GUIDELINES FOR ECO-FRIENDLY SERVICE PROJECTS

PREPARED BY: URS CORPORATION
FOR THE HOME DEPOT FOUNDATION AND KABoom!

JUNE 5, 2009
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Introduction

KaBOOM! and The Home Depot Foundation are excited to present the first comprehensive guidelines on how to make your service project as eco-friendly as possible. A special thank you goes to all of the organizations that contributed eco-friendly best practices that make up the foundation of these guidelines. We hope that these guidelines continue to grow over time and serve as a valuable tool for any type of service project.

Guidelines for Eco-Friendly Service Projects was created to offer best practices for service project managers to use in their planning process to lessen the environmental impact and to ensure that community service projects are maintained over time. Project managers can lessen environmental impacts by generating less waste, reducing energy and materials consumption, and by offsetting environmental impacts that cannot be eliminated. Further, due to the rise of environmental issues, it is imperative communities recognize the value of being eco-friendly and provide support for the long-term operation and maintenance of service projects.

The following guidelines provide service project managers with guidance and tangible tools that can be integrated with existing planning processes to ensure projects are as sustainable and eco-friendly as possible.

How to Use These Guidelines

The guidelines detailed in this document identify and support a set of practices that you, as a project manager, can use as an overlay to the planning process for any service project. The guidelines are meant to be used throughout the planning process with the intended end result being the creation of a culture of innovation, and environmental and social awareness.

These guidelines are not meant to replace an organization’s environmental practices or planning, but are intended to enhance them, and will be updated as new ideas, techniques, and case studies become available.

What is included?

This document provides an overview of the research methodology, findings, recommendations, resources, checklists and case studies. The recommendations, case studies, and resources come from industry experts, service project managers, and eco-friendly professionals. Where possible, checklists or templates are provided to give you the tools you need to complete a successful eco-friendly service project.

How is this document organized?

The introduction section defines the term “eco-friendly,” summarizes the goals/methodology of the research conducted to develop the guidelines, and shows how success is measured in the context of community service projects. The “Eco-friendly Service Areas” section provides eco-friendly guidance in the following eight areas:
Each of the eight areas can be used throughout the community service project process. Community Engagement/Project Partners serves as the cornerstone for your community service project and is the first service area outlined. Best practices from this section should be used throughout the entire process to win support for and maintain your project.

The information collected in the early stages of Community Engagement is closely linked with Project Choice, and generally these two areas are used in project initiation. The remaining service areas are addressed in standalone sections that may be used at various points in the service project process to make a project more eco-friendly. All or some of the areas may be used to make a unique eco-friendly service project.

How do I navigate this document?
This document is meant to be used as a reference guide for managers of service projects who would like to incorporate eco-friendly practices into their service project during the initiation, planning, implementation, and maintenance phases. You can review the major headings and read the areas of most interest in each section. Experienced project managers may want to go directly to the case studies and resources to gather additional information that may enhance an existing service project, or help prepare for the next eco-friendly service project.

How do I add information?
If you have information you would like to add to these guidelines, please provide your information to David Flanigan at dflanigan@kaboom.org. Input to the guidelines will be compiled on a monthly basis to ensure a streamlined, concise document.

Defining Eco-Friendly
The term “eco-friendly” can mean many things to different people, including the ability to care for the resources of the earth and to use them wisely, or actions that are capable of being maintained easily over time. Considering the wide range of potential definitions, we have outlined the vision and the definition of eco-friendliness in the context of this document so that users have a common understanding from which to use the guidelines more effectively.

Defining eco-friendly
Based on interviews and discussions with eco-friendly professionals in a wide range of organizations, the guidelines define eco-friendly service projects as:
Volunteers working together to implement community-chosen projects using environmentally safe practices and materials that can be maintained over the long term and have a low impact on the environment.

Why be eco-friendly?
We all wish to see a better environment and way of life for ourselves and future generations. While we share this general vision, it is not always easy to understand why it is important or how to be eco-friendly. What difference can we as individuals make to the overall environmental impact in our community?

To help you understand your potential contribution, we turn to the United Nations World Commission on Environment and Development, also known as the Brundtland Commission, which was created to assess the world’s environmental issues for their definition of sustainability:

Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs.¹

By designing, planning and implementing eco-friendly volunteer practices, you can have a positive impact on the environment, build community capacity to help future generations, and reduce your project’s future maintenance costs. Your project and team can meet the needs of the present and the future, without compromising your vision of being eco-friendly and sustainable.

Research Goals and Methodology
To develop a baseline of information about being eco-friendly in the context of community service projects, we conducted research using interviews with a range of volunteer organizations, workshops about eco-friendly practices, surveys of subject matter experts, and an online working group, including KaBOOM! staff. We reviewed documents, practices, and projects from among:

- Web sites and other online resources
- Books, reference manuals, and other literature
- Information from peer organizations
- Existing KaBOOM! research and feedback
  - Internal working group
  - Review of existing KaBOOM! materials

From these sources, and our own experience, we conducted additional research to identify eco-friendly best practices that: 1) are applicable/feasible in community service projects and meet benchmarks identified in the guideline document scoping process; and 2) allow for a range of project team skill, experience, and commitment levels to best fit within the community service project planning process.

¹ Definition of Sustainability, from the World Commission on Environment and Development, Our Common Future.
Feedback from Peer Organizations

We contacted following organizations contacted and provided information for this document in an online survey or during a telephone interview.

Contributing Organizations

National Partners

• Alliance for Community Trees (ACT)
• Habitat for Humanity
• Housing Assistance Council
• NeighborWorks America

Local Partners

• Chicago Cares
• HandsOn Atlanta
• Park Pride

Volunteer Umbrella Organizations

• AmeriCorps Alums
• AmeriCorps*NCCC
• StopWaste.Org

Nonprofit Organizations

• Bay Area Discovery Museum
• Build It Green
• Community HousingWorks
• Ecommitment
• Environmental Incentives
• Global Green
• Be The Change
• Green Schoolyard Network
• Loudon Habitat for Humanity
• Oregon Campus Compact
• Tool Bank USA
• YMCA Point Bonita Outdoor and Conference Center

Private Organizations and Companies

• 3Degrees
• Bentley Prince Street
• Beyond Efficiency
• J. Gowdy Consulting, LLC
• Saatchi & Saatchi
• Seedco
• SUPERVALU
• The Home Depot
• Timberland

Local/State Government

• San Francisco Department of the Environment
How to Measure Success

What we are learning from past projects?
We have gathered information from past projects to outline previous successes and considerations for eco-friendly service projects. This information is provided in three categories:

- Case Studies
- Resources
- Checklists

Content will continue to be added in each of these categories to provide current methods for improving the environmental performance of volunteer projects. We ask that you provide us with information, best practices, and lessons learned from your projects so that everyone can benefit from them and we can work together for a more sustainable world.

How does one quantify being eco-friendly?
For a project to be deemed eco-friendly, you must be able to value its accomplishments or in some way measure its success against appropriate benchmarks. Therefore, it is important to develop methods to measure environmental benefit, whether it is a reduction in the amount of waste produced, a change in habits of volunteers, or an increase in the value that volunteers or the community place on a project due to it being eco-friendly. With any community service project, volunteers work together to make a positive difference, but the question remains: how do you measure a project’s environmental impact?

There are several ways to measure the environmental impact or relative success of a project. Some are simple, such as looking at how many dumpsters are filled or bags of recycled materials collected or materials reused in the community for future projects. Your project team should set goals, determine how to meet them, and define measures of success in meeting those goals.

For example, you may find that a particular type of volunteer project yields two 40 cubic yard dumpsters or on the order of 2,000 pounds of waste. The goal may be to reduce this amount by 25 percent. Your team would need to determine how to reduce the waste by 25 percent on the project, which equals a 500-pound reduction. If 50 volunteer service projects were able to accomplish something similar, 25,000 pounds less waste would go to landfills. Together we can all make a difference!

Several key indicators have been identified for measuring a service project’s environmental impact. Below are examples that can be used to define and measure the success of your project.
### Eco-friendly Measures

<table>
<thead>
<tr>
<th>Item</th>
<th>Green</th>
<th>Greener</th>
<th>Greenest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locally Produced/Available</td>
<td>Available within 500 miles</td>
<td>Available within 150 miles</td>
<td>Available within 50 miles</td>
</tr>
<tr>
<td>Water Usage</td>
<td>Reduce project water usage by 25% or use rainwater collection for 25% of water needs</td>
<td>Reduce project water usage by 35% or use rainwater collection for 35% of water needs</td>
<td>Reduce project water usage by 50% or use rainwater collection for 50% of water needs</td>
</tr>
<tr>
<td>Waste Reduction</td>
<td>Reduce waste going to landfill by 20%</td>
<td>Reduce waste going to landfill by 30%</td>
<td>Reduce waste going to landfill by 40%</td>
</tr>
<tr>
<td>Waste Recycling Rate</td>
<td>Recycle 15% of waste or use 30% recycled materials</td>
<td>Recycle 30% of waste or use 40% recycled materials</td>
<td>Recycle 45% of waste or use 60% recycled materials</td>
</tr>
<tr>
<td>Energy Efficiency</td>
<td>Use 25% hand tools/human effort to build</td>
<td>Use 50% hand tools/human effort to build</td>
<td>Use 100% hand tools/human effort to build</td>
</tr>
<tr>
<td>Renewable Energy</td>
<td>Use 25% renewable energy</td>
<td>Use 50% renewable energy use</td>
<td>Use 75% renewable energy use</td>
</tr>
</tbody>
</table>

Definitions of these measures are provided below:

- **Locally Resourced/Manufactured Products**
  - In the Leadership in Energy and Environmental Design (LEED) green building rating system, the U.S. Green Building Council defines local resources as those manufactured within 500 miles. Others define local as within 50, 100, or 150 miles. “Local” can be defined based on the local economy, the local bio-region, or the local culture.

