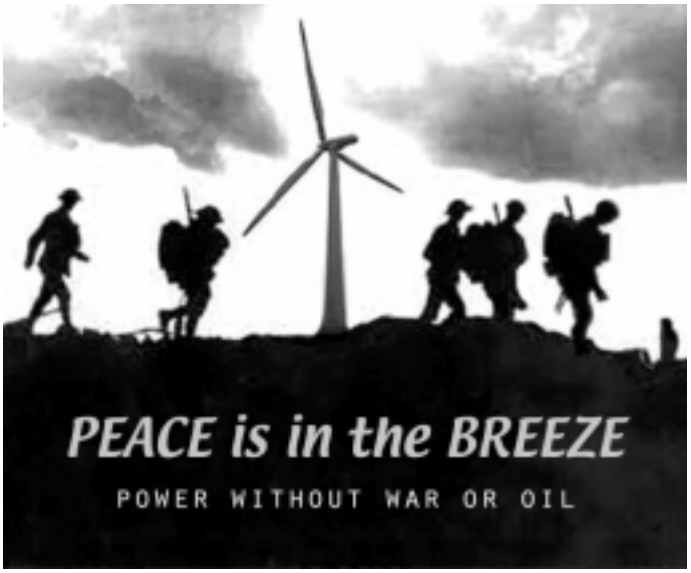
# YOUTH POWER SHIFT
# ACTION PACKET




**Campaign Information**
**www.youthpowershift.org**
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## A Table of Contents



**Credits**

This packet was written by Marie Bergen (University of South Carolina Students Allied for a Greener Earth), Dave Carhart (Wesleyan University Environmental Organizers' Network), Nick Algee (Southern Alliance for Clean Energy), and Joshua Lynch (Student Environmental Action Coalition). Layout and graphics were done by Geoff Ower (Illinois State University) and Karl Zehr (Youngstown State University). Advice and editing was given by Mike Ewall, a long time SEACer and environmental justice activist who lives in Philadelphia and co-runs an activist training house with his partner, Traci Confer. Thanks to all the other youth and student activists who provided additional edits and advice for this packet.

The following resources were used in compiling this packet:

- Workbook for a Clean Energy Campus by The Land and Water Fund of the Rockies and The University of Colorado-Boulder Environmental Center
- Clean Energy Now: Campus Guide by the Greenpeace Clean Energy Now campaign staff
- $mart $avings: Cost Effective Environmental Solutions for Schools and Universities by Courtney Blodgett (University of Rhode Island)
- How to Get Your School to Buy Wind Energy a guide by Kathleen Shaffer (Mt. Holyoke College).
- Student Environmental Action Coalition Organizing Guide by Aaron Kreider (Notre Dame University)

# I. Youth Power Shift Campaign Summary

## Our Mission

*The Youth Power Shift Campaign aims to engage our schools, governments, and other institutions in a campaign to dramatically reduce their negative impact on the global climate, affected communities, and the environment as a whole.*

## Welcome to the Youth Power Shift Campaign

**SHIFT THE ENERGY SYSTEM ON YOUR CAMPUS!**

The Youth Power Shift Campaign is a national campaign of the Student Environmental Action Coalition (SEAC) that is made up of student-led clean energy initiatives at more than 50 schools around the country. We are working in coalition with Greenpeace USA, The Climate Campaign, the California Student Sustainability Coalition, and other regional, local and national organizations. Like SEAC, the Youth Power Shift Campaign is run and led by students and youth organizing from the grassroots. We are united with organizations that are combating climate change, struggling for environmental justice, and working for new energy solutions. Welcome to a movement connected to hundreds of youth activists across the country working for grassroots change.

It is widely understood that our primary energy systems in the United States are destructive to our human and ecological communities. The extraction of natural resources for our energy--whether it is oil under Ogoni land in Nigeria, natural gas through the Camisea pipeline in Peru, uranium from indigenous land in the American Southwest or coal from mountain top removal projects in Appalachia-- has been resisted by these affected communities for generations. When these resources are processed, whether through radioactive pollution from nuclear reactors, pollution-spewing coal plant smokestacks in communities of color or enormous hydro projects that flood critical ecosystems and forcibly displace residents, the destruction continues. Finally, when fossil fuel resources are burned as energy, they are gone forever; leaving only an altered global climate that is irreversibly wrenching bio-systems from their natural order. At every step in the process, the needs of the local environment and community are being ignored in the pursuit of power and profit. It is our campuses, governments and other institutions that drive much of this energy production and it is these institutions that we must change in order to transition toward a sustainable future.

**So what can be done?**

**Take a stand.** We don't have to buy dirty energy and neither do our schools. We can choose to conserve energy, organize for more efficient systems, and support solar and wind power, bringing energy-related jobs into our communities in a way that doesn't destroy the environment upon which our lives depend. Our schools and governments will not take up the fight on their own. But when we organize our communities and apply pressure to those who hold the decision making power, we can create reason within these institutions and direct them away from the traditions of the past towards a clean energy future rooted in justice. The institutions that govern our communities must be held responsible for their environmentally destructive behavior. Each of us can play a key role in this shift towards sustainable living systems.

**What can I do on my campus or in my community to help?**

*Pressure your campus administration, local government or other institutions to reduce their role in environmental destruction by reducing energy consumption and increasing their support of clean energy. Fight environmental injustice by working with your community to campaign against dirty power sources.*

We can organize within the institutions that govern us, transforming the institutions themselves, making them more democratic and responsive to life and its needs. It is imperative that we take the lead by pushing cleaner energy technology forward, subsequently making it more efficient, reliable, and more affordable. Though our efforts may begin on campuses, the Youth Power Shift Campaign is helping to build the youth movement for environmental and social justice, training organizers and educating the public and other institutions that a clean energy future is possible.

The Youth Power Shift campaign team can provide information and support on a variety of energy related issues but we are focusing on the following projects:

1. Greenhouse Gas Audits & Emissions Reductions Pledges
2. Supporting Environmental Justice Fights
3. Running Energy Conservation Campaigns
4. Implementing Green Building Policies for New Building Projects
5. Buying Clean Energy from a Clean Energy Company
6. Installing Solar Panels or Windmills On-Site
7. Transportation Solutions

8. International Solidarity – "Leapfrog" Energy Development in Africa

Information on all of these projects can be found later in this packet. The best way to take advantage of Youth Power Shift is to join our network and connect with activists who have already succeeded in or are currently working on these campaigns.

**Youth Power Shift Movement & History**

In Spring 2001, Kyoto Now! began as a campaign of the Cornell Greens with the goal of having Cornell University commit to reducing greenhouse gas emissions to the levels required by the Kyoto Protocol, an international treaty to address climate change. In April 2001, seven days, several rallies and thousands of signatures after the Kyoto Now! protest began outside of Day Hall, an agreement was reached between protesters and administrators on Cornell's effort to reduce greenhouse gas emissions in accordance with the standards of the Kyoto Protocol.

Building on the momentum of Cornell's success, SEAC's National Council adopted Kyoto Now! as a national campaign at its winter 2002 meeting in Berea, Kentucky. A surge of activity followed: grassroots reports from 35 campuses working on climate change were compiled, relationships were formed with a range of organizations working on the issue, a partnership was established with wind power supplier Community Energy, Inc. and Kyoto Now! campaigners conducted workshops at several conferences including *Turn Down the Heat!* at the University of Wisconsin Steven's Point.

The campaign is now entering a new phase. Our new name, Youth Power Shift, sprung out of a desire to move beyond the limitations of the Kyoto Protocol and focus on pressing our schools to take bold steps toward a new energy paradigm. We have renewed our commitment to environmental justice by connecting students and youth with the Climate Justice Corps, anti-nuclear organizations in Illinois, groups resisting mountain-top removal in Appalachia, and others around the country. Students and youth in Detroit, Syracuse, NY, and Chicago have been forming ties with struggles against polluting companies in their communities. Working together we can be powerful allies to the people in our communities who have been suffering from our energy policies the longest. We have also formed a working partnership with the Greenpeace Clean Energy Now! Campaign and are networking dozens of students for a National Day of Action for energy justice on April 1st, 2004 that will involve over 125 groups in the U.S. and Canada (www.seac.org/energy/ndoa.shtml). This will almost double the 65 groups who took part in the first National Day of Action in November, 2003.

**Youth Victories!**

Youth aren't just fighting for their communities, they are succeeding! All over the country, students and youth are forcing institutions to make real change. Here is just a short list of these youth-led victories:

- Connecticut College has already committed to purchasing 45% renewable energy as of October 2003 and students are actively pushing the school for a 100% commitment.
- University of Colorado at Boulder will be run by 27% wind energy.
- California State University will reduce energy consumption by 15% by 2004
- Stanford University will "meet or beat" the Kyoto protocol target of reducing greenhouse gas emissions of by 7% below 1990 levels by 2007.
- Oberlin College plans to make its campus "climate neutral"- that is to produce no net greenhouse gas emissions by 2020.
- Brown University will invest $30 million in green building and energy efficiency design and is installing a windmill on top of its tallest building.
- Emory University will use a stringent green building design, *Leadership in Energy and Environmental Design (LEED),* established by the US Green Building Council, for all new and renovated buildings.
- Carnegie Mellon, Penn State, and the University of Pennsylvania are now purchasing wind power.
- University of Oregon purchased solar panels for the student union.
- University of Vermont purchased solar panels to put on a number of buildings.
- The University of California system just made a huge commitment, buying 10 megawatts of solar power for the state school system.
- Eastern University is running the Rural Malawi Project to fund clean energy in Africa and students are pushing the school to purchase 100% wind energy within three years.

