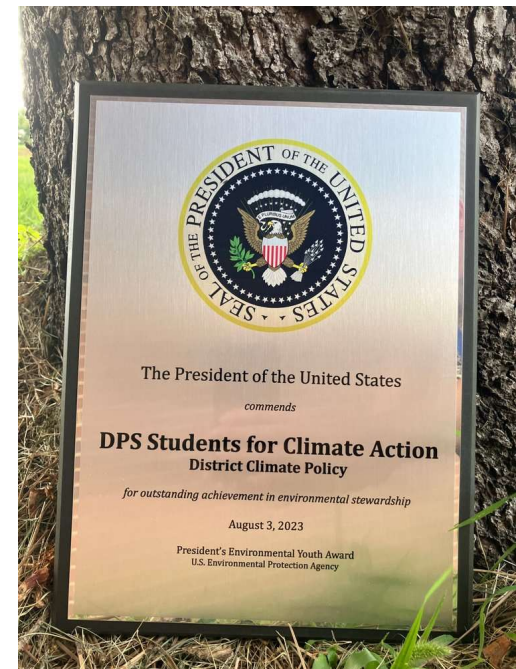
Recent federal legislation, such as **The Inflation Reduction Act** and **The Infrastructure Investment and Jobs Act**, provide an unprecedented opportunity to fund climate solutions in schools. Educators can help schools and districts take advantage of this opportunity.



Student Engagement

Advocacy

- Students may proactively advocate for climate action
- Resources are available for a student audience:
 - [California Climate-Ready School Board Toolkit Survey](#)
 - CCL Youth Action Team’s “[The Great School Electrification Challenge](#)”
 - DPS Students for Climate Action [Toolkit](#)
 - Rewiring America’s “[Electrify Everything in Your School](#)” Campaign and Handbook



Example: Student-led DPS Students for Climate Action involves students directly in Denver Public Schools’ Climate Action Plan. The “Earth Rangers” extension involves middle school students.