- **Water Usage**
  - Measuring water usage refers to any use of water regulating and usage reducing items such as faucets, water-heaters or toilets that provide a quantifiable reduction in water use.

- **Waste Reduction**
  - Waste reduction (also called waste minimization) refers to reducing or preventing the quantity of waste generated. Common examples include replacing disposable items with reusable items, purchasing in bulk to reduce packaging waste, or repairing items that have been damaged to extend their useful life.

- **Waste Recycling Rates**
  - The recycling rate is the percentage of waste that is recycled or composted compared to the total amount of waste generated (recycling rate = amount recycled/total waste generated). Most recycling rates are calculated by the weight of the waste, although the rate may also be calculated by volume.

- **Energy Efficiency**
  - Energy efficiency is increased by reducing energy consumption where possible. This means adapting to get more energy service using less energy.

- **Renewable Energy**
Guidelines for Eco-Friendly Volunteering

- Renewable energy is energy drawn from resources that can be replenished. Renewable energy can be measured by whether or not it is necessary to consume the resource to produce the energy needed; or, by reducing the negative environmental impact caused by using the resource to produce energy. This includes the entire process of getting that energy source including extraction, processing, energy production, and disposal.

Each of these measures is discussed in more detail in the Eco-Friendly Practices section later in this document.

Once you have established the eco-friendly goals of the project, make sure to let your planning team know what they are. The goals should be referred to throughout the planning process, as well as on the day(s) of the service project. The volunteers for the service project should be informed of the eco-friendly goals. They need to feel that they have a part in achieving the goals. And of course, make sure to celebrate at the end of the project when you have accomplished your eco-friendly goals!
Eco-Friendly Service Areas

Now that we’ve discussed setting goals and ways to measure success, detailed information on the eight eco-friendly service area topics, including input obtained by the survey and interview participants, is provided below. Each topic provides the following outline of information:

- An overview of each topic area
- Why it is important to plan for eco-friendly service projects
- Who is involved
- Best practices of this service area
- Tools and templates to use
- Case study example for the service area
- Web resources

Community Engagement/Project Partners

What is it?
Community engagement involves tapping the resources in a community and developing projects that address the biggest issues your community faces. The best way to ensure an eco-friendly and well-maintained project is by building capacity within a community—where members of that community can identify their own needs and strengths, plan the project, and maintain the project themselves.

Being eco-friendly in terms of community engagement can mean several things:
1. Designing a program and project that fits the community’s needs.
2. Ensuring the project and actions are maintained for the intended project life span.
3. Inspiring others to act and think in ways that reduce environmental impact.
4. Making plans for continued maintenance of the project during changing of seasons or after community events.

Why is it important?
This section discusses the various stages of community engagement and project partner selection. With the right mix of community engagement tactics you can help resolve some of your community’s most pressing social problems and mobilize others to action. The ultimate goal is make a lasting impact on the community while being eco-friendly. This can be accomplished by fostering:
- More efficient use of people and material resources
- A spirit of sharing and cooperation
- More creative and acceptable ways to protect natural resources

Who is involved?
Community engagement is the first step and a recurring step in any eco-friendly project. Working with project proponents, partners, and the community early on in the project planning process will lay the foundation for establishing goals and plans for the effort. This is the time to ensure that the project is eco-friendly and ensure that the community supports the project so that it will be cared for and maintained in the long term.
Guidelines for Eco-Friendly Volunteering

Best Practices: Community Engagement
### Best Practice: Engage the Community Early

**Tool:** Asset Mapping

<table>
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<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
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<tbody>
<tr>
<td>Asset mapping involves identifying the assets in your community, determining how to connect to those assets, and understanding how to use those assets to solve problems. This approach answers the questions:</td>
<td>Before beginning any project planning, you must explore the environment where you are working. A community may be in a rural area with limited resources or in an inner city with a number of possible issues to confront. Regardless of the makeup of an area, the solution to that community’s problems lies within that community.</td>
<td>Prospective partner organizations can be researched, identified, and recorded in a spreadsheet. You will need to identify the potential organizations and their contact. This person varies greatly—look for executive directors or public relations/public affairs representatives. Once you have prospects, send them a brief description of your project’s goals to see if you can work together.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- Sample asset tracking spreadsheet
- Sample associations list
- Project partner checklist

**Tool:** Needs Assessment—After completing the asset mapping exercise, you should have a firm idea of the structure and resources in your community. The next step is to tap into those resources to decipher the gaps within your community that must be closed. This section describes how to connect your community’s assets to fill those gaps by completion of a needs assessment. A needs assessment enables project managers to prioritize the needs of a community to map and mobilize its assets.

Uncovering community strengths and determining what is important to them relative to eco-friendly efforts is invaluable. The following techniques enable this information to be revealed early in the process.

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<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
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<tr>
<td>1) <strong>Surveys:</strong> A mechanism to gather quantitative information about a community’s “wants and needs.”</td>
<td>Surveys for asset mapping should be used early in the process and will enable you to gather data from a range of people in a fairly quick manner.</td>
<td>Surveys can be conducted in a number of ways. A survey can be done in person, on the phone, or online. The survey should have questions that are easily understood and generate specific answers or ideas.</td>
</tr>
</tbody>
</table>

| 2) **Community Interviews:** A meeting or conversation in which one or more persons ask questions of various strategic community members to evaluate a community’s needs. | Community interviews allow for a personal interaction with actual members of a community. Community interviews should be used when community leaders or interested parties are known. | Interview community leaders to gather their feelings about a project. Ask open-ended questions to determine the community’s needs and desires. Be sure to ask who else you should interview about the project. |

| 3) **Community Forums:** A meeting with a small cross-section of the community including residents, leaders and interested parties. | Forums are a wonderful chance to get the community involved from the start and to interact with leaders and each other in the discussion of projects and get ideas. It facilitates a sense of ownership as the process. | This meeting can be done as an open house so that everyone has a chance to voice their ideas, hopes, and concerns. Find meeting space and notify those interested in the project to come to discuss. |
### Guidelines for Eco-Friendly Volunteering

| 4) **Community Walk:** A community walk can be done by individuals on the project team to gather visual data of potential project sites and potential partners that are located in the community. | Use this when you want to have photos and video to use during meetings to help convey ideas. This tool is best when combined with other community engagement tools to help illustrate the need for a project. | This is done by walking through the community and writing down and/or taking pictures of what you see. It is important to take note of potential project sites and project partners. This can be used in other steps such as Project Choice. |

### Templates and Checklists
- Surveys

### Best Practice: Create a Clear Course of Action

**Tool:** Develop a Project Action Plan

<table>
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<th><strong>Definition</strong></th>
<th><strong>When to use</strong></th>
<th><strong>How it’s done</strong></th>
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</table>
| After a project has been chosen, a project action plan must be developed. This plan is considered the “road map” of the effort and includes details necessary to communicate, implement, and evaluate your project’s path forward. It outlines what needs to be done, when it needs to be done, by whom it needs to be done, and what resources or inputs are needed to do it. | A project action plan should be developed once a project has been selected, but before the project is implemented. | There are five main components to creating a project action plan with impact:  
- Goals  
- Objectives  
- Strategies  
- Timeline  
- Budget |

### Templates and Checklists
- Project Action Plan Procedures Template

**Tool:** Project Kickoff Meeting

<table>
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<th><strong>Definition</strong></th>
<th><strong>When to use</strong></th>
<th><strong>How it’s done</strong></th>
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</table>
| A project kickoff meeting is a meeting between the project managers and project partners to review the activity’s eco-friendly goals and to lay out the groundwork for moving the project forward. Team roles, schedule, and tools are established and/or reviewed to set the tone for the project. | After a project has been chosen and a project action plan has been drafted. | This project kickoff meeting should be held with the project’s key staff, partners, and volunteers. This meeting should discuss:  
- Goals and expectations  
- Timelines  
- Level of ongoing dialogue  
- Meeting participation  
- Feedback mechanisms |

### Templates and Checklists
- Project Kickoff Meeting Procedures
- Community Mapping
### Best Practice: Ensure Your Project is Eco-Friendly

**Tool:** Create an Eco-Friendly Pledge

<table>
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<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
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<tbody>
<tr>
<td>An eco-friendly pledge is an agreement among your project team regarding the positive impact your project will make on the environment. Understanding and outlining what eco-friendly means within your own organization will help you articulate your views and set expectations early with prospective project partners.</td>
<td>Prior to creating your project action plan.</td>
<td>You and your organization can create your own eco-friendly pledge or make an existing pledge, like the one found on <a href="http://www.GreenNonprofits.org">www.GreenNonprofits.org</a>. See the Sample Green Pledge in “Templates and Checklists.” Ask prospective partners to make the same pledge you have written or create a partner eco-friendly pledge, that commits all partners to be eco-friendly.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**

- Sample Green Pledge

**Tool:** Set Eco-Friendly Goals

<table>
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<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
</table>
| A goal is defined as a project’s end result or outcome. The project team should set measureable and realistic eco-friendly goals. | After you have taken an eco-friendly pledge and before you begin creating your project action plan. | By using the indicators listed in the How To Measure Success section of this document, you can create your team’s eco-friendly goals. Some examples are shown below.  
- Reduce waste material by 25%  
- Decrease energy use by 15%  
- Increase the amount of waste recycled or reused by 20%  
- Reduce the amount of water needed by 5%  
- Increase the amount of local products used to 25% (i.e., produced within 50 miles) |

**Templates and Checklists**

- None

**Tool:** Identify a “Green Leader” for your project

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<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
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<tbody>
<tr>
<td>A “green leader” is someone on your team that has a sincere interest in your project being eco-friendly. This person is a champion for the environmental objectives while remaining practical about the parameters for the project. This individual’s responsibility is to uphold the eco-friendly pledge created early in the process.</td>
<td>In the early planning stages of a project.</td>
<td>The project manager should select the “green leader.” Once selected, he or she should lead a discussion on the resources needed to maintain the work, such as time, materials, and budget, throughout the lifecycle of a project. The “green leader” should revisit the pledge several times over the</td>
</tr>
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</table>
course of a project to ensure the eco-friendly objectives are being met and the team members are being good environmental stewards.