**Get plugged in to the Youth Power Shift Campaign!**

Don't just sit there, organize! Let us know what you're doing in your community so we can connect you with resources and other activists in your area.

**Campaign Coordinators:** Tricia Feeney (tricia_feeney@berea.edu) and Josh Lynch (josh@seac.org)
**For Questions, Email:** youthpowershift@seac.org
**Student Environmental Action Coalition National Office:** (215) 222-4711
**Campaign Website:** www.youthpowershift.org

**Campaign Email Listservs:**
SEAC-Climate listserv – This is an open email list for students and
others to discuss local issues and ideas related to energy campaigns. We also send occasional updates from the Youth Power Shift campaign to this list. Sign up at http://www.seac.org/seacnet.

Youth Power Shift Organizers' List – Our energy@seac.org list is for people actively working to organize the national campaign. Since we are totally youth and student run and led, we invite all young activists to participate in our organizing team. Email josh@seac.org to be put on this list.

# II. Project Specifics

The following projects have all been worked on with some success by youth organizers in one place or another, but they are only a short list of what might be accomplished. Don't limit yourself; think about how you can combine one or more of the projects together. A number of places have very successfully pressed for money saving conservation and efficiency measures and have gotten their schools to invest the money saved in clean energy. Perhaps you can use the interest generated by running a campaign with a local focus to bring up state or national legislative issues. If you come up with other projects or interesting ways to combine them, email us at youthpowershift@seac.org to spread the knowledge!

***Note: This Action Packet primarily refers to student campaigns within a university setting. Many of the same principles can be applied to campaigns targeting smaller schools, local governments, and other institutions.***

## 1. Greenhouse Gas Audits & Emissions Reductions Pledges

**Goal**
*Pressure an institution to conduct a greenhouse gas audit and make them commit to an emissions reductions pledge.*

**Campaign Information**
A crucial part of any energy campaign is to identify and outline the degree to which your school is polluting and what impact it is having on the environment and on the community around you. An energy or greenhouse gas audit is a good way to quantify the total impact of your school's energy consumption in objective terms. In addition to quantifying the negative impact on the environment caused by your school, an audit will also outline areas in which the school can save money through conservation and efficiency measures. This money can and should be put towards investment in cleaner energy technologies. By providing the basis for building awareness of the energy consumption problem on campus and by creating a funding base for further clean energy investment from resulting savings, energy and greenhouse gas audits are a valuable tool in any energy campaign.

**Funding**
Except in some circumstances (such as when a class is taking it on as a project), it makes the most sense to pressure the university to invest either some amount of staff time or money to hire an outside auditor, rather than attempt to conduct the audit yourself.

**Greenhouse Gas (GHG) Audit Information**

- **Clean Air Cool Planet** will, free of charge, assist administrations in conducting a greenhouse gas audit and developing a strategic plan for reduction.
  http://www.cleanair-coolplanet.org

- **Guidelines for College-Level Greenhouse Gas Emissions Inventories (Version 1)**
  http://www.seac.org/energy/resources/ghginventoryguide.pdf

- **Julian Dautremont-Smith** can be contacted for more info on conducting a greenhouse gas audit. He can be contacted at julian121@aol.com.

- **The Campus Climate Pledge** was designed specifically to be a pledge for campus administrations to sign on to. You may want to alter the reduction goals depending on your school's situation.
  http://www.seac.org/energy/resources/NEBHEletter.doc

- **Allegheny College** chose the option of hiring an energy efficiency company to conduct a feasibility study on how the college could improve energy efficiency. Recommendations were implemented in ten different buildings and included lighting adjustments, HVAC retrofits, control adjustments and setbacks for steam boilers and radiators, and water reduction equipment. The conservation measures have resulted in annual savings of about $64,000, 2,940 pounds of $NO_X$, 4,887 pounds of $SO_2$, and 935 tons of $CO_2$ (excluding initial investment). Allegheny has used the savings from the efficiency project to purchase 7.5% of its energy from wind power, further reducing its emissions.

- **The University of Vermont** decided to complete a greenhouse gas inventory after Burlington, the city where the university is located, pledged to reduce greenhouse gases 10% below 1990 levels by 2005. UVM used a greenhouse gas inventory tool developed by Clean-Air Cool Planet to calculate the university's emissions. They found that between 1990 and 2000, UVM emitted an annual average of 70,300 tons of $CO_2$. To achieve its goal of a 10% reduction of 1997 $CO_2$ levels by 2010, UVM is working on energy conservation, a co-generation plant, strengthening its bus system, educating about commuting, and using alternative fuels. http://www.uvm.edu/climatechange/?Page=About.htm.

## 2. Supporting Environmental Justice Fights

**Goal**

*Identify where your energy comes from, expose the facts about your schools' impact on the surrounding community, and reach out to ally with your local community against this dirty power source.*

**Campaign Information**

Around the world, low-income communities and communities of color are fighting back against dirty energy, resource extraction and industrial pollution that are imposed on them from the outside. Some of these campaigns you may have heard about—the Bayview Hunter's Point community fighting the PG&E power plant in San Francisco, residents of Chester, Pennsylvania fighting tire burning by Kimberly Clark and many more.

**A Local Example**

**Students at the University of Chicago Join in Community Resistance to Grandfathered Coal Plants**

Last year and continuing into this year, the University of Chicago's Environmental Concerns Organization has focused on reducing air pollution in the city of Chicago by trying to clean up the grandfathered coal power plants located on the city's Westside. These coal burning power plants, owned by Edison International, are the largest source of air and mercury pollution in Chicago. The Crawford and Fisk plants, the only coal burning plants in Chicago, are located only four miles apart in the prominently Latino communities of Little Village and Pilsen. Together, these towns create the second largest Mexican American community in the United States.

The Harvard School of Public Health predicts that these two outdated power plants cause 50 premature deaths, 3000 asthma attacks and 500 emergency room visits per year in just Little Village and Pilsen. This area of Chicago has the highest rates of asthma. In Little Village and Pilsen, asthma is the main reason children do not attend school and adults do not attend work. Houses, parks, yards, rivers, schools, businesses, etc. are closely located to these deadly plants. Many only have to look out of their window to see the large smokestacks that dominate the skyline there. They have been warned not to fish in the river because of the high amounts of mercury in the fish.

Our group became involved after we took a Toxic Tour given by the Little Village Environmental Justice Organization. By giving this tour they are able to show their community and others outside the community what is going on in their neighborhood. One of the group's main goals in environmental justice is basic education. Most of us were shocked at the blatant environmental racism that is going on so close to us. Day in and day out they are forced to breathe in toxic air filled with carbon dioxide, nitrogen oxide and small particulates, including mercury that falls out of the air. These particulates get into the air because the plants are grandfathered. That means they do not have to follow current environmental standards that require scrubbers in the stacks to stop most of the particulates from escaping.

We first decided that a focus on education was necessary. We found others in our University community interested in what was going on and planned another Toxic Tour for students, faculty and staff interested in learning more about environmental injustices in Chicago. We then had a massive letter signing campaign where we got over 500 signatures in just a few short days. People really seemed to care about this issue and shared in our shock that this could be happening. We also attended a rally at the Chicago mayor's office asking for the city to pass an ordinance to clean up the dirty plants. This year we plan to continue our fight for clean air by working with other community groups to create a force powerful enough to get the support needed to pass a clean air ordinance. Our hope is that soon all Chicagoans will be breathing cleaner air.

**Getting Involved in an Energy Justice Campaign**

The case of these two power plants in Chicago destroying their local communities is hardly unique. Whether the pollution comes from direct power plant output or from mountain-top removal in coal mining, radioactive leakage from uranium mining, nuclear plant operation, or the transportation of hazardous waste, the effects of our energy consumption are clear. People are being taken out of work, children are obtaining lifelong illnesses, hospital visits are on the rise, and in many cases communities are experiencing extremely premature death rates as a result of the poor energy practices that are sustained by the energy consumed in our schools.

To network with other young people working on environmental justice, email Audrey Trigg (audrey_trigg@berea.edu), the Youth Power Shift Environmental Justice Coordinator. Through our campaign listservs, website, and coordinators, you can get connected with more detailed information on existing environmental justice campaigns. We can also give you contact information for community organizers and can help your group figure out how you can best support the campaign. Visit www.seac.org/speakers to find youth speakers who can come to your group and do a training session on how you can effectively support a campaign like this.

**Other Current Youth and Student Environmental Justice Campaigns**

- **Syracuse University-ESF SEAC** has been working with Syracuse United Neighbors, a community group formed by low-income Syracuse residents, for the past several years to force a cleanup of Onandaga Lake, one of the most polluted lakes in the country. Together they have been targeting County Executive Nick Pirro with phone-in days, marches, media work and rallies outside his home. Contact Zac Moore at zdmoore@maxwell.syr.edu for more info about the campaign or to get involved.