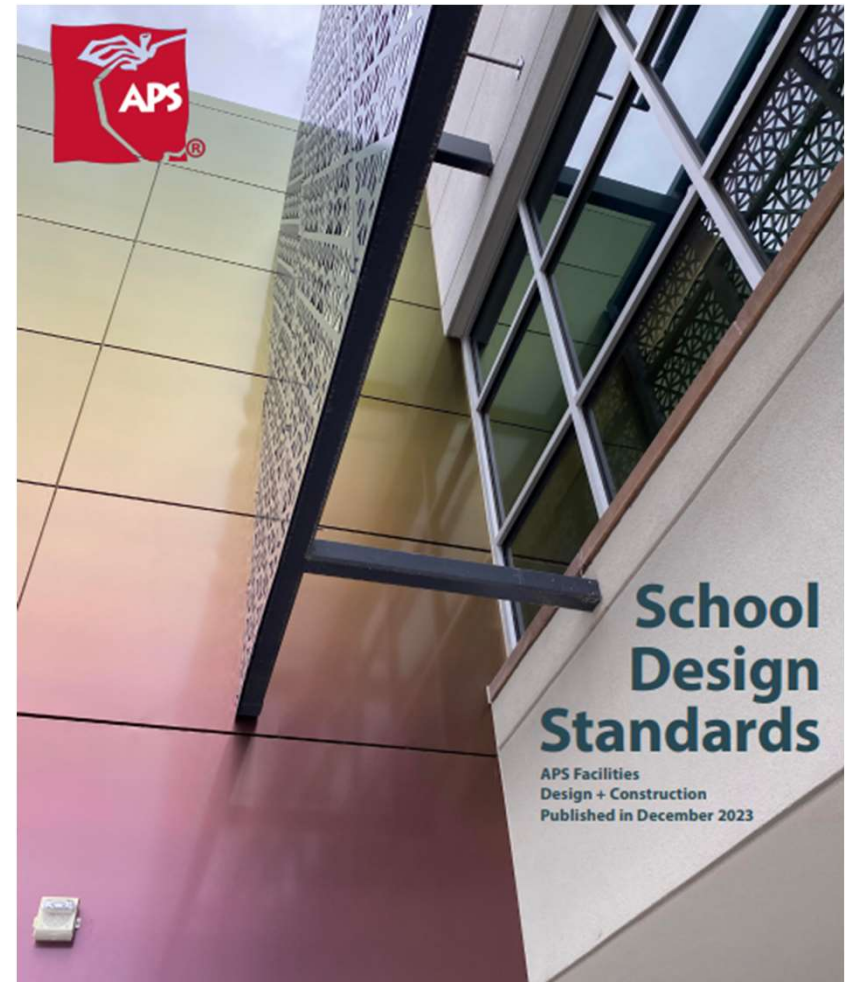
Business Level Processes

- Energy and emissions language may be incorporated into a variety of business documents throughout the building lifecycle:
 - Bonds
 - Strategic Plan
 - Facility Master Plan
 - Climate Action Plan
 - Energy Management Plan
 - RFPs
 - Owners Project Requirements
 - Design and Construction Standards
- Clear communication is also important for business processes like Return on Investment and Life Cycle Cost calculations
- More specific documents may need to be developed like IAQ Plans



Business Level Processes

- **Example:** Albuquerque Public Schools has a comprehensive School Design Standards [manual](#). All new buildings must follow the LEED sustainability process in addition to the basic requirements described in the document.



Business Level Processes

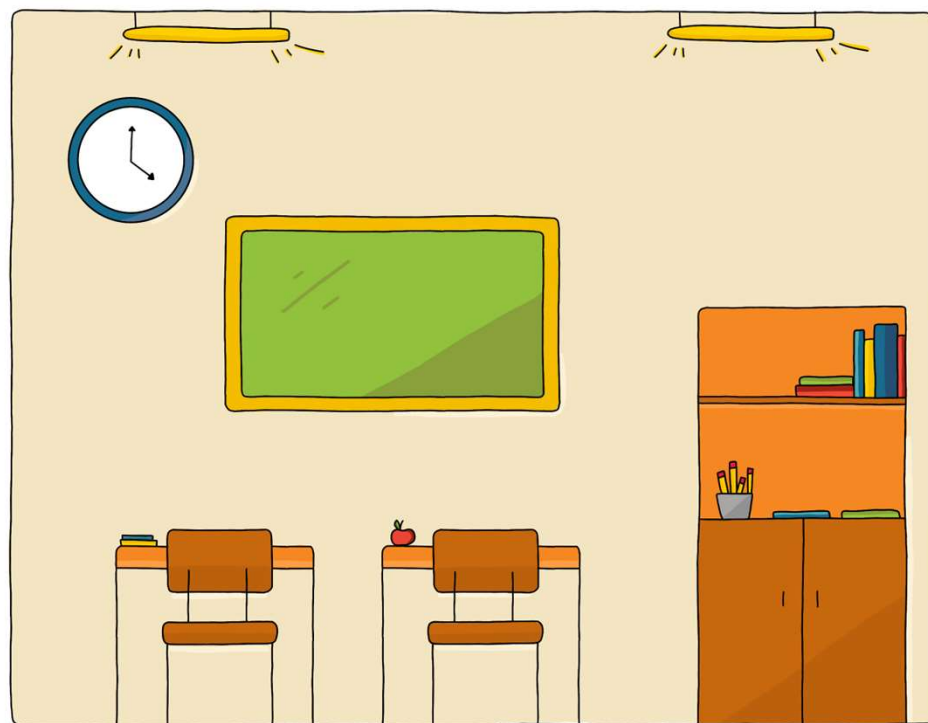
- We'll go through strategies for these documents in more detail next time!
- Planning
 - [Decarbonization Roadmap Guide](#)
 - [Building Electrification Technology Roadmap \(BETR\) for Schools](#)
- Bond development:
 - [Template Bond Criteria for Healthy, Energy Efficient, Carbon Neutral Schools](#)
 - [Key Messages for Communicating About Carbon Neutral Schools](#)
- Design and Construction:
 - [Schools Energy and Carbon Design Checklist](#)
 - [Project Team Interview Questions and Guidance for Carbon Neutral Schools](#)

Case Study

Albemarle County Public Schools

Next Up in CLASS...

- April 16th: Business & Communication Skills Part 2
- April 23rd: Cohort Session
- May 17th: Phase 2 Submission Deadline



Discussion

Share your stories!

1. What's a favorite story or memorable storytelling experience (does not have to be school/facility related)?
2. What tools or data have you used to communicate with stakeholders?
3. What communication skills or styles have you found be effective with your stakeholders? What has not been effective?

Questions?
We look forward to working with you!