**Templates and Checklists**

- None

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**Best Practice: Ongoing Community Engagement**

**Tool:** Weekly Project Debriefs

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<th><strong>Definition</strong></th>
<th><strong>When to use</strong></th>
<th><strong>How it’s done</strong></th>
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<tbody>
<tr>
<td>A weekly project debrief provides an opportunity for the Project Manager to talk with key members of the team about the progress of a project and what members have learned. It also gives the team an opportunity to ask questions and reflect on the project and process.</td>
<td>Each week during a project.</td>
<td>A weekly project debrief should be conducted by the Project Manager or another experienced member of the team. They lead the group in a discussion about the project’s progression based on a list of questions (see template). The role of debriefs is to ensure constructive feedback is received from team members.</td>
</tr>
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</table>

**Templates and Checklists**

- Weekly Debrief Questions
<table>
<thead>
<tr>
<th>Best Practice: Evaluate Performance</th>
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<tbody>
<tr>
<td>Tool: Self Assessment</td>
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<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>A self assessment is a list of questions used to evaluate whether the goals and objectives of the project are being met.</td>
<td>Assessments should be conducted throughout the lifecycle of the project. Conducting assessments throughout the project will enable you to adjust project elements if an unexpected issue or situation arises. It is better to make adjustments during the project than to find out after the project is complete that it did not meet your stated objectives.</td>
<td>A self assessment is directly linked to the project action plan created in the planning process. The overarching question you want to ask is: How has the community changed since we started this project? A list of questions is found in the Self Assessment Questionnaire in the Templates and Checklist section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Templates and Checklists</th>
</tr>
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<tbody>
<tr>
<td>• Self Assessment Questionnaire</td>
</tr>
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</table>

| Tool: Evaluation Survey |

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mechanism to gather quantitative information about the impact the project has had on the community. These surveys provide data that can be easily translated into charts and graphs to communicate outcomes to project partners and volunteers.</td>
<td>Toward the end of the project or after a project is complete. To find out the true impact your project has had on a community you must discover in what ways your community has changed. Feedback from the community will offer you an idea of the impact and will give the project more credibility.</td>
<td>Like the surveys you may have used early in the planning process, this survey must be carefully constructed to provide an accurate depiction of what you want to measure. But unlike the earlier survey, this survey is directly linked to your purpose, goals, and objectives formed in the project planning phase.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Templates and Checklists</th>
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</thead>
<tbody>
<tr>
<td>• Sample Survey</td>
</tr>
</tbody>
</table>
Tools and Templates: Community Engagement
Sample Asset Tracking Spreadsheet

<table>
<thead>
<tr>
<th>Organization</th>
<th>Green Pledge?</th>
<th>Contact Name</th>
<th>Title</th>
<th>E-mail</th>
<th>Phone Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rock Spring School</td>
<td>Y</td>
<td>Jessica Winter</td>
<td>Principal</td>
<td><a href="mailto:Jwinter@rockschool.edu">Jwinter@rockschool.edu</a></td>
<td>(555) 545 5555</td>
<td>Ms. Winter is on the advisory board for the new community center</td>
</tr>
</tbody>
</table>


Project Partner Checklist
Armed with your mission, vision statement, and the assets within your community, you can start approaching organizations that fit the community’s needs identified early in the process. Narrow the organizations down to fill a number of roles within the project’s lifecycle. These roles can include:

- Communication/Public Relations
- Green Leadership
- Education
- Financial support
- Leadership
- Maintaining the project after initial completion
- Political liaison
- Technical expertise
- Volunteer coordination

After identifying the roles to be filled, start organizing and populating each role with the list of prospective partners based upon their skills and expertise. You will find that some groups or individuals will fit in more than one category, which means you have more resources to pull from.

Gain a clear understanding of a partner organization’s enthusiasm and capacity to lead an eco-friendly service project. To correctly assess a project partner’s capacity to maintain a successful project, compare the size and assets of prospective organizations, to the timing, budget, and maintenance of the project.

- Size and assets of the prospective organization/business
  - Is the organization/business small, medium, or large?
  - What niche does the organization/business fill?
  - How many volunteers can the organization/business provide?
  - Is the organization/business providing in-kind donations to the project?
  - How is the organization/business perceived within the community?

- Project timing
  - If your project is an outdoor project, you do not want to time your project for the middle of winter in Minnesota.
  - Does the project interfere with any regularly scheduled project partner events? Does it fall on a holiday?

- Project budget
  - When will project monies be released (monthly, quarterly, one lump sum)?
  - Is the budget small, medium, or large?
  - Are there any restrictions on the spending of money received?
  - How many organizations should be included in the project?
  - Will supplies be purchased or donated?

- Project maintenance
  - What resources (people and materials) are needed to maintain the project long term?
  - Does your project partner have the resources to maintain the project?
  - Will your partner take the project on for the long term or are they looking for a short-term, day-long project?
  - Will this volunteer project present new challenges that will need to be addressed?

Use the knowledge gained from the questions above to develop your project action plan. As you recruit partners, make sure they share your eco-friendly vision and commitment so mutual goals and objectives can be established and achieved.
Sample Eco-Friendly Pledge

I pledge:

1) To become more aware, to practice, and to promote a healthy environment within our organization and community;
2) To learn about the effect of my nonprofit on the environment and to take responsibility for that impact;
3) To actively adapt to environmentally-friendly practices within our organization and community;
4) To take steps in advocating environmentally-friendly practices to other nonprofit/NGO organizations.

Source: www.GreenNonprofits.org
Project Plan Components
At a minimum, every project plan is comprised of five main components:

• Goals
  o Goals are a specific expression of a mission or purpose and are the desired outcome of an action plan.
  o Example: “To reduce the amount of waste by 40%.”

• Objectives
  o Objectives are specific milestones that measure progress toward achievement of a goal. They answer what the team will be doing, what resources will be assigned to each task, when certain milestones will be met, and how the project’s success will be measured. Each objective must include evaluation criteria. Specifically, objectives should be SMART:
    ▪ Specific: Outline exactly what you set out to accomplish.
    ▪ Measureable: Quantify your objectives.
    ▪ Achievable: Are you taking on too much?
    ▪ Realistic: Can your resources make the objective happen?
    ▪ Time-Based: When the objective will be achieved.
  o Examples: By March 25, identify a source that can take the leftover paint from the service project.

• Strategies
  o Strategies are the tools implemented to achieve objectives and support the goals of your plan. Each objective may have multiple strategies associated with it.

• Timeline
  o A timeline is a representation of the steps of a project organized in the order in which the tasks need to be carried out. Timelines should include the task to be completed, the person in charge of the task, and the task duration.

• Budget
  o A project’s budget is a prediction of the costs of that project, broken down by specific tasks and line items. It should give an overall view of what the project should cost.
Objective Template

**Objectives**

List the primary objectives you need to accomplish with your project action plan. Review the project’s overall goals to ensure that your initiative is aligned with them. The objectives should be clear, specific, and measurable.

By ____________, ________________________________ will have

(WHEN) ________________________________________

(WHO/WHAT, include a measurable number)

(HOW, WHY, specify results)

Strategy Template

**Strategy**

Strategies are specific actions that are the building blocks of your project action plan. Brainstorm all the possibilities. Establish budget priorities and project timelines. Account for the various tools that will be required.

State how you will determine the effectiveness of your plan. Develop evaluation criteria for each objective.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Evaluation Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Timeline Template

**Timeline**

List the various strategies proposed for each objective. Include the estimated completion date, the person responsible for the task, and the status.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Estimated Completion</th>
<th>Responsibility</th>
<th>Detail/Strategy/Status</th>
</tr>
</thead>
</table>
Weekly Project Debrief Questions

The project manager or designated volunteer should prepare a set of questions to ask, such as:

- How has the community changed since we started the project?
- What changes have we encountered?
- What went well?
- What would we want to change? What solutions do we have to those changes?
- Why did things happen?
- What can we do differently and better next time?
- Are we meeting our goals for this project?
Self-Assessment Questionnaire

The overarching question you want to ask yourself is: How has the community changed since we started this project? To discover the impact your project has made you should ask the following questions:

- Have we accomplished what we set out to do?
- Was the process effective?
- Will the goals be achieved according to the timelines specified in the project action plan?
- Do staff members have adequate resources (money, equipment, training, etc.) to achieve the goals?
- How should timelines, goals, or objectives be changed?