## 3. Running Energy Conservation Campaigns

**Goal**

*Change personal and institutional practices to decrease energy usage and use the money saved to support green energy.*

**Campaign Information**

Along with recycling programs, conservation projects are probably the most common campaigns run by youth environmental groups. While useful, many groups fail to target institutional practices in addition to personal practices. Furthermore, groups often fail to combine money-saving conservation with other programs that cost money (such as buying green energy), making them revenue-neutral. Here's a short description of how you can make conservation campaigns more productive:

- **Target Institutions.** You can force the institution to agree to green building policies and buy energy efficient products (Energy Star appliances, solar water heaters, low-flow showerheads, energy-efficient light bulbs, more efficient boilers, better insulation etc). Some schools have started retrofitting all of their dorms with technologies like these.
- **Educate People.** People regularly leave lights on, run the water while they brush their teeth and do a lot of other things that, if changed, would result in large energy savings. Many small parts make up a whole. Posters in bathrooms with energy facts on them and using other simple educational tools can help alter some of these habits.
- **Support Clean Energy.** Even with a significant increase in energy conservation, your institution will still need some energy to run. That is why it is important to support clean energy (see section 5 in packet on "Buying Clean Energy from a Clean Energy Provider). One of the biggest obstacles to doing this is the extra cost of green energy. However, if you run an energy conservation campaign with a green energy campaign, the result can double the decrease in dirty energy usage and have a net cost of zero since conservation saves money!

**Energy Conservation Sites**

- **Energy Guide: Smart Energy Choices** has a good site for finding energy efficient products.
  http://www.energyguide.com

- **Energy Star Resources for Colleges and Universities**
  www.energystar.gov/highered

- **Energy Star EZ Save Software**
  http://www.energystar.gov/index.cfm?c=power_mgt.pr_power_management

- **Tufts University** retrofitted its French House that is home to 12 students as part of their comprehensive climate initiative that includes research and monitoring, education, outreach and events. The renovation consisted of the installation of a solar hot water heater, high efficiency lights, and ENERGY STAR appliances, the replacement of an old boiler system with a more efficient natural gas boiler, and thorough insulation of the building. The retrofit has resulted in annual savings of $904 (not including initial investment) and an emissions decrease of 15 pounds of $NO_X$, 55 pounds of $SO_2$, and 26 tons of $CO_2$.
  http://www.cleanair-coolplanet.org/information/pdf/tufts-university.pdf or
  http://www.tufts.edu/tie/tci/TCIMenu.html

## 4. Implementing Green Building Policies

**Goal**
*Pressure an institution to commit to principles of green architecture and green building certification for all building projects.*

**Background: Green Building Standards & Certification**
Leadership in Energy & Environmental Design (LEED) standards were developed by the United States Green Building Council (USGBC). They contain criteria for new construction and a set of criteria for existing buildings is in development. New buildings are evaluated based on these criteria, rated on a 69 point scale and then granted one of four levels of certification if they qualify: "Certified," "Silver," "Gold" and "Platinum." For each criterion there are specific requirements laid out that a must meet. People can also become "LEED Accredited" professional by passing an exam administered by the USGBC.

**Campaign Information**
Green building standards incorporate a range of measures regarding site selection, water-efficient landscaping, energy usage, construction materials, etc. that can vastly reduce the need for energy. Find out all of the people involved in new building construction—the Facilities Department, architects, engineers, etc—and find out what the current plans are for using green architecture into the designs. They will likely list off a number of things that they are doing, but it is important that they can be certified as conforming to a certain standard of green building—the University of California agreement, for example, specifies that all buildings will be LEED certified Silver Rating or higher. You can also push for the renovation of existing buildings so that they conform to green building standards. There are architects who specialize in green design and it may be useful for the institution to hire one when undertaking new projects.

**Funding**
Extra money will likely be required to make buildings compliant with a green building standard. This would be required for each building project in the future so the upfront cost of buildings would likely be slightly higher, offset by the lower energy costs over the life of the building, possibly leading to a net economic gain. The same would be true of existing buildings.

**Green Building Information**

- **Leadership in Energy & Environmental Design (LEED)**
  http://www.usgbc.org/LEED/LEED_main.asp
- **LEED Certification Guide for New Construction**
  http://www.usgbc.org/Docs/LEEDdocs/LEED_RS_v2-1.pdf
- **Healthy Building Network**
  http://www.healthybuilding.net
- **BuildingGreen.com**
  http://www.buildinggreen.com

## 5. Buying Clean Energy from a Clean Energy Company

**Goal**
*Pressure your university to allocate a yearly amount of money to buy a percentage of its energy from a clean energy company.*

**Campaign Information**
Buying clean energy not only leads to reductions in harmful emissions of mercury, $NO_X$, $SO_2$, and greenhouse gases, it creates jobs and supports national security by reducing reliance on a resource that fosters violence and instability. Start by contacting whoever is in charge of energy purchasing, usually the "Facilities Department" or something similar. They are

unlikely to have power to make changes (they are probably constrained by the tight budget they are given) but they can give you information about how much is currently being spent on energy and where the money is going and they may also be a valuable ally. You will likely need to target higher-ups, those who control the budget—the University President, Trustees, the City Council or the Mayor, for example—to make the necessary changes.

**Funding**

You will need to secure an amount of money that will be allocated yearly to buy clean energy. Schools that have bought green energy have either had "ethical energy fees" student resolutions passed or students have gotten the administration to make a recurring commitment, both methods of funding are described later. Many students are taking an innovative approach to raising the necessary funds by pressuring their schools to aggressively reduce energy usage on campus and putting the savings towards buying green energy.

**Criteria for Choosing a Clean Energy Provider**

Windmills, solar panels, hydro power, biomass, geothermal, tidal power, and other so-called "renewable technologies" have been in the works for decades. The massive subsidizing of coal, natural gas, and nuclear power at the expense of investment in new technologies has kept the cleanest solutions from hitting the markets for far too long. As these technologies become more viable, many dirty corporations are trying to convince our government and the public that a slight variation of their dirty products should be considered "green" and "renewable." These technologies include "clean coal," natural gas, nuclear power, large hydro projects, and many forms of toxic incineration products passed off as "biomass."

- **Solar and wind power are both clean and viable.** Any "renewable" or "green" energy products containing combustion technologies, often described as "biomass," like the burning of toxic landfill gases or wood wastes, should most often be avoided because of the pollution they produce. Hydropower, while it produces no air pollution, floods ecosystems and disrupts river ecology (although certain "micro-hydro" projects can avoid these drawbacks if they don't dam the entire width of a river or stream). Information on the environmental hazards of various energy technologies can be found at www.energyjustice.net
- **Support "new" renewable energy.** "New" renewables are those built in the past 0-3 years. By investing in new clean energy technology production, you are helping to increase the total amount of green energy being produced. This is important because many companies will try to sell you energy credits for technology that has already been paid off or that doesn't require the price support that new renewables need. Furthermore, preference should be given to renewables that are already built over plans to build renewables in the future.
- **Buy from companies that are 100% clean.** Marketers involved in selling dirty energy products--even if it's not the product you plan to purchase--should be avoided. The handful of multi-national corporations that control the fossil fuel and nuclear industries around the world are some of the largest and most profitable in the world, and aren't about to lead us into a sustainable future as long as they can reel in massive profits from dirty energy. These corporations hold seats on the boards of many "green" marketers and in several cases, own the companies directly. An example of this is Green Mountain Energy, a supposedly "green" company that not only sells dirty energy products in some regions, but which is also in part owned by BP-Amoco and billionaires who provide major support to George W. Bush and other Republicans (www.boycottgreenmountain.org). There are cleaner options and you shouldn't support corporations that are willing to put their profits over our health and our environment, period.
- **Buy from companies that are transparent.** If they can't tell you exactly which specific facilities are used to generate the energy in their mix, don't buy it. Get a list of ALL of the facilities in their mix and get an explanation of where each one is, what type of fuel it uses, who owns it, and how the money gets from the customer to the facility (which corporations operate between the marketer and the facility owner, if any).
- **"Green" does not always mean clean.** Many energy marketers selling "green" products make false and misleading claims and can have polluting energy technologies labeled as "renewable." Green-e is a voluntary certification program for renewable electricity products. To obtain Green-e certification, marketers need to reveal the breakdown of their energy mix by general energy type (such as "biomass," wind, etc.) and location of power generation by state. They also protect against double counting of energy resources. Even energy products certified by Green-e can contain energy that can be very damaging to local communities such as incineration of trees, crops, gases and various types of wastes (like animal factory wastes and wood wastes), generally described as "biomass." These products can also be misleading, such as selling energy mostly from burning toxic landfill gases, but advertising with pictures of wind turbines and solar panels, which may be only a small portion of their mix. You may need to do a little more research on your own to find a company that sells the cleanest options available.
- **For help in investigating and evaluating any energy marketers** and their "green" energy products, contact Mike Ewall at the Energy Justice Network (215-743-4884; catalyst@actionpa.org).

**Clean Energy Companies to Check Out**

- Community Energy, Inc (www.newwindenergy.com): Community Energy supplies 100% new wind energy from its wind farms around the Mid-Atlantic Region and the Northeastern United States to customers around the country. Its customers include a number of colleges, churches, community groups, individuals, the SEAC National Office and the EPA. Because it is a transparent company that supplies only 100% new wind energy, SEAC has formed a partnership with Community Energy. All groups are, of course, free to purchase from any company they feel meets the proper criteria and we urge people to investigate for themselves the merits of various companies. Community Energy staff are also available for presentations and are happy to answer any questions. Contact them at communityenergy@newwindenergy.com or 1-866-WIND-123.

**The SEAC Adopt-A-Windmill Project**

The core of the partnership between SEAC and Community Energy is the Adopt-A-Windmill Project. The cost to support one 215-foot, 1.5 megawatt windmill for one year is approximately $80,000. Groups who purchase this amount year will have one of the windmills symbolically dedicated to them--"The SEAC Youth Power Shift Windmill," for example. Furthermore, one tenth of this amount (about $8,000) is then returned to SEAC. As a group that is involved with SEAC, you can participate in the project by letting us know that you want your institution's purchase to count towards the total. This is an amazing way that you can support both a good clean energy provider and promote the campaign to other groups. Both SEAC and Community Energy will soon have web pages dedicated to the project. To join with activists around the country to adopt a SEAC windmill go through the following steps:

1. **Let us know.** Contact SEAC's Youth Power Shift campaign at youthpowershift@seac.org and let us know that you want to help adopt a windmill. Include your name, phone, mailing address, group's name and basic information about your group's campaign.
2. **Run a campaign.** Sit down with your group and come up with a strategy for getting your school, government or other institution to buy wind power. Pressure decision-makers to set aside money for green energy or run a ballot campaign to raise money for the purchase.
3. **Win your campaign!** Get your institution to buy green energy from Community Energy and that purchase will count towards SEAC's Adopt-A-Windmill campaign. Your achievement will be recognized at a dedication ceremony for the windmill.

**Info on Buying Renewables**

- **Green Energy Network** (US Department of Energy) has a listing of "green" energy marketers, however many of them are heavily invested in incineration and other polluting energy technologies so check them all out thoroughly. http://www.eere.energy.gov/greenpower/consumers.shtml

- **Green-e Pick Your Power** has a good state-by-state breakdown of the renewable energy options available. As we said earlier, you should review all the companies thoroughly and evaluate them according to criteria you find acceptable since some of the suppliers listed use incineration.
http://www.green-e.org/your_e_choices/pyp.html

- **The University of Pennsylvania** used $12.9 million saved (excluding initial investment) through energy conservation methods over a two-year period to fund its purchase of wind energy. In 2003, the university was able to double its original wind purchase to 10% of its energy. UPenn purchases approximately 40 million kWh of wind energy and saves 134,880 pounds of $NO_X$, 432,480 pounds of $SO_2$, and 28,800 tons of $CO_2$ annually. http://www.dep.state.pa.us/newsreleases/default.asp?ID=1659.

## 6. Installing Solar Panels or Windmills On-Site

**Goal**

*Pressure an institution to set aside a one-time allotment of money that will be invested in creating wind or solar energy production on campus or to create a fund that will continue to fund such projects.*

**Campaign Information**

Energy can be produced on-site by buying either solar panels or wind turbines and installing them on the buildings or property of an institution. Again, the Facilities Department or its equivalent will be a valuable information resource and

potential ally, but may be limited by budgetary constraints and higher-ups will need to be targeted. Some institutions now have parts of their budget dedicated for efficiency. The purchase of solar panels or wind turbines may qualify for an efficiency investment. Having solar panels and wind turbines on-site:

- Saves money by reducing energy purchases, often creating economic gains over the lifetimes of the panels and turbines if they recoup the initial investment
- Reduces dependence on the energy grid, reducing pollution from transportation fuel
- Reduces the need for power lines and reduces power losses during transmission
- Generates social awareness that clean energy application and production is a realistic, tangible solution
- Helps build consciousness around abstract ideas such as purchasing clean energy through the grid

**Funding**
An on-site solar or wind installation project will require an initial start-up sum of money to pay for the equipment and installation. However, since the institution will be producing some of its own energy, an enormous amount of money can be saved in the long run, making these technologies affordable. This is one of the projects that you might be able to fund with grants, although it should really be the institution's responsibility to go through the grant writing process.

**Solar Panels**
On-site solar panels are generally the most feasible options because they can:

- Be incorporated in building designs and added on to existing buildings
- Provide consistent power during the middle of the day when the most energy is needed
- Be small, unobtrusive & easily installable
- Often double as insulation when placed on buildings, reducing heating and cooling costs
- Be installed in almost any geographic location since most places have sufficient sun exposure

**Windmills**
On-site windmills are often a less feasible alternative than solar panels unless you are located at an optimal wind rich site. They are also larger and cannot be easily as incorporated into building design as solar panels can. There are relatively few places that have done this (students at Brown University were able to install a windmill on top of a relatively tall building), but given the proper conditions it is possible.

**Info for On-Sight Generation of Green Energy**

- **Home Power** directory of renewable energy companies listed by state.
  www.homepower.com/community/directory.cfm

- **Solar Energy Industries Association** listing of solar installers, retailers contractors and manufacturers
  http://www.seia.org (click on "Buy Solar")

- **The Consumer Energy Center** has information for California providers.
  http://www.consumerenergycenter.org/homeandwork/

- **The University of Wisconsin-Green Bay** running a project involving new building integrated photovoltaic (PV) systems that is helping to save money and increase understanding and awareness of these systems. The first system consists of PV technology laminated onto seam metal roof panels. The second system consists of a thin PV film combined with traditional glass to form an insulated glass element. On the grounds near the systems an electronic information kiosk provides visitors with information about the systems. Visitors can also receive a unique view of the systems, from inside the building. The PV systems will annually save the university $1,700 and 400 pounds of $NO_X$, 340 pounds of $SO_2$, and 37 tons of $CO_2$.
  http://www.buildingsolar.com/benefits.asp

## 7. Transportation Solutions

**Goal**
*Pressure an institution to buy high fuel efficiency and/or hybrid vehicles and institute programs and incentives to discourage driving.*

**Campaign Information**
Transportation is one of the biggest sources of pollution in the U.S. and in this country people are very attached to their cars. As with electricity usage, we need to find ways to both increase efficiency and encourage conservation. There are two main ways that this can be done:

- **Buying fuel efficient and/or hybrid vehicles.** A lot of institutions have large fleets of inefficient vehicles subsequently using more gas than they need to. If they were to buy vehicles that got 50 miles to the gallon instead of 25, fuel costs would drop dramatically as well as pollution.

- **Promote alternatives to driving.** Coming up with a plan for discouraging driving on campus can be complicated but would generally involve increasing the costs of driving (higher parking fees, fewer parking spaces, etc.) combined with increasing the support of public transportation (subsidies for using public transit, incentives to carpool, etc.). Transforming university transportation systems can lessen congestion in surrounding areas, save universities money in infrastructure costs, and decrease air pollution and greenhouse gas emissions. Students at the College of Wooster, Oberlin College, and Berea College are creating and running community bicycle programs to meet transportation needs on campus with a zero-pollution alternative. Learn about the College of Wooster program: http://www.nwf.org/CampusEcology/dspGreeningProjects.cfm?iID=10.

- **Critical Mass.** Participate in a Critical Mass alternative transportation event in your city. See http://www.critical-mass.org/ to find an event near you.

- **Explore alternative fuels for campus vehicles.** Students at the University of Colorado are working to get campus vehicles to run on bio-diesel made from vegetable oil at cafeterias.

**Funding**
Fuel efficient and hybrid vehicles may initially cost more, but there are decreased fuel costs to operate hybrids and government rebate incentives that help offset the higher cost. Likewise, there may be up-front costs to get people to switch to carpooling or public transit, but the reduced infrastructure costs can more than make up for it.

**Information on Transportation**

- **The University of Washington** made a commitment in 1983 in Seattle to limit the amount of traffic it generated and the number of parking spaces constructed. The U-PASS program was launched in 1991, at the recommendation of a task force formed to address the problem of a growing number of commuters. University parking fees were increased to help fund the program and to discourage driving alone. The U-PASS program consists of: increased and subsidized transit service, vanpool subsidies, free carpool parking, bicycle incentives, and nighttime neighborhood shuttle service. As a result, 75% of the University of Washington population commutes in ways other than driving alone. Since 1991, an estimated 74 million car trips to and from campus have been eliminated. The university has saved over $100 million in avoided construction costs of new parking spaces. The U-PASS program saves a rough estimate of 8.2 million vehicle miles traveled and 3,300 tons of $CO_2$ annually. http://www.washington.edu/upass/news_and_reports/upass_reports/facts.pdf.

## 8. International Solidarity – "Leapfrog" Energy Development in Africa

**Goal**
*Set up a collection system for printer cartridge recycling and use the money generated from recycling to support clean energy in Africa.*

**Campaign Information**
With less than 5 percent of the world's population, the United States consumes more than 25% of the world's energy. As we work to shift the energy systems in our own country, it is important that we act in solidarity with communities around the world that are harmed by our current consumption patterns. One of the many practical ways we can contribute to an ecologically sustainable global economy is to be involved in recycling activities that not only remove environmentally unfriendly materials but also generate funds that can finance sustainable development in the Global South. This allows communities in the Global South to leapfrog over the environmentally unfriendly practices that the developed world has gone through in its development process, skipping directly to clean energy.

**The Rural Malawi Project - A Local Example**

**Students at Eastern University Use Local Recycling Campaign to Support Clean Energy Abroad**

What do leap frog and global peacemaking have in common? Leap frog is a developmental strategy that will allow communities in developing nations to obtain clean energy. The goal is to help communities in the 2/3 world go straight to clean energy rather than first going to coal and nuclear energy--that is, they hop over unsustainable energy practices. Though coal and nuclear energy is traditionally the chosen energy for developed nations, it is non-renewable and creates pollution and health problems. With clean energy, developing nations will set an example of ecological sustainability to the developed countries of this world. Once obtaining ecological sustainability, these countries would reach out and help other developed nations convert to clean energy. This interaction of different nations would help pave the way for global peace. The goal of the Sustainable Peace Initiative is "to begin in a small scale to redefine progress in such a way that developing nations get the very best that the developed world has to offer--sustainable energy that is both good for the planet and good for the people who inhabit it."