Another goal of community engagement is building capacity within your community, so that the project has a sustainable impact. These questions can help you decipher the sustainable impact your project has made:

- What can we do to make sure the project work is sustained?
- What other kinds of relationships could we have built?
- How can we get more community members involved so the work will sustain itself?
- What relationships did we establish with the community? Are these relationships ones we want to maintain?
- What kinds of connections can we make with the community to be sure that the community supports our work?
Sample Online Evaluation Survey

1. Description of Case and Role

1. Name (Optional)

   Name: ________________________________  

   Company: ________________________________

   Email Address: ________________________________

   Phone Number: ________________________________

2. What was your role in this project?

3. Impact

3. Please describe your community in five sentences or less.

   ________________________________

4. Please list several needs you see within the community you just described.

   ________________________________

5. Please rate the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>This project addressed an important need in the community.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>This project had a positive impact on the community.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Our community is stronger after this project.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that this project was eco-friendly.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Case Study: Community Engagement
Guidelines for Eco-Friendly Volunteering

KaBOOM! Playground Build

**Benchmark:** Community Engagement

**Project Type:** Community Playground

**Organization:** KaBOOM!

**Project Location:** Haverstraw, NY

**Summary:** The community of Haverstraw, NY, began the community engagement process for the building of a new community playground with KaBOOM!. During this process, KaBOOM! best practices included:

1) Working with project partners to ensure they developed eco-friendly goals
2) Communicating early with the community
3) Communicating often with the community

**Tools Used:**

1) Meeting with partners to look at ways to reduce environmental impact
2) Having a design day with children in the community to get them to draw out their dreams and desires
3) Having weekly meetings with the community to ensure goals were being met

**Project Impact:** By engaging the community in the early stages of planning and throughout the project, the community has taken ownership of the project and has stayed on track to meet the established goals, and will be in a great position to maintain the playground over time.
Resources: Community Engagement
Guidelines for Eco-Friendly Volunteering

Project Partners

Community Engagement
- Enterprise “Green Communities”: http://www.greencommunitiesonline.org/tools/criteria/
  - Green Communities is a Web site outlining the commitment by Enterprise to build more than 8,500 healthy, efficient homes for low-income people. It has a list of projects and tools guided by a series of “green criteria.”
  - This toolkit is intended to help current or potential AmeriCorps grantees to develop a program that is sustainable, builds organizational and local capacity, has the full involvement of community volunteers, and produces outcomes beyond those accomplished by AmeriCorps members alone. It leads grantees through the processes for developing a sustainability and capacity-building plan and applying a variety of methods, approaches and strategies to carry out that plan.
  - This toolkit explains how to promote volunteering by carrying out a comprehensive survey of its extent and nature.
- Corporation for National and Community Service “The Resource Center”: http://nationalserviceresources.org/
  - Information on tools and training for volunteer and service programs.
  - The Be Hands On wiki is a place where volunteers can come to view, create and share information about volunteerism.
  - This guide is designed to assist charitable and nonprofit organizations to conduct precise and appropriate project evaluations, and then communicate and use the results of evaluation effectively.
- Engage Your Employees: www.engageyouremployees.org
  Engage Your Employees is an international program that brings together businesses and community organizations around the globe to increase the quality and amount of employee community engagement in their local communities.
**Project Choice**

**What is it?**
Project choice is the evaluation of potential projects by your project team, including the partners and the community, in order to determine the best project to implement in the community. How your organization defines success will affect how you evaluate the project. Consequently, you should include goals from your organization’s core mission and eco-friendly criteria when evaluating different project options.

**Why is it important?**
Evaluating the environmental cost of materials and impact to the environment against the amount of benefit to the community are important factors in selecting a project. Benefits of the project to the community can be represented in many ways. For example, projects that improve relative safety and welfare or that fill a vital community need have high benefits. If the benefits are high, the environmental impacts can be contained, and the project can be appropriately funded and maintained, then it is likely a good project to choose for your community. Because that the needs of the community change over time, consider your community’s current and future needs when choosing the best project.

**Who is involved?**
There will always be a large number of well-deserving service projects to support; however, with limited resources, you must balance the need for the project to provide the greatest benefit over the long term and the least environmental impact, as well as be maintainable by the community. This section discusses an approach to evaluating potential projects and making decisions relative to project choice.

Non-profit or service organization staffs typically hold the primary role in finding, evaluating, and selecting a potential project to support. Organizations like these involved with projects will approach potential groups or companies directly for funding or other means of support for their potential project(s). It is also important to consider other organizations pair groups, companies, or individuals to involve with community service projects and serve as a viable alternative (e.g., HandsOn Network, Tap Root Foundation). Regardless of the approach to selecting potential projects to support and/or organizations to solicit support from, a range of approaches have been developed and are discussed in more detail below.
Best Practices: Project Choice
### Best Practice: Evaluating projects against environmental impacts and community goals

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the goals, plans, surveys, and interviews developed when engaging the community and evaluate potential projects against the established priorities. This step ensures a fair comparison of the potential projects.</td>
<td>This should be done early in the Project Choice process.</td>
<td>Get the project team together to review the goals and develop list of criteria to judge potential projects against. Also have the team review community interviews and surveys to determine which factors are priorities for the community.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- Community Surveys and Interviews (outlined in Community Engagement Section)
- Project Choice Performance Measures
- Evaluation Factors for Project Choice
- Situational Analysis

### Best Practice: Selecting the project type

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential projects can vary greatly in type and complexity. Potential projects should typically be evaluated using the goals developed in Community Engagement, reviewing the environmental measures outlined in How to Measure Success, and by evaluating the key project performance measures listed in the Project Choice tools.</td>
<td>This should be done early in the Project Choice process.</td>
<td>Get the project team together to review the different project types against the goals developed in Community Engagement. Then develop a list of criteria to judge potential projects against.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- Community Surveys and Interviews (outlined in Community Engagement Section)
- Choosing a project type template
Tools and Templates: Project Choice
Guidelines for Eco-Friendly Volunteering

Situational Analysis

Armed with the data collected from your survey or community interviews, you should be well informed about the desires of the community able to answer “where is our community right now?” To help determine the project that best meets the needs of the community, as captured in the needs assessment, you should complete a situational analysis.

A situational analysis helps you to assess the current conditions within a community in order to identify potential projects that meet the needs of that community. It looks at a community through the eyes of the assets it possesses and what is possible within it. It identifies the strengths, weaknesses, opportunities, and threats to gain a broader understanding of candidate projects. Strengths and weaknesses are internal factors, while opportunities and threats deal with external factors.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• List the strengths of the project.</td>
<td>• Weaknesses of the project are listed here. Again, you want to be specific.</td>
</tr>
<tr>
<td>• Be as specific as possible.</td>
<td>• Examples of weaknesses: poorly kept and aging community center; small volunteer base; declining financial support.</td>
</tr>
<tr>
<td>• Examples of strengths: fully dedicated staff and volunteers; strong educational programs, ability to be eco-friendly.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Opportunities are possibilities that will have a positive impact on the community, or produce positive change.</td>
<td>• Unfavorable conditions that may hinder the project from achieving its objectives.</td>
</tr>
<tr>
<td>• Examples of opportunities: linking fundraising to similar project(s) elsewhere in the community to provide bigger advertising impact for funding organization(s); naming of facility for largest funder or maintainer; phasing implementation</td>
<td>• Examples of threats: robustness of funding; organization XYZ providing competitive programs or project; unsafe conditions, etc.</td>
</tr>
</tbody>
</table>

It might help to begin writing your analysis generally and then get more specific as you go along and become more comfortable with the process. Additionally, keep in mind that a situational analysis should reflect the potential for change in the needs and wants of a community.

The information compiled will consist of assets as well as gaps with project characteristics on the left side representing assets and on the right side representing project gaps.
Choosing the Project Type Guide

Potential projects can vary greatly in type and complexity. Projects are typically selected from the following general project types:

- **Specific Project Type** – A community may want a specific type of project to enhance the neighborhood or region. Depending on the size of the community, several organizations may have potential projects meeting the specific project type definition.

- **Optimum General Community Benefit** – A community’s most pressing needs are reviewed to select this type of project. Evaluating a community’s most pressing need can be accomplished by engaging the community.

- **Specific Community Group Benefit** – This is similar to Optimum General Community Benefit, but provides benefit to a specific sub-group within the community (e.g., women, children, elderly, etc.). Identification of potential projects to evaluate can often be accomplished by reaching out to local social service organizations for guidance.

- **Specific Market** – Potential projects of this type are limited to a specific community or market area.

- **Sponsor Alignment** – Projects of this type can vary widely, but are tailored to benefit an organization providing specific programs or services that address specific social issues (e.g., breast cancer, teen pregnancy, aids, student readiness, etc.) in the community.

Potential projects should typically be compared using the goals developed in Community Engagement, reviewing the environmental measures outlined in How to Measure Success, and evaluating key project performance measures listed in the Project Choice tools.

Understanding the target beneficiary of a project and their needs is vital to outlining a project’s scope and optimizing its value. Costs associated with the range of projects described above will vary significantly and often will be a factor in a project’s size or complexity. More than one organization may be needed to fund the project. This situation provides an opportunity for different organizations to work together to meet the community needs.

Evaluating project alternatives requires evaluating their respective life-cycle costs, including the costs of environmental impacts. Your project team may have preconceptions about the project to choose; but the key success/value measures and the associated life-cycle costs may suggest a project with a lesser environmental impact is a better fit for the community.

A successful project selection requires a robust range of suitable alternatives be developed very early in the project planning process and evaluated using identified key value measures. Project Choice performance measures, a situational analysis template, and evaluation factors can be found in the Tools and Templates section below.
Project Choice Performance Measures Template

Below is a summary of key project performance measures that can be used to evaluate value.

- **Volunteer availability/capability**
  - What is the timing and duration of the project?
  - What number of volunteers is required?
  - What skills are required to perform the work?

- **Type of Project**
  - How large and complex is the project?
  - Who are the intended users?
  - What types of materials are needed?
  - What is the potential for liability?

- **Benefit of Project**
  - What are the costs and the potential environmental impacts to the community?
  - What is the size of the community?
  - How is this project related to other projects?
  - Does the community see a need for this benefit?