The Rural Malawi Project seeks to attain this goal. The objectives of the project are to (a) assist Malawians in their transition from wood to solar power as their energy source,, and (b) facilitate the use of solar power by rural Malawians for small-scale business (capital-generating) ventures,. There are two important elements to this project: (1) the waste management activities in developed countries (specifically recycling), the U.S. in particular that will raise funds to (2) finance sustainable development activities in the Global South, Malawi in particular.

The particular trash targeted by the project is used inkjet and toner cartridges. These are collected from individuals, schools, businesses, and various other organizations. They are then sent to a lab, which pays those collecting the cartridges approximately $2 for inkjet and up to $7 for toner cartridges. The lab cleans, refills, and resells them. The money, in turn, is given to communities in rural Malawi so that they can carry out sustainable development and the transition to a clean energy system.

**Steps in the Rural Malawi Project:**
The Rural Malawi Project is an Eastern University and GreenFund Network initiative. To participate in this exciting project, a group should go through the following steps:

1. Communicate interest to Project Director Mike Mtika at Eastern University at 610-225-5684. Let him know your name and the mailing address as well as the name, mailing address, telephone and fax numbers of the group.

2. Upon receipt of the email, Mike will mail a form to the group. The group will complete the form and fax or mail it to GreenFund Networks. The fax number and address are provided on the form. Note that Mike's signature is needed on the form for identification of the group with the Rural Malawi Project.

3. GreenFund will then send the group materials for shipping the cartridges. The group would have to work out an internal system for collecting the cartridges from people and organizations within the group's reach. This involves putting up collection bins and boxes in strategic places where the used cartridges will be collected, not thrown away. Periodically, the group members collect these cartridges and ship them over to the lab. Shipping expenses are paid by the lab. The only expense the group would absorb is the time that members of the group would have to invest into the collection and shipping of the cartridges.

4. Remember to document how many cartridges (by type--toner or inkjet) have been collected and shipped to the lab. This will show how much the group is contributing to the Rural Malawi Project.

# III. How to Run and Win Your Campaign

Note: Much of this information is taken from SEAC's Organizing Guide, available for free online at www.seac.org/sog or available by mail from SEAC's Clearinghouse for $8 at http://www.seac.org/resources/clearinghouse.shtml.

## 1. Building Your Organization

Many student environmental organizations have fewer than a dozen members. While small groups are easy to work with, there is a limit to the progressive gains one can achieve by working with a small organization. So if you need the extra edge to win a large campaign, if you want to simultaneously tackle multiple issues, or if you want to avoid burning out your

members, then you need to expand and develop your organization.

The best way to grow is by running an exciting dynamic campaign that draws people into your group. Large numbers of students will learn about your group and write their names on your sign-up sheets if you hold rallies, teach-ins, sponsor speakers, petition, and regularly table (promoting your organization and your campaigns). Whenever your group organizes a notable activity (petition, rally, educational forum), always send out press releases to both campus and off-campus media. With a little work, your organization will receive substantial media coverage, especially in smaller papers that are always looking for stories. Media coverage builds your organization's credibility and helps you recruit. Finally, build alliances with other progressive organizations (both student and community) by participating in their campaigns and events, and getting them to participate in yours.

By increasing your visibility, you can collect a large list of people who support your group and its goals. Organize this list in a spreadsheet or database program (like Excel or Access). You might want to include name, mailing address, email, phone, expected graduation date, skills, level of involvement (fanatic, supporter, meeting attendee, etc) and summer contact information. Some schools allow groups to create voice mail lists. While people in this larger list might not attend your meetings, they will attend rallies, films, speakers and other events.

## 2. Setting Goals

Don't begin a campaign without setting a clear goal. Your goal is your definition of victory. You need to be able to look at it after a set amount of time and answer the question, "Have we won?" This should be defined as concretely as possible, with long, medium and short-range goals. For instance:

**Long range:** Significantly reduce energy consumption and shift the school to 100% clean energy.
**Medium range:** Have 10% clean energy & a green building policy by the end of the year.
**Short range:** Form a coalition and have a major event within the first month of the campaign.

Now winning is great, but how you win is important to your success in the long term. Your campaigns need to accomplish three things:
1) Achieve concrete improvements.
2) Give people a sense of their own power.
3) Change the relations of power in society.

In other words, getting your school to start recycling is great. But you should also give campaign participants a sense that they were able to make a difference, increase the level of student input and build power for the group. If this is achieved you have changed the relations of power between students and the administration. This is what moves the world closer to true democracy.

Ask yourself how your goal will fulfill these three criteria. Then consider how your organization can conduct a campaign in a way that will best achieve its goals and in the process also empower itself. To come up with a set of goals, look over the projects described in the previous section and add in other ideas that you and your group have. Your group should sit drown, write out each goal that it wants the campaign to have and make sure that everyone understands and agrees with all of the goals. Then start planning how you will achieve these goals.

## 3. Institutional Change

**Campaign Phases**
Planning out an energy campaign on campus can seem like a big task; taking things step by step and using tools such as a timelines and strategy maps can be a great way to focus on what needs to be done without feeling too overwhelmed. To keep a campaign from dragging on without a sense of progress, draw up a timeline. A timeline is simply a schedule of when you expect tasks to be completed. Campaigns can roughly be broken up into three phases:

**Phase One: Preparation**

- **Build a group.** If there's already a group, you're all good. If not, use the idea for the campaign as a way to get people together. Read the SEAC organizing guide (www.seac.org/sog) for extensive ideas on how to build a group.
- **Set goals.** What is a significant achievement that is potentially realizable within the near future? This should be your short-range goal (described above). For ideas on goals, look back to the campaign information in part II. The group

should also discuss what compromises it is willing to make. Be prepared to make strategic, but not sacrificial, compromises.

- **Contact us.** Email us at youthpowershift@seac.org and let us know what your campaign is doing so we can support it. See the resources section (part IV) at the end of this packet for a description of the support that we can give.
- **Learn**. Read this action packet and other relevant resources including SEAC's Organizing Guide (www.seac.org/sog) and the Youth Power Shift website (www.seac.org/energy). Find out statistics on current energy usage, environmental impact and budget situation. Meet with the Director of Facilities or whoever is directly in charge of energy purchases. You can also ask about the feasibility of your goals, but expect them to react negatively. Don't worry; a little campaigning will fix that.
- **Form a coalition.** You probably know of other organizations on campus that support your cause. Ask to come to one of their meetings, give a short presentation and then ask for their support. Be clear in what you are asking of them. Do you just want a statement of support or do you want more than that? If you want them to actively support the campaign then they will need to be more involved in the decision-making. It is important to include key participants before any long-term strategizing is done. If you want them to sign on in an effort to strengthen your project, be sure you can wait longer, and reflect it in your time line.
- **Fill out the campaign strategy chart.** The Midwest Academy Strategy Chart is a useful tool for better understanding your campaign and drawing up a strategic plan. The chart can be found in SEAC's Organizing Guide or online at http://www.seac.org/sog/page65.html. Using a strategy chart will help you and your group to think strategically about how you can make change.
- **Craft a message.** Think strategically about what points you want to get across to people. Who do you want your message to reach? What arguments will have the greatest impact with those people? How can you frame those arguments most effectively? The message that you come up with should be short and simple and it should be the main focus of your materials and statements.
- **Create a timeline.** Think carefully about all the things that need to get done and when they need to get done by. Decide on a reasonable amount of time to complete assignments at meetings. The items on the timeline should be specific. Look at the calendar before you set a timeline. Be aware of vacations, holidays, weather, major sports events, campus events, and so on. Try to avoid conflict with other people's meetings, events, and exams. Consider the student energy cycle. It peaks at the beginning of semesters and ebbs during exams. Think about how events can build on each other. Perhaps you can table with a petition and recruit people to come to a speaking event at the same time. Another way to use events for each other may be as simple as announcing before a lecture that a rally is happening the next day.
- **Send a letter to the head of the institution.** Write a letter that states the issue, the problem and you proposed solution (your goals—the changes you want the institution to make). Send this to the head of the institution (University President, Mayor, etc.) and other key figures. It is important to establish relationships with those you are tying to influence.
- **Choose your target.** Your target is a single person who has the power to give you what you want but, for whatever reason, doesn't want to. The target is the person that you will apply pressure to and the person you will force to give you what you want. The target should be one person, someone who is in a position of power. This is where the knowledge of internal politics of institutions becomes very important. Procurement decisions (choosing which company to buy paper from, for example) are relatively decentralized, so your target will be in a lower-level person. Budgetary and endowment-related decisions (deciding to spend more money to get green energy or instituting a socially responsible investing policy) are controlled by those in more powerful positions and so your target will likely be the head of an institution. If your target is a very powerful person you might not be negotiating with them directly. Just remember that you need to apply pressure to the target, not to whomever they send to do the grunt work of negotiating. You may also have secondary targets. Secondary targets are people who you have more power over the target than you have over the target. A powerful campus alum might be a secondary target—you might be able to convince them more easily than you could convince your President, thus they become an ally and new voice for the cause. They might in turn be able to convince the president more easily than you can.
- **Request a meeting.** Ideally this meeting is with your target, but, as explained before, you may be negotiating with a different person. In the first meeting you should politely present a proposal that contains your goals and see if they agree to it. If they agree, you've won! Congratulations. If you have the experience that most people have and they won't budge, it's time to get serious and start campaigning.

  Things to do before the meeting include:

  Decide on your goals for the meeting.

  Write up an agenda beforehand and send it to them for feedback.

  Figure out who will be at the meeting.

  Things to do in the meeting include:

  Control the flow of the meeting—don't let them boss you around. This is why it's good to write the agenda.

Tell them about your group—your membership, your past successes, etc.
Find out the specific objections they have to your proposal so you can respond to them.
Figure out how the institutions make decisions. What group of people needs to agree to your proposal for it to happen?
Have specific things that you are asking for. Have a backup plan—basically the process of what you will do if they don't agree to your proposal.
Look professional.
Walk out with a timeline of what will happen next.

After the meeting:

Send them a letter thanking them for the meeting and include the timeline agreed upon.
File all correspondence (emails, papers, etc) that goes between you and your target.

**Phase Two: Campaign Escalation**

- **Develop materials.** This doesn't need to be really complicated, but you should have at least one basic info sheet that you can hand to people who are interested. It should include information about the issue, the campaign and what actions people can take. Materials can also include websites, flyers, leaflets, table tents, mailings and anything else you can come up with.
- **Have a kick-off event.** A great way to generate some momentum at the start of a campaign is to have an exciting visible event right at the beginning of the campaign. It will also show people that your group takes action and doesn't just sit around and talk.
- **Involve large numbers of people.** Don't let the campaign just be your group—find ways to get lots of people actively supporting the campaign.
- **Isolate your target.** As long as your target has support from a range of people, it's easier to ignore the pressure that you put on them. As your target becomes isolated, they are more vulnerable to pressure. For example, if your target is a university president, think about finding ways to turn their bosses (either the Board of Trustees or the Board of Regents), their donors and parents into allies for your campaign. These people could be strong voices in the need for change. If people who normally support the target turn against them, they are more likely to reconsider. If it's a mayor, maybe you can turn their party, their voting base and the city council against them in support of your issue.
- **Find allies within the institution.** It can be an enormous help to have someone inside the institution, a city councilperson for example, pushing your case. Their opinion carries a certain weight with other people inside the institution and they can help the campaign a lot.
- **Pass resolutions.** Have whatever group theoretically represents the community's interests (student government, city council etc) pass a strong resolution in favor of the campaign.
- **Educate the public.** Get your message out there! This can be done with speakers, street theatre, class presentations, public art and a million other ways. Make sure to have ways that people can take action with their new knowledge.
- **Stage direct encounters with decision makers.** Your target needs to get your message loud and clear so they understand what they need to do to make you go away.
- **Get publicity.** Try to capitalize on the events that you have by getting lots of press attention. Meetings with your target, the passing of resolutions and other successes are great times to get publicity.
- **Create a buzz.** You want to make your campaign something that everyone is talking about. Often it seems really hard to get people's attention but having a buzz about your campaign is like when there's a buzz about a huge party coming up that everyone's going to. To create a buzz your campaign needs to be dynamic and exciting. People everywhere need to keep seeing your message—on flyers, in the paper, on the sidewalk—and eventually they'll start talking about it to each other.
- **Strengthen the group.** While all this is happening, all of the group members should be developing skills and becoming better organizers. Perhaps two members, an experienced one and an inexperienced one, can take on tasks together so the newer activist can learn skills. Perhaps you can get a few of them to some SEAC regional conferences (or even plan your own!). Always look for new opportunities to develop new leaders.
- **Raise the stakes, increase the pressure.** The idea behind a campaign is a steady escalation of pressure on your target. Start by asking nicely, then move to low level tactics that are relatively non-threatening, like petitioning. If nothing changes you may eventually want to move to more aggressive tactics such as bird-dogging, camping outside your target's office or sit-ins.
- **Negotiate with your target.** As you escalate your campaign your target will probably become more willing to negotiate. Ask them for further meetings. Have well-crafted responses to each of their original objections that are backed up with research where possible. Meetings should include press when possible.

**Faze Three: Win, Regroup or Move to the Next Campaign**

- **After a victory:**

**Publicly praise your target.** Praising your target at the end of a successful campaign can be important; they'll be more likely to grant your demands in the future if they realize how great it is to be on your good site.
**Get good press.** Send out press releases to school papers, local papers, allied groups and national media to get the word out there! Make sure to include your message and the fact that the institution responded to pressure by your group.
**Follow up.** Make sure that the institution follows through on its commitments. Demand that they send regular updates on the progress they are making implementing the plan.
**Celebrate.** Your group should be thrilled! Have a party to congratulate yourselves and have some fun!
**Use the momentum.** By this point your group should be well known and seen as a powerful group that takes action and gets things done. Use this well deserved image to recruit more people and to launch a new campaign

- **If you haven't won:**
  **Don't get discouraged.** Some campaigns are won in a semester and some take several years to win. Don't feel like you need immediate, all-out victory to be having an effect.
  **Assess your situation.** Have you made progress? Have you educated and mobilized people? What have you done well and where have you failed?
  **Decide whether to continue.** Is the campaign still winnable? What are the negative impacts of dropping it?
  **Regroup or move on.** If the campaign is still winnable then start organizing! Maybe it just needed a big event to get some momentum going again. Otherwise start searching around for a new campaign where you think you'll have more success.

**Ways to Help Cover the Cost**
The higher the up-front cost of your proposed changes is, the more resistance you will likely run into. Luckily, despite a near complete lack of governmental action on climate change there is at least a little support out there and it could be useful to let decision-makers know about the economic incentives available.

- DSIRE Database of State Incentives for Renewable Energy
  http://www.dsireusa.org

- For California
  http://www.consumerenergycenter.org

## 4. Ethical Energy Fees & Legislative/Ballot Campaigns

The previous section was designed specifically for campaigns to force an institution to make changes and fund those changes. However, there are other methods for getting green energy policies passed. In an ethical energy fee or legislative/ballot campaign, a group proposes a change and funds it with an additional tax or student fee increase. Many campuses have voted to add several dollars per semester onto the student fees to be put towards the purchase of green energy. Depending on the governing structure you may have one or both of two options:

- **Placing a measure on the ballot.** All students will get to vote and if a certain percentage vote for the measure (often over 50%) then it becomes policy. There will be a requirement that you must meet in order to get your proposal on the ballot (usually collecting a certain number of signatures). In terms of running the campaign, most of the previous section still applies; you'll still want to assemble a coalition, educate people, make materials, get publicity etc., but there's no one person that you can negotiate with and apply pressure to. Instead of pressuring decision makers, the focus will be on persuading people that your idea is good enough that they should impose a tax on themselves to fund it. Remember to get out the vote! It doesn't matter how many people support you if none of them vote! Email and call people to remind them. Consider tabling or other attention grabbing activities on the day of and the week prior to the election in an effort to remind your supporters to cast their vote.

- **Passing legislation.** Proposals that will be voted on by the governing body require slightly different strategy. Here only elected representatives get to vote on the proposal. Try to figure out who is certain to oppose you proposal, who is certain to support it, and who the "swing" (meaning they could go either way) votes are. Apply pressure to the swing votes, letting them know that if they oppose you, they will be voted out in the next election. Contact the governing body to find out the specifics of how to introduce legislation; often you will need a representative to sponsor it so try to make friends with someone who might support you.

Sometimes there is no option to take a proposal directly to the voters. Other times there is a specific requirement that tax/student fee increases are approved by the voters instead of their representatives. Contact the student or other government to find out the situation.

# APPENDICES

## I. Sample Materials

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**Sample Press Advisory**

Press advisories are short and to the point announcements of events sent to the media prior to sending a full press release.

PRESS ADVISORY
Wednesday, September 17th

Contact: Jane Activist (555) 555-5555
Doug Activist (999) 999-9999

**University Students Rally, Urge their School to Switch to Clean Energy**

**Who:** Students from (Your Environmental Group) in conjunction with the Marine Science Club, Geology Club, and the Backpacking Club

**What:** Rally outside of the administration building asking the president to support an aggressive approach to curb energy usage and use the cost savings to buy green energy.

**When:** 12:00 PM, September 23rd 2003

**Where:** (Your University)
789 Apple Lane
Greenwood, SC 93875
(phone number of where action will be)

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**Sample Press Release**

Press releases are usually faxed to local and national media outlets a number of days before an event and again closer to when it is happening. Make sure to make follow up calls to the news desks, asking if they got the press release, offering to refax it if they didn't get it and pitching the story, telling them about the event in away that makes them want to cover it.

PRESS RELEASE
Friday, Nov. 22nd

Contact: Jesse Young, 585.727.1259 (on-site)
Ben Somberg, 860.685.2415 (office)

**Students Take Over Shaw's Supermarket;**
**Expose Dangers of Genetically Engineered Foods**

*Toxic Food Tour Comes to New Haven*

**NEW HAVEN—Environmentalists converged on the Shaw's supermarket at 150 Whalley Avenue at 4:50pm today, quarantining dangerous foods and demanding that Shaw's eliminate genetically engineered ingredients from its store brand products.**

"We're here to let the public know that they're the unwitting guinea pigs in Shaw's genetic experiment," said Beth Coddington, a member of the Environmental Organizers' Network (EON). "Shaw's needs to stop playing this risky game with our health."

Costumed students led throngs of shoppers through the aisles demonstrating the hazards of everyday, seemingly benign, groceries. As the "Toxic Tour Guide" educated customers over a bullhorn, others pulled genetically engineered food from shelves, isolating it in brightly-colored biohazard tape.

Genetically engineered food has been targeted for the health and environmental risks it poses by introducing new species into the world with uncertain consequences. GE foods have also come under attack for leading to increased pesticide use, loss of biodiversity and increased pressure on small organic farmers.

"No one knows what effects these foods could have on those who consume them. The only thing that's certain is that biotech giants are willing to run over their customers' health in their rush for profits," said Emily Douglass, who was compelled to act after discovering that her tomatoes contained fish genes.