- **Environmental Impact**
  - How can we use recycled materials?
  - Can we use low impact materials?
  - Can we reduce waste on the project?
  - Can we use less energy?

- **Project Risk Evaluation**
  - Who are the project users?
  - Who has ownership of the land or building where the project will be located?
  - Who will take care of long-term maintenance?
  - What is our funding source(s)?
Expected Range of Projects for Project Choice

The expected range of community volunteer projects, for framing project choice guidance, is summarized below. The following list can be used by a funding organization or community as the “long-list” of project types, from which to select the optimum type of service project to pursue.

**Indoor**
- Enhancing a new facility or performing maintenance
  - Painting
  - New wall and floor covering
  - Windows/covering
- Updating or replacing building systems
  - HVAC/lighting/electrical upgrades/replacements
  - Energy efficiency
    - Insulation
    - Window and door seals
  - Renewables
  - Life safety
- Remodeling facilities
  - Bathroom/kitchen/cafeteria upgrades/plumbing
  - Reconfiguration of rooms
  - Relocation of non-structural room walls
  - Room additions
- New facility planning and construction
  - Specialty improvements (e.g., kitchen, restroom, computer room, lab space, etc.)
  - Accessibility facilities (ramps, drinking fountains, restroom fixtures, etc.)

**Outdoor**
- Enhancing a new facility or maintenance
  - Roofing/Siding
  - Exterior painting
  - Window-door replacement
- Remodeling facilities
  - Entrance improvements, including Americans with Disabilities Act (ADA) compliance
  - Lighting
  - Parking areas
- New facility planning and construction
  - Play courts (tennis, basketball, etc.)
  - Playgrounds
  - Skate/BMX parks
- Gardens and green spaces
  - Test soil and ground water for contaminants
  - Design for Outdoor Classroom
  - Create Eco-Friendly areas for compost heaps and recycling
Case Studies: Project Choice
Guidelines for Eco-Friendly Volunteering

Playground Build

**Benchmark:** Project Choice

**Project Type:** Charter School Play Ground

**Organization:** Willow Creek Academy

**Project Location:** Sausalito, CA

**Summary:** The Willow Creek Academy K-8 Charter School constructed a playground with funding by Home Depot and logistical support from KaBOOM!. The project was selected from a large pool of candidate projects for a grant as part of a program to construct playgrounds in communities across the nation. The project utilized several eco-friendly attributes, including:

1. Sheet flow of storm water runoff maximizing infiltration into existing soils. No new drainage piping was installed.
2. Natural wood mulch play surface, representing a renewable resource.
3. A predominantly steel play structure designed for a service life of on the order of 20 years.

**Tools Used:**
1. Detailed evaluation of the site characteristics and development of key success parameters to meet the school’s core needs, which were affordability and low maintenance costs.
2. Leveraging of existing site features to provide access to the playground, minimizing extent of new construction, and maximizing the size and placement of the playground within the school campus.
3. Measured the ability of the students to perform the required work for maintenance.

**Project Impact:** The construction of the playground, primarily by school parents, the community, and Home Depot volunteers, has provided a much-needed physical outlet for students and has increased student performance in the classroom. In addition, the school has seen an increase in enrollment as a result of having a playground, which contributes to a broader range of recess options and a more well-rounded curriculum.
Resources: Project Choice
Guidelines for Eco-Friendly Volunteering

• Sustainable Community Indicators Training:
  http://www.sustainablemeasures.com/Training/Indicators/index.html
    o This is a train-the-trainers workshop for a basic course in indicators of sustainability.

• United States Environmental Protection Agency Smart Strategies for a Sustainable Future:
  http://www.epa.gov/greenkit/index.htm
    o The Green Communities Web site is your portal to tools and information on the best strategies, programs and policies to reduce your environmental footprint.

• Sustainable Communities Network:
  o How to Plan a Sustainable Event:
      ▪ Ideas for planning a sustainable event.
    o Placemaking: Tools for Community Action:
      http://www.sustainable.org/Placemaking_v1_pt1.pdf
      ▪ This guide provides a starter kit for a community member, city official, planner, or design professional to identify currently available planning tools and to assess their applicability and appropriateness to specific projects or issues, alone or in combination.


Site Readiness

What is it?
The evaluation of site readiness is necessary to identify aspects of the site that may affect a project outcome. The most sustainable and eco-friendly projects are projects that optimize the use of resources and limited impact on the environment. Therefore, projects that require fewer resources to leverage a specific site will generally perform better. This evaluation should include, but not be limited to:

- Verifying ownership of any property
- Developing an understanding of past uses and potential for hazardous conditions to be present
- Evaluating the project site characteristics in an effort to identify the potential to improve or detract from the performance of the project
- Confirming suitable routes of access for volunteers and delivery and staging of supplies
- Determining whether any activities are planned by other organizations for the project site that may negatively affect the project performance
- Identifying conditions that could compromise safety or performance of workers or users
- Evaluating long-term surrounding uses that may affect the project functionality
- Check on obtaining permits, DIGSAFE, local codes, and any zoning or other laws that pertain to an individual community. Liability is everyone’s concern and must be taken into consideration.

Why is it important?
Before resources are allocated to a service project, confirm the readiness of the service project site. If the project site has not been reviewed sufficiently, the project could encounter significant challenges during implementation and, as a result, be less likely to succeed. For a project to be successful and eco-friendly, the project team must do its homework in evaluating the readiness of the service project site.

Who is involved?
The project team and community affected by the project are responsible to ensure the project site is suitable for its intended use and represents a sustainable use of the community’s resources.
Best Practices: Site Readiness
<table>
<thead>
<tr>
<th><strong>Best Practice:</strong> Early evaluation and building on a site's past use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool:</strong> Confirm Acceptability of Planned Use</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>Confirming that site ownership, location, and type of use are all compatible with the intended project.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- Site Readiness Guidelines

**Tool:** Evaluate Past Site Uses and Materials

<table>
<thead>
<tr>
<th><strong>Definition</strong></th>
<th><strong>When to use</strong></th>
<th><strong>How it’s done</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Verifying historical uses and types of construction materials to confirm absence of hazardous conditions.</td>
<td>For projects that involve excavation or demolition. Evaluation of service project site readiness should occur as early as possible during the initial planning. If project site issues are identified early, they can often be resolved or minimized through project design.</td>
<td>If uncertainty remains relative to a facility condition and potential to create an unsafe condition, retain the services of a professional to perform a reconnaissance of the work area and provide an opinion on what protective measures are needed.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- Site Readiness Evaluation Factors Checklist

**Tool:** Prepare Site Analysis

<table>
<thead>
<tr>
<th><strong>Definition</strong></th>
<th><strong>When to use</strong></th>
<th><strong>How it’s done</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation of a detailed site plan that includes development and evaluation of alternative development methods in an effort to optimize project value.</td>
<td>For any construction project that involves new construction or renovation of existing facilities.</td>
<td>Site plan should include location and type of planned improvements, staging areas, delivery routes, adjacent uses, and identification of opportunities and constraints.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- None
Tools and Templates: Site Readiness
Guidelines for Eco-Friendly Volunteering

Site Readiness Guidelines

When evaluating the site readiness of a project, whether for an indoor or outdoor site, ask a range of questions to ensure the site is ready to support the project.

Consider the following questions as part of the evaluation of a candidate project site:

- What is the condition of the site? Is it ready for the project with minimal effort or are additional resources needed to prepare the site for the project?
- Are any permits needed for this project?
- For an indoor project, have you coordinated with the building staff so as to not impede their work effort?
- If site preparation is required before the actual project is implemented, who is doing the work and when?

As the project manager, you can clarify many issues and reduce potential redundancy by asking as many questions about the project site as soon as possible. This also enables you to maximize the project’s eco-friendliness. For volunteer projects, a broad range of project readiness conditions will be encountered. Ensuring all key site readiness issues are resolved prior to project implementation will make the project more effective, optimize volunteer time and effort, and minimize environmental impact. Below are potential conditions a team may encounter and methods that can be implemented to optimize volunteer efforts.

- **Ownership concerns** – If you or a supporting organization does not own the facility or area in which work is being performed, consider measures to address long-term feasibility of the project. Means of confirming ownership include checking the tax assessor’s office in the city or county where the project is located, or reviewing a recent title report on the property. If the organization using and/or modifying a facility is not the owner, obtaining written authorization/permission to modify the facility is mandatory. Otherwise, the improvements may be rendered unusable if a change in use or access is needed. The following written instruments are examples of binding vehicles to document right-of-access:
  - Permit from local building official (this includes a review of owner approval for improvements)
  - Attorney-reviewed agreement for right of use
  - Easement recorded at the local city or county tax assessor or similar office
  - A deed for facility or land possessed by the organization

The project team and/or supporting organizations may opt to require varying levels of assurance of the long-term ownership or accessibility to the project.

- **Past uses and potential for hazardous conditions** – Safety of volunteers and project users should be of the utmost importance to avoid liability for the project team and associated supporting organizations. Therefore, an investigation into the potential presence of hazardous conditions should be conducted early in the process of evaluating a project for site readiness. Hazardous conditions can include physical constituents that pose a threat to human health (either in the near or long term) and/or physical conditions that could pose a threat of injury. Below we discuss in more detail how hazardous conditions can affect a project.
  - **Physical Constituents** – Past uses of an area can leave behind chemical and other substances that, if not addressed, can pose immediate and long-term risks to volunteers and users. Examples include: asbestos, lead-based paint, universal wastes (mercury), elevated levels of
metals, mold, and/or the presence of hydrocarbons (oil and grease) or volatile organic compounds (VOCs). The period/age of initial construction of a facility can often provide insight into the likelihood for hazardous materials to be present. Asbestos was used in a wide variety of building materials until the 1980’s and lead-based paint was the norm for many years until it’s residential use was banned in the late 1970’s. Similarly, past handling and/or disposal practices for hydrocarbons, paint, solvents, thinners, etc. resulted in these materials seeping into building concrete floor slabs and/or entering underlying soils. These constituents are assumed to not be an issue for new construction as current code and material/equipment supply sources should not introduce these conditions into a project.