Since it has been discovered that supermarkets carry a variety of products with GE ingredients, they have been called upon to make their food fit for human consumption. While Shaw's British parent company, J. Sainsbury's, has removed GE from its store brand products in Europe, Shaw's has so far refused to apply the same standard of safety in the US.

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**Sample Student Government Resolution**

**Wesleyan Student Assembly Green Energy Resolution** 20 March 2003

*Concerned* by air pollution and climate change caused by the use of fossil fuels as an energy source,

*Concerned* that the U.S. emits around one-fifth of the worlds greenhouse gasses and has rejected international initiatives such as the Kyoto Protocol,

*Concerned* by the fact that the countries with the least resources are the countries with the least ability to adapt to the effects of climate change such as extreme weather conditions, rising sea-levels and increased disease susceptibility according to the International Panel on Climate Change,

*Whereas* the people of the United States have the responsibility to reduce the levels of their ecological destruction regardless of their government's actions,

*Whereas* wind energy is entirely renewable, creates no pollution, and occupies 5% of the land on which it is situated and therefore allows for multiple use,

*Whereas* wind energy brings jobs and revenue to rural communities and is the most cost-effective of renewable energy sources,

*Whereas* the cost of wind energy has fallen from 40¢ to between 4¢ and 7¢ per kilowatt hour while reliability has increased from 20% to 98% since 1980,

*Concerned* that Wesleyan University currently uses zero percent green energy,

*Whereas*, Wesleyan University already committed in November 2001 to purchase 10% of its energy from a green energy source, with unanimous WSA support,

*Whereas* Wesleyan University is already negligent in its committed obligation to purchase green energy in the last fiscal year,

*Whereas* many of our peer institutions, including Eastern University (PA), Swarthmore and Carnegie Mellon have committed to using a percentage of green energy,

*Concerned* that there is not a separate budget for green energy and instead the availability of funds for green energy is dependent on there being a surplus in the energy budget,

*Be it resolved* that the Wesleyan Student Assembly supports the initiative to buy at least 20% of the University's energy from renewable energy sources, to ensure that the source is truly green, and to set up a separate budget for green energy,

*And be it further resolved* that the WSA affirms the belief that students should have a role in the decision-making process concerning the future of energy consumption at the University,

*And be it further resolved* that the University should adhere to a recurring commitment for this minimal level of funding in each subsequent year.

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**Sample Student Government Resolution**

A Resolution in Support of Green Building and Clean, Renewable Energy

Authored by: The University of California Sustainability Coalition

**WHEREAS:** The Talloires Declaration of 1990, an official statement made by university administrators of a commitment to environmental sustainability in higher education, articulates the urgency of our environmental problems: local, regional, and global air and water pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of "greenhouse" gases that threaten the survival of humans and millions of other living species, the integrity of the earth and its biodiversity, the security of nations, and the health and rights of future generations (Source: www.ulsf.org/programs_talloires.html); and

**WHEREAS:** The California legislature has found and declared that global warming is a matter of increasing concern for public health and the environment and that the control and reduction of emissions of greenhouse gases are critical to slow the effects of global warming (Source: www.leginfo.ca.gov/pub/01-02/bill/asm/ab_1451-1500/ab_1493_bill_20020722_chaptered.html); and

**WHEREAS:** Governor Davis has recently taken steps towards sustainability by issuing Executive Order D-16-00 promoting the integration of sustainable and cost-effective building design and construction within the State as well his endorsement of SB 532 mandating an increase in the percentage of renewable energy in the state's energy portfolio (Source: www.energy.ca.gov/releases/2000_releases/executive_order_D1600.html); and

**WHEREAS:** The U.S. Green Building Council developed the Leadership in Energy and Environmental Design (LEED) Green Building Rating System as a voluntary, consensus-based, market-driven building rating system based on existing proven technology that evaluates environmental performance from a "whole building" perspective over a building's life cycle, providing a definitive standard for what constitutes a "green building" with the convergence of the primary objectives: implement high energy/water efficiency, conserve natural resources, and create a healthy indoor environment all resulting in substantially lower operating, maintenance, and healthcare expenses and higher occupant productivity (Sources: www.usgbc.org, www.buildinggreen.com, www.greenbuild.com); and

**WHEREAS:** LEED Silver rated buildings cost no more than non-LEED buildings when the appropriate design concepts, technologies, and materials are incorporated at the beginning of the design process (Source: www.rmi.org/images/other/GDS-WhyBuildGreen.pdf); and

**WHEREAS:** There is great opportunity to enact a UC policy of responsible, cost-effective, development and consumption of resources as demonstrated by the design, construction, and use of the LEED Platinum rating Donald Bren Hall at UC Santa Barbara (Source: www.esm.ucsb.edu/about/donald_bren_hall.html); and

**WHEREAS:** The Los Angeles Community College District recently adopted responsible development policies requiring that all 40-50 new Proposition A buildings be LEED Silver rated buildings or higher with at least 15-25% renewable energy standard and with at least 10% being generated on site with energy from the sun (Source: www.cleanenergynow.org/media/pressreleases/07122002.html); and

**WHEREAS:** An UC energy portfolio with a higher percentage of clean, renewable energy generated within the state and on campuses will increase safety and security by reducing dependence on energy firms and other states and nations for energy, lessen pollution and our contribution to global warming, create many skilled jobs, and keep more energy sector profits and taxes in California for our local and governments (www.calpirg.org/reports/renewableswork.pdf); and

**WHEREAS:** UC is the leading public educational institution for research and development in the state, nation, with a tremendous influence over environmental, economic, and social policies; and

**WHEREAS:** It is the duty of Regents to work with students, staff, faculty and administration within the UC system to address the pressing issues facing our state by shaping our environmental, economic, and social policies into a responsible strategy that ensures the well being of current and future generations; therefore be it

**RESOLVED:** The Regents of the University of California adopt a policy that all new and renovated buildings at UC campuses be designed and built to a LEED Silver rating or higher; and be it further

**RESOLVED:** The Regents of the University of California provide that all such new and renovated LEED Silver rated buildings consume 50% or more of their energy generated from clean, renewable sources and that at least 25% of that energy be generated on site by solar, wind, fuel cell, and/or other clean, renewable sources.

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**Sample Letter to an Institution**

April 21, 2003
Marcia Bromberg
Vice President of Finance and Administration
Wesleyan University

Dear Marcia Bromberg,
We thank you for your previous meetings with our student group aimed at addressing the University's responsibility for promoting a clean environment on a local level. We are glad to see the Administration taking an activist approach in regard to its usage of energy and broader issues of environmental justice.
We would now like to take this opportunity, before the budget is finalized for the next fiscal year, to more clearly define our expectations as tuition-paying members of the University. Recognizing that the University exists to serve the interests of students (as reflected in its mission statement/educational strategy), we the students of the Environmental Organizers' Network (EON), with unanimous support from the Wesleyan Student Assembly (WSA), expect the University to comply with the following:

Short Term Goals (For the next fiscal year):

-Wesleyan University shall commit to purchasing at least 20% of its energy from green energy providers in the next fiscal year. This figure represents double that of FY 2001 / 2002 levels, but is also in compensation for the University not buying *any* green energy in the last year. This figure was chosen primarily for the University already being negligent in its agreement to purchase 10% in 2002 / 2003, and for failing to identify an alternate energy provider when Connecticut Energy Cooperative collapsed. This level of funding is a small amount for a school with Wesleyan's resources. It represents significantly less green energy than is purchased at many other universities around the country, most with similar or significantly less fundraising ability or endowment.

-A recurring commitment for this minimal level of funding in each subsequent year. A separate budget allocation should be established for this specific purpose.

-An allowance for students to choose the energy provider, as many companies that advertise as clean energy are not truly green.

**Long Term**

-100 % Green energy at Wesleyan. This goal is not unrealistic, as it is *already being achieved* at other peer institutions. Eastern University (PA), for example, is already taking steps towards being powered by 100 % wind energy within three years. In this respect Wesleyan is already far behind.

-A permanent student voice in the decision-making process for purchasing energy at the University.

Attached to this letter you will find a copy of the WSA resolution affirming these expectations, passed with unanimous support on April 20, 2003. You will also find copies of numerous petitions, demonstrating broad student support for these minimal goals.

Previously, you expressed concerns regarding the uncertainties of deregulation and how these initiatives will affect conventional energy prices in the next twenty-four months. You also expressed concerns over the University's already over-spent energy budget due to a particularly cold winter.

Recognizing that peer institutions have managed to overcome the uncertainties of the marketplace in their continual purchase of green energy, we affirm that a stable commitment to buying green energy should be made regardless of conventional energy prices. Cost-effectiveness should not be the sole variable in our decision-making. While it is impossible to tell how deregulation will affect the competitiveness of renewable energy over the next two years, our school should assert its concern for global warming, the harmful effect of toxins in the atmosphere (especially on poor and rural communities), and its overall concern for a clean and healthy environment. These issues should not have to wait.

We look forward to meeting with you within the next week in order to determine Wesleyan's next green energy provider for FY 2003 / 2004. In the meantime, we will be working on expanding our campaign, both for spreading student awareness in regard to issues of conservation, but more importantly, to ensure that our outlined goals are achieved by the end of the school year.

Thank you again for your assistance.