Physical Conditions – Facility or project components that can contribute to the potential for physical injury include (but are not limited to): fall potential, entrance/exit limitations, safety lighting and/or signage, ventilation, etc. A building official should review the existing facility and decide if there is a need to retro-fit to meet current code requirements. Although this review can often be fairly comprehensive, it typically is not intended to provide a complete review of a facility for code compliance. If a project modifies an existing facility, it is important that an evaluation of potential hazardous physical conditions be performed to limit liability to the project team and/or supporting organization. Similar evaluations should be made for new facilities projects.

Site characteristics that impact project performance – As part of the project planning process, review the project with project volunteers and users to identify ways to improve the performance of the final project. Similarly, evaluate the project for characteristics that will limit the overall value. Examples of site actions that can be considered as part of project design or implementation planning include:

- Integrating indoor project area cleaning/preparation with staging of materials
- Isolating demolition areas from active staging/storage or work areas
- Leveraging outdoor project flat site areas for staging or future project expansion
- Using areas adjacent to a project site to plant vegetation for shade during warmer seasons and/or wind-break/open areas to obtain solar heat gain during colder months
- Reducing site vegetation that will pose long-term sources of biomass/debris accumulation and affect maintenance costs
- Routing access from nearest handicap-accessible parking spaces, etc.

Depending on the complexity of a project, a detailed evaluation of the site or project location can reveal significant opportunities to enhance its performance. Professionals can help identify simple ways to adapt a project the site/project area and dramatically improve its performance.

Suitable access routes for volunteers and supplies – This aspect of project planning and execution, while self-evident, is often an issue on service projects. Taking the time to map out the route and locations for access, delivery, and staging/storage of volunteers and materials and looking for opportunities to improve the flow of materials and labor can greatly enhance the project implementation and reduce environmental impact.

Other planned activities that may affect the project site or your ability to get volunteers – Take the time for community outreach to advertise a planned volunteer project and solicit input on project scope. Other activities may be planned for the site or area that could affect the success of the project. Finding out early if other organizations or projects are planned can also identify opportunities to work together for mutual benefit, either during implementation or long-term
Guidelines for Eco-Friendly Volunteering

operation. Similarly, if specific project components are in conflict or redundant, the project team can modify the project definition or project timing accordingly to preserve overall relevance and value.

- **Conditions that could compromise safety and worker or user performance** – Mitigation measures can be developed for conditions that could negatively affect workers, or eventual users of the area. These measures can include personal protective equipment (including respiratory, eye and hearing protection, gloves, hard hats, steel toe boots, etc.), protection from effects of heat and sun (sun screen, hats, clothing, shading and cooling devices, hydration supplies, etc.), safe work areas, control of movement within the site, etc. Equipment and supplies may need to be purchased to address these potential issues.

- **Long-term surrounding uses that may affect the project functionality** – Review surrounding area uses in combination with the planned near- and long-term project activities during the project planning process. Improvements, whether indoor or outdoor, and associated project activities should be evaluated for compatibility with adjacent existing and planned uses. If aspects of the project or surrounding uses indicate a potential for challenges, they can be addressed during the planning process. Examples of non-compatibility may include:
  - Sound and light levels compromising planned activities
  - Blocking of views from/to adjacent properties
  - Proximity to publicly accessible areas near schools or day care facilities affecting security
  - Heavy commercial or light-industrial uses with high levels of delivery activities affecting ease of accessibility by users to the project site, etc.

Long-term issues with adjacent uses may require significant compromises relative to the ability of a project to deliver value and may require substantial pre-implementation work to address. These types of issues are sometimes hidden threats and should be considered prior to planning the service project.

Addressing issues associated with site readiness is critical to reducing environmental impact and project performance. The process of evaluating site readiness can be broken down into several components and delegated across several groups. Team members performing this evaluation should keep environmental impact in mind throughout the process. If sufficient documentation is not available for the higher liability project components, including disposition of ownership, presence of hazardous materials, safety of workers and users, etc., consider retaining professional assistance to ensure competency of associated planning. The cost associated with professional help is a very good investment and fees associated with obtaining this input usually pay for themselves in protection of the team. Leveraging a robust team and referencing available case study or Web-based references is advisable for implementation and design aspects of site readiness to ensure a project with a sustainable life cycle and a low environmental impact.
Site Readiness Evaluation Factors Checklist

The service project site should be evaluated as part of the planning process well in advance of the project implementation to ensure a successful project outcome. Several considerations should be included in the service project planning as outlined below. As you review and complete each evaluation area, check it off the list.

• Indoor Projects
  □ Clean site or complete preparation work prior to project day.
  □ Evaluate timing and location of supply delivery for accessibility.
  □ Verify there is sufficient storage space for project supplies and that they will not adversely affect other users.
  □ Coordinate access into the facility several hours early on the day of the project.
  □ Confirm the design for improvements will work with the project location.
  □ Evaluate how the space will be organized so that volunteers can perform the work effectively and efficiently and reduce waste (e.g., make recycling and/or reuse of supplies easy).
  □ Verify methods of ventilation and other worker safety components are sufficient for a safe work environment.

• Outdoor Projects
  □ Confirm site ownership and zoning support and obtained permits.
  □ Determine that site is clear of utilities or other subsurface impediments. To find out what utilities are in an area where you are digging, call 811 on any phone or visit www.Call811.com.
  □ Evaluate soil conditions and found them appropriate for intended use, including presence of contaminants and geotechnical structural properties.
  □ Map surrounding area drainage and ensured that storm water runoff will be appropriately routed around or retained on the project site, and consulted with storm water management district regarding Best Management Practices.
  □ Address erosion control for the project build, both on a temporary and permanent basis via re-vegetation or other method of soil stabilization.
  □ Ensure any trees in close proximity to the project site are in stable condition and any branches or roots are protected from damage.
  □ Evaluate whether grading is required and if soil will be produced by the project; how it will be handled, transported, and permanently located and/or removed from the site; and whether the community can reuse.
  □ Verify safe work zones can be implemented to separate workers from equipment.
Checklist for Existing Conditions

- Who owns the land?
- Is it currently maintained? How will it be maintained in the future?
- What type of access (surrounding roads, bike paths, walking trails) does the location have?
- Are there crosswalks leading up to the site?
- Is the location handicap accessible? If not, can this access be added?
- How visible is the location to passersby? What type of signage will be needed to enhance visibility?
- Is there good drainage in the location? Where do puddles form when it rains?
- Are there trees and other providers of natural shade in the area?
- Is there plant life or debris that will need to be cleared before a project can begin?
- Is there a concrete or asphalt surface that can be maintained as part of the project?
- Are there any other features that can become aspects of the project?
- Contact the one call center at Miss Utility or Dig Safe to be sure you know where underground facilities are located.
- Obtain the necessary state, city and local permits before embarking on your project.
Case Studies: Site Readiness
Guidelines for Eco-Friendly Volunteering

Boston Schoolyard Initiative

**Benchmark:** Site Readiness

**Project Type:** School Yard Landscaping

**Organization:** Boston Schoolyard Funder Collaboration

**Project Location:** Boston, MA

**Summary:** The Boston Schoolyard Initiative (BSI) is a model for promoting community-driven eco-friendly development, environmental stewardship, responsible public policy, and outdoor experiential education in Boston Public Schools (BPS).

1. The Boston Schoolyard Funders Collaborative uses an inclusive community design process to choose the best eco-friendly volunteer projects and to instill a sense of community ownership.
2. Eco-friendly maintenance is considered during development.

**Tools Used:**
1. Meeting with designers and community to discuss the project use compatibility.
2. Choosing eco-friendly designs that build on the site’s past use by incorporating in existing cement structures and green spaces.
3. Developing plans to perform the most eco-friendly form of maintenance.

**Project Impact:** When choosing an eco-friendly site, BSI schedules a series of meetings with the landscape architect to build their design vision, which involves evaluating the potential site and what its use will be. Then a master plan for the schoolyard is drawn up for public bid. Maintenance and the eco-friendliness of the site are carefully considered during this phase. The designers and volunteers who will serve as maintenance staff will work together on improving the site, planning staging areas, and evaluating the strengths and weaknesses of the site. The eco-friendliness of the schoolyard will depend upon the sense of stewardship developed along the way and the implementation of ongoing programming to make the schoolyard a dynamic asset to the school and community.
Guidelines for Eco-Friendly Volunteering

Marine Mammal Center

**Benchmark:** Site Readiness

**Project Type:** Redevelopment/Expansion of Existing Facility

**Organization:** Marine Mammal Center

**Project Location:** Fort Cronkite, CA

**Summary:** This preeminent sea mammal care facility, located in a National Park, was founded over 30 years ago and was housed in outdated facilities, including several shipping containers. The site afforded ample space for expansion and benefited from integration of sustainable site features.

1. Low-impact drainage features to treat storm water runoff
2. Pervious concrete parking areas to reduce runoff volumes
3. Integration of renewable energy generation
4. On-site treatment of animal pen water

**Tools Used:**
1. Detailed site analysis, including evaluation of site soils, slopes, and surrounding vegetation to evaluate existing site conditions and to identify opportunities to integrate low-impact drainage features.
2. Evaluated program needs for opportunities to integrate renewable energy and water treatment features on the site.
3. Integrated erosion control measures during construction and use of best management practices to treat storm water runoff on a permanent basis.