Cordially,

Environmental Organizers' Network (EON)
Energy Committee

Enclosures (2)

Cc: Harry Kinne, Director of Facilities Operations for Physical Plant

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**Sample Q&As**
(Taken from Cornell Greens website: http://www.rso.cornell.edu/kyotonow/local/)

**KYOTO NOW: Information on the Renewable Energy Endowment Proposal**

**1. What is Kyoto Now?**

Kyoto Now! is a Cornell student group helping the University reduce its greenhouse gas emissions and reach its commitment to meet Kyoto Protocol standards. The group has existed for two years, and promotes renewable energy, conservation, and energy efficiency.

**2. What is a renewable energy endowment? What is Kyoto Now! proposing?**

An endowment is a fund of donations used for various University purposes, such as renovations, new buildings, scholarships or professor salaries. A renewable energy endowment would be specific to funding various renewable energy projects and initiatives for Cornell.

The money would come from various donors to the University, including alumni, parents of students, businesses, and any others who want to support clean energy for Cornell.

Kyoto Now! is proposing an endowment of $10 million, which would accrue about $500,000 in interest **every** year. That interest would be used as income to fund renewable energy projects, while the $10 million would be left untouched to keep accumulating interest.

**3. What kinds of projects would this endowment fund?**

This endowment could help purchase electricity generated from wind power for the University. For about $300,000 a year, Cornell could buy 10% of its electricity from wind (which amounts to about 1% more on the University's energy bill). Wind turbines are already spinning in Fenner, NY – all that's missing are customers. Cornell could be the largest purchaser of wind energy in the country if it chooses this route.

Also, the endowment could fund smaller demonstration projects, such as a solar panel installation on the new West Campus residence halls, or it could fund green building initiatives. Most new buildings on campus are originally designed to have energy-saving features, but these ideas often rival tight budgets and are not economically feasible.

**4. How can this idea for a Renewable Energy Endowment really happen?**

President Hunter Rawlings and Provost Biddy Martin determine the funding priorities of the University. They could decide tomorrow that an endowment for Renewable Energy goes at the top of the list. However, many other projects are on the priority list and have visible support from the administration. Therefore, they must be convinced that this has the support of the entire University.

Cornell is beginning its preliminary planning for the next Capital Campaign around 2005. The Capital Campaign is carried out about every ten years, and refers to the time when Cornell makes a huge sweep of solicitations to all alumni, in order to generate a large amount of donations for the University. With enough support, this Renewable Energy Endowment could be one of the projects that Cornell specifically finances through the Capital Campaign. However, the President and Provost must see this support in order to prioritize the project.

One method of demonstrating support is through each individual college. The Dean of every college creates a "wish list" of individual college priorities for the Capital Campaign. If all the Deans put down a "Renewable Energy Endowment" as a priority, that is a major step to implementing it. This wish list is due to the Provost on March 1st.

**5. What is Kyoto Now asking of faculty members?**

In order to convince the Dean of your college that this is an important issue, we need faculty members to show their support. We have letters that you can read and sign, which we will then send to the Dean. Also, you can write a personal letter to the Dean that emphasizes the importance of renewable energy, as well as the idea of putting it in the Capital Campaign.

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# II. Other Resources

**Youth Power Shift Campaign Coordinators:** Tricia Feeney (tricia_feeney@berea.edu) and Josh Lynch (josh@seac.org)
**For Questions, Email:** youthpowershift@seac.org
**Student Environmental Action Coalition National Office:** (215) 222-4711
**Campaign Website:** www.youthpowershift.org
**Campaign Email Listservs:**
SEAC-Climate listserv – This is an open email list for students and others to discuss local issues and ideas related to energy campaigns. We also send occasional updates from the Youth Power Shift campaign to this list. Sign up at http://www.seac.org/seacnet.

Youth Power Shift Organizers' List – Our energy@seac.org list is for people actively working to organize the national campaign. Since we are totally youth and student run and led, we invite all young activists to participate in our organizing team. Email josh@seac.org to be put on this list.

**Helpful Websites**
Student Environmental Action Coalition: www.seac.org
Youth Power Shift: www.youthpowershift.org or www.seac.org/energy
Energy Justice Network www.energyjustice.net
Community Energy 100% New Wind Power: www.newwindenergy.com
Union of Concerned Scientists: www.ucsusa.org
The Sustainable Energy Coalition: www.sustainableenergy.org
Green Power Network (US Department of Energy): www.eere.energy.gov/greenpower/home.shtml
American Solar Energy Society SolarGuide Factbase: www.ases.org (Click on SolarGuide)

**Support from the Youth Power Shift Campaign Team**
The Youth Power Shift Campaign team is committed to providing support to grassroots organizers in whatever way possible. Email youthpowershift@seac.org with any thoughts or questions about the campaign. In many instances, we can send a field organizer to conduct an issue workshop for your group and facilitate a campaign strategy session. Contact us with any questions you have or just talk to us about what you're up to!

**Speakers from SEAC Speaker's Bureau**
Note: Speakers have their locations listed on the website but are willing to travel. For a full listing of speakers, check out www.seac.org/speakers.

**Nicole Hallett** (IN) has been actively campaigning for environmental issues for many years. She, along with other DePauw University students, petitioned the Board of Trustees to adopt a socially responsible investment policy for their $450 million endowment, a battle that they won. She now works on using shareholder proxies and divestment strategies to encourage corporations to be environmentally and socially responsible. She became the campus coordinator for the Green Party on her campus and promotes Green ideals through the publication of an environmental journal published monthly. Last fall, she attended the UN Summit concerning the Kyoto Protocol and has since taken up the issue of global warming, which she sees as one of the most pressing environmental issues of the new century.

- Beyond Kyoto -- A look at the history of the Kyoto Protocol and how the issue of global warming is likely to evolve in the future.
- Global Warming 101 -- General Knowledge with a focus on community organizing.

**Wil Burns** (CA and ME) holds a Ph.D. from the University of Wales School of Law in Cardiff, Wales. He serves as Chair of the American Society of International Laws Wildlife Interest Group and a Senior Associate with the Pacific Institute for Studies in Development, Environment, and Security in Oakland, California. He makes approximately 30-40 presentations annually on climate change issues as part of the Green House Network. He also speaks on international wildlife issues on behalf of the American Society of International Law. Among the topics that he can address are:

- **United Nations Framework Convention on Climate Change**: Overview of the treaty's objectives, how it's being implemented, what needs to be done to make the treaty viable?
- **The role of the U.S. in combating climate change**, including the abdication of responsibility by the Bush Administration and state and local initiatives.
- **Climate Change: The Myths of the Skeptics**. I discuss the arguments advanced by the skeptics and respond to them and also talk about where the money for these "independent institutes" really comes from and how these organizations wage effective public relations battles, in league with media outlets that simply swallow their arguments with very little independent assessment, engendering perceptions that there is a clear divide in the climate science community.
- **Climate Change: The impacts of climate change on small island nations**.

**Mike Ewall** (PA) has been actively involved for over 10 years in student and community environmental justice and anti-corporate organizing. Since 1995, he's presented over 150 workshops at over 80 schools and at least 30 activist conferences. He has a strong background in addressing waste, toxics, energy and nuclear issues. His accomplishments include defeating two local incinerator projects in his home county and helping halt a nuclear waste dump project in Pennsylvania. Mike has long been active in campaigning for corporate accountability. His experiences range from fighting for environmental justice in rural and suburban communities in Pennsylvania to helping protest environmental racism in the state's urban centers (primarily Chester, Harrisburg and Philadelphia, where large waste projects exist and where more have been proposed) to protesting corporate investments in the military regime in Burma. Since 1993, he's been actively involved in the building Pennsylvania's grassroots movement for environmental justice. From 1996 through 2000, he was active in student environmental and anti-corporate organizing, mostly through the Student Environmental Action Coalition (SEAC) and 180: The Movement for Democracy and Education (a student pro-democracy/anti-corporate group). He's currently working on building a new national organization called the Energy Justice Network, to advance clean energy policies while aiding grassroots fights against "biomass" incinerators, new fossil fuel power plants and other proposed dirty energy technologies. He is the author of the nation's strongest and cleanest Renewable Portfolio Standard legislation, introduced in Pennsylvania's state senate in 2003.

- **Researching Environmental Threats in Your Community**: No matter where you live, there's a good chance that you're not all that far from a landfill, incinerator, toxic waste dump, power plant or other polluting industry (or proposals for such). Learn how to find and address these environmental threats.

- **Youth Power Shift and Energy Justice**: Want to save the climate from global warming? Need to know how best to support green energy? The coal, gas, nuclear and incineration industries are all being revived in the name of "green" energy. Oil dependence would be replaced with dirty waste-based fuels and nuclear- and fossil-generated hydrogen, rather than a clean, renewable hydrogen economy. Learn how we can stop this and support the clean alternatives conservation, efficiency, wind and solar.
- **Garbage Dumps, Incinerators and other Trash Talk**: Where does your waste go when you throw it "away?" Where is "away" and who lives there? What happens when you let trash be sent to landfills or incinerators? What are the alternatives?
- **Nuclear Waste**: Nuclear power is the most expensive and dangerous form of energy. Learn what is going on with the nuclear industry and learn what you can do to fight for a nuclear-free world in the face of real threats of nuclear terrorism.

**Bob Poeschl** (WI) is a longtime SEACer and was recently elected Working Committee Coordinator (WCC) for SEAC.

- **Nuclear Issues**

**SEAC's Mission statement**
*SEAC, pronounced "seek," is a student and youth run national network of progressive organizations and individuals whose aim is to uproot environmental injustices through action and education. We define the environment to include the physical, economic, political and cultural conditions in which we live. By challenging the power structure which threatens these environmental conditions, SEAC works to create progressive social change on both the local and global levels.*