**Project Impact:** This unique animal hospital and care facility is being expanded to over five times the life support system tank volume, but will actually discharge less wastewater than under existing conditions. Further, use of solar photo-voltaic panels will reduce the energy demand of the facility and serve as a shading feature for the outdoor animal pens. Staff will be able to care for significantly more sea animals than in the existing facility. Due to funding limitations, the project has been leveraging volunteers for care, contributions of material and labor from local businesses, and professional services.
Guidelines for Eco-Friendly Volunteering

Resources: Site Readiness
Guidelines for Eco-Friendly Volunteering

- LEED 2009 for Existing Buildings:
  - Provides guidance on sustainable operations for existing buildings that may be useful for an indoor project.
- LEED 2009 for Commercial Interiors:
  - Provides information related to sustainable approaches to building interiors that may be useful in evaluating a building’s readiness and/or opportunities to enhance overall sustainability of the facility.
- LEED 2009 for New Construction and Major Renovations:
  - For new construction building, major renovations, and outdoor sustainable site projects, this guide provides a good overview of the elements of the project that can affect sustainability.
- Creating Sustainable Communities –A Guide for Developers and Communities:
  http://nj.gov/dep/opsc/sdtguide.html
  - New Jersey’s Department of Environmental Protection is a national leader in the stewardship of natural resources, they preserve the ecological integrity of the Garden State and maintain and transform places into healthy, sustainable communities.
- Smart Growth Online-Sharing:
  - Resources on how communities are making Smart Growth work in their community:
- Sustainable Site Development Checklist:
  - The Checklist includes retail, commercial, and medium density residential developments, encompassing new buildings, alterations and additions, and fit-outs.
- Sustainable Site Development Checklist:
  - This checklist includes sections for: energy, waste, transport, materials, water, culture and heritage, and natural habitats and nature conservation.
- Check List for Sustainable Design:
  - Sustainable design principles affect all phases of project development, from design, construction, operations and maintenance, and demolition and disposal. Use this checklist as a starting point for sustainable design.
- Checking for utilities at the site: www.call811.com
  - Building a deck? Planting a tree? Installing a mailbox? 811 is the number you should call before you begin any digging project.
- How to Use a Soil Test: www.vabf.org/soilre3.php
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- Information about soil testing.
- Understanding the Numbers on Your Soil Test Report:
  - [www.uaex.edu:80/Other_Areas/publications/HTML/FSA-2118.asp](http://www.uaex.edu:80/Other_Areas/publications/HTML/FSA-2118.asp)
  - [www.uaex.edu:80/Other_Areas/publications/PDF/FSA-2118.pdf](http://www.uaex.edu:80/Other_Areas/publications/PDF/FSA-2118.pdf)
  - Explains how to read a soil test report.
Materials Selection

What is it?
Materials selection includes the decisions made to purchase, borrow, salvage, or otherwise obtain all the materials needed to complete the project. Depending on the type of program, volunteer service projects have the potential to use a large amount of materials. Whether your project involves painting a school, teaching literacy, or restoring a wetland, you will likely purchase materials to complete the job. Some of these materials may be around for quite a while, especially if your project includes construction or refurbishing activities.

In procuring materials, first attempt to reduce the amount of materials needed. The common waste management hierarchy echoed many times over is “reduce, reuse, recycle.” The three R’s are also listed in order of importance. First attempt to reduce the amount of waste generated, which begins with reducing what we purchase. Research the possibility of borrowing materials that are only needed for a short time, such as tools, books, art supplies, or safety equipment. If borrowing is not possible, look for materials that could be donated or salvaged from existing supplies, instead of purchasing new materials.

Note: There is some crossover between “Materials Selection” and the “Volunteer Supplies” and “Recycling and Reuse” chapters of this report; please refer to those chapters if the topic you are seeking is not included in this section.

Why is it important?
As consumers, we vote with our wallets by purchasing “green” products to reduce environmental impacts and increase socially beneficial programs. However, understanding the benefits, costs, and tradeoffs of purchasing more sustainable products is not always simple, and a number of sustainable options exist for different product types. Government agencies, colleges, universities, and other organizations have developed Green Procurement programs (also sometimes called Environmentally Preferable Purchasing programs) that can provide guidance to purchasers. As with some of the other eco-friendly best practices, purchasing decisions based on environmental performance may require researching options and costs. Also, when obtaining materials for a project it is important to consider purchasing spare parts for structures, extra paint for seasonal maintenance, draining irrigation pipes for the winter, and so forth.

One common question is about the benefits, costs, and tradeoffs of using different materials. For example, if a material is made from recycled content but is not made locally, is it superior to a material made from virgin resources that is made locally? Some of these decisions are value judgments that need to be made when establishing eco-friendly goals. In this case above, the recycled material might reduce overall water usage and criteria pollutant air emissions, but the locally made material might reduce overall greenhouse gas emissions.

Who is involved?
Project managers and team leaders decide which materials will be used, how much is needed, and who will obtain the materials.
Best Practices: Materials Selection
### Best Practice: Recycle Existing Materials

**Tool:** Borrow materials and/or purchase used or salvaged materials

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<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
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| Borrow materials, if possible, or purchase or use salvaged materials. Use borrowed materials for items that are not permanently needed. Use salvaged materials for items that are permanently needed. Both can be used in lieu of new materials to drastically reduce costs. | This tool is best used for construction equipment, but has a wide array of uses. Examples include books for a literacy program, or outdoor equipment such as tents and backpacks for a program that takes children on wilderness excursions. If salvaged materials are used, they may need to be refurbished before use. | Suggested locations to find salvaged or donated materials:  
  - Habitat for Humanity ReStores  
  - Local ToolBank  
  - Local salvage yards  

**Templates and Checklists**
- None

### Best Practice: Purchase Eco-Friendly New Materials

**Tool:** Purchase materials with an environmental attribute

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| The most common environmental attributes to look for are:  
  - Durability and reusability  
  - Certification under one of the programs described in the tools below and/or possesses a verified green label  
  - Locally made  
  - Reduced packaging (i.e. purchasing in bulk)  
  - Made from rapidly renewable materials, such as bamboo, cork, and wheatboard  
  - Recyclable at the end of its useful life | When the project team has the time to determine the environmental attributes that are most important, and which products have those attributes. Also, when information regarding the environmental attributes is readily available. (Information on products with recycled content and certified products is usually the easiest to find.) Finally, when costs are not significantly higher, or the project has enough budget to cover any increased costs. In some cases, costs will be lower for products with environmental attributes. | Two useful resources:  

**Templates and Checklists**
- Sustainable Materials Selection Attributes
Tools and Templates: Materials Selection
Sustainable Materials Selection Attribute Template

Below are sustainable materials attributes to look for when you are selecting materials for your project.

- Green certification or labels: Products can be “certified” under environmental performance schemes, and may then carry a label as a certified product. Many of these certification programs require third-party certification of claims, so that they are quantifiable and verifiable labels. The programs are also generally transparent, meaning that anyone may view the requirements and the process for earning certification. Some of the most highly-respected certification programs for products in the United States are:
  - EcoLogo: EcoLogo was developed by the Canadian government and is now an independent, environmental standard and certification mark. The EcoLogo programs certify products and services that meet stringent standards of environmental leadership, and consider the entire lifecycle of products when developing relevant criteria. Products bearing the logo are verified by an independent third party. Certified products and services include office supplies, building supplies, furnishings, and green travel.
  - Energy Star: The U.S. Environmental Protection Agency (EPA) and the Department of Energy teamed up to develop certification standards for the Energy Star program. Energy-efficient products are certified under this program. The EPA consider the following criteria when labeling these products:
    - Significant energy savings will be realized on a national basis.
    - Product energy consumption and performance can be measured and verified with testing.
    - Product performance will be maintained or enhanced.
    - Purchasers of the product will recover any cost difference within a reasonable time period.
    - Specifications do not unjustly favor any one technology.
  - Forest Stewardship Council (FSC): The FSC certification is available for wood and wood products. The certification considers forest management and fair labor practices for product development that avoids the use of chemicals and genetic engineering. FSC-certified products are traced from the forest to the point of sale to ensure that they are handled by FSC-certified vendors along the entire supply chain.
  - Green Seal: Green Seal is a nonprofit organization that tests and certifies various products and services through an open and transparent process. Certified products and services include cleaning supplies, construction materials, household products, food service products, office products, and cleaning services. Products bearing the logo are verified by an independent third party.
Guidelines for Eco-Friendly Volunteering

- LEED (Leadership in Energy and Environmental Design): LEED only applies to buildings or neighborhoods. No products are LEED-certified. However, some products may be able to be used to earn credits for a building or neighborhood that is seeking LEED certification.

- Marine Stewardship Council (MSC): The MSC certifies that the seafood has been sustainably harvested. The MSC also certifies fisheries, as well as supply chain vendors that process seafood.

- Reusable, not disposable: In addition to reducing the amount of materials purchased, consider purchasing reusable, instead of disposable, materials. For example, consider high quality lumber that could be reused at the end of the project’s life.

- Recycled content: Purchasing products with recycled content “closes the loop” on recycling and supports the market for recyclable products. For every product that is recycled, less virgin materials needs to be extracted, harvested, and processed, saving energy, water, and other resources.

- Reduced packaging and recyclable packaging: Reduce packaging by purchasing products in bulk or choosing products that do not need or use excessive packaging. Also, look for packaging that is recyclable in your local recycling program.

- Local: Purchasing local materials reduces the carbon footprint of the transportation from the point of manufacture to the point of sale. The U.S. Green Building Council defines “local” as made within 500 miles in the LEED rating systems.

- Made from rapidly renewable resources: Rapidly renewable resources are those that substantially replenish themselves faster than traditional materials following extraction, are sustainably managed, and do not result in significant biodiversity loss (U.S. Green Building Council, LEED Existing Buildings Reference Guide, version 2.1, 2009). Some examples include: bamboo, cork, linoleum, kenaf paper, sunflower seed board, wheatgrass cabinetry, and wool carpet and upholstery.

- Durable and long-lasting: Consider purchasing products that have a long warranty, or that have a reputation for lasting longer once in use. These products will need to be replaced less often, producing less waste in the long term.

- Made with less toxic ingredients. Some common products are:
  - Plywood or particle board with no formaldehyde, or with phenol-formaldehyde resins instead of urea-formaldehyde resins
  - Products that contain no or low VOCs
  - Products that are free of poly-vinyl chlorides (PVCs)
Case Study: Materials Selection
Guidelines for Eco-Friendly Volunteering

Make It Right Foundation

**Benchmark:**
- Material Selection/Overall

**Project Type:**
- Community Home Build

**Organization:**
- Make It Right Foundation

**Project Location:**
- New Orleans, LA

**Summary:** The mission of Make It Right is to be a catalyst for redevelopment of the Lower 9th Ward in New Orleans by building a neighborhood comprised of safe and healthy homes that are inspired by “Cradle to Cradle” thinking.

1. Work with the community to ensure that they are creating eco-friendly houses with purpose.
3. Recycle existing materials.
4. Volunteers coordinate with Make it Right staff to ensure eco-friendly volunteer approach.

**Tools Used:**
1. Selected sustainable material attributes per the template.
2. Worked with design firms to ensure eco-friendly and community friendly designs.
3. Used “Cradle to Cradle*” materials in order to maximize the eco-friendly impact.

*Cradle to Cradle refers to using materials that are made in ways or use materials that do not have a negative impact on the environment.

**Project Impact:** Make It Right has identified an initial goal of constructing a community of 150 sustainable, affordable homes in the Lower 9th Ward as a catalyst for additional redevelopment. To identify which area of the 9th Ward to work in, Make It Right researched numerous factors, including infrastructure, transportation, access to public services, schools, and health and safety. After careful consideration and with Brad Pitt’s inspiration to rebuild the Lower 9th Ward as an example of smart, strong, and green construction, Make It Right made the decision to locate the project not only in a devastated area, but in the most devastated area of the neighborhood and arguably the entire city. Make It Right worked with Global Green to sponsor an architecture competition aimed at generating ideas about how to rebuild sustainably. Pitt worked with local community leaders, as well as experts from around the world to develop viable ideas for the Lower 9th Ward. In addition, the Make It Right Staff coordinated efforts on the ground in New Orleans by working in tandem with volunteer leaders of a local, neighborhood-led coalition of not-for-profits that consist of local volunteers to help in the construction and development of this project.
Resources: Materials Selection
Guidelines for Eco-Friendly Volunteering

- List of resources from King County, Washington: [http://www.kingcounty.gov/operations/procurement/Services/Environmental_Purchasing/Resources.aspx](http://www.kingcounty.gov/operations/procurement/Services/Environmental_Purchasing/Resources.aspx)
  - The goal of environmentally preferable purchasing is to purchase products that are beneficial to human health and the environment. The tools on this page can help to identify candidate products, programs, and policy initiatives toward this objective.

  - This link is to a page of purchasing guides for a variety of products and services, including: bottled water, cleaners, computers, copy paper, green power, fleets, light-duty tires and wheel weights, lighting, office electronics, paints, and toner cartridges.

- Green Seal: [www.greenseal.org](http://www.greenseal.org)
  - Green Seal provides science-based environmental certification of products.

- EcoLogo: [www.ecologo.org](http://www.ecologo.org)
  - Founded in 1988 by the Government of Canada but now recognized world-wide, EcoLogo is North America’s largest, environmental standard and certification mark.

- Energy Star: [www.energystar.gov](http://www.energystar.gov)
  - ENERGY STAR is a joint program of the U.S. EPA and the U.S. Department of Energy that identifies energy-efficient products and practices.

- Forest Stewardship Council: [www.fsc.org](http://www.fsc.org)
  - FSC is an independent, non-governmental, not-for-profit organization established to promote the responsible management of the world’s forests. Products carrying the FSC label are independently certified to assure consumers that they come from forests that are managed to meet the social, economic, and ecological needs of present and future generations.

- Healthy Building Network: [http://www.healthybuilding.net/pvc/](http://www.healthybuilding.net/pvc/)
  - The Healthy Building Network is leading the campaign to accelerate the transition away from PVC building materials in favor of safer, healthier alternatives that offer equal or superior performance at comparable prices.

- Marine Stewardship Council: [www.msc.org](http://www.msc.org)
  - The MSC’s fishery certification program and seafood eco-label recognize and reward sustainable fishing. It is a global organization working with fisheries, seafood companies, scientists, conservation groups, and the public to promote the best environmental choices in seafood.

- Rate It Green: [www.rateitgreen.com](http://www.rateitgreen.com)
  - Rate It Green’s mission is to facilitate information sharing to support further industry growth, help increase industry confidence and openness, and provide a place for community building. On this site, members learn and share information through product and service reviews, as well as by posting entries and asking questions on the forum. Their industry guide, Green Building 101, is aimed at providing the entire market with information that can be difficult and time consuming to find.
• U.S. EPA Environmentally Preferable Purchasing (EPP) program:  
  http://www.epa.gov/epp/  
  • EPP helps the Federal government “buy green,” and in doing so, uses the  
    Federal government’s enormous buying power to stimulate market demand for  
    green products and services. Geared first to help Federal purchasers, this site can  
    help green vendors, businesses large and small, and consumers. Use the easy  
    index to: find and evaluate information about green products and services;  
    identify Federal green buying requirements; calculate the costs and benefits of  
    purchasing choices; and manage green purchasing processes. Sections of the site  
    most useful to consumers include finding and evaluating green products and  
    services, tools, and related links.
• U.S. Green Building Council LEED rating systems:  
  • LEED is an internationally recognized certification system that measures how  
    well a building or community performs across all the metrics that matter most:  
    energy savings, water efficiency, carbon dioxide emissions reduction, improved  
    indoor environmental quality, and stewardship of resources and sensitivity to  
    their impacts. This Web site is a compendium of information about LEED.
• Environmental Defense Fund Paper Calculator: http://www.edf.org/papercalculator/  
  • This tool will help quantify the benefits of better paper choices. The Paper  
    Calculator shows the environmental impacts of different papers across their full  
    lifecycle.
• Co-op America Business Network — “Things You Should Always Buy Green” :  
  http://www.coopamerica.org/programs/shopunshop/buyinggreen/whattobuy.cfm  
  • Green America is a organization whose mission is to harness economic power—  
    the strength of consumers, investors, businesses, and the marketplace—to create  
    a socially just and environmentally sustainable society. The tool is a list of  
    materials that should “Always be bought Green”.
• Healthy Building Network, Guide to Plastic Lumber, October 2005. Downloadable from  
  the following Web site: http://www.healthybuilding.net/plastic_lumber.html  
  • The Healthy Building Network is leading the campaign to accelerate the  
    transition away from PVC building materials in favor of safer, healthier  
    alternatives that offer equal or superior performance at comparable prices.
Guidelines for Eco-Friendly Volunteering

**Energy Use**

**What is it?**
Energy use can be embodied in some form, either directly or indirectly, in nearly every element associated with project planning efforts. Energy use is often defined as the amount of power needed to perform work over time. For the purposes of this document, energy use will be loosely defined as the use of electricity, human work, and fuel used in the pursuit of accomplishing a project’s tasks. When considering the energy use on a project, the intensity of materials used should be considered. In general this pertains to the raw and/or recycled material content that comprises the product and associated energy required to extract or refine it, the intensity or complexity of the manufacturing process, the supply chain or physical distance that the product and its components must travel to reach the final destination, and the intensity of disposing of or recycling the product at the end of its life. Similarly, the energy use of supplies should be reviewed. Can supplies be borrowed or rented, will supplies be shipped to the project site or purchased near the site, and will supplies be purchased in bulk? These are all important considerations to determine the energy use of any project.

Site selection can be very important in determining the long-term energy use of the project. Project managers may want to include solar or other renewable energy resource access, avoid maintenance issues such as flooding or other debris accumulation, and look at the ease of access for future use. Similarly, site readiness can be a factor with respect to the level of major work the site requires to accommodate the project.

Energy footprint for the entire lifecycle of a project can be so far reaching that it becomes very important to set clear priorities and boundaries. Although considering the energy signature of a product all the way back to the extraction of its raw materials is a good exercise, it is easy to get lost in the details. In general, the biggest savings can often result from the simplest measures.

Some benefits of being energy efficiency can be realized immediately, where others may take years to achieve a return on the initial investment. Using hand- or pedal-powered tools and alternative transportation can yield immediate benefits through the avoided fuel costs, electricity, and related emissions. On the other hand, the purchase of energy-efficient equipment, such as lighting or machinery, is sometimes costly compared to the up-front costs conventional and less efficient counterparts, and may take considerably longer to yield a financial return through the avoided usage and energy costs over time. These considerations must be evaluated in relation to the eco-friendly goals of the project.

**Why is it important?**
Energy, in its many forms, can be tough to define and at the same time the most obvious element to reduce the environmental impact of a service project.

With the advent of the energy crisis, people began to realize the importance of using less energy, as long as it didn’t unreasonably compromise or interfere with the task at hand. We
now know that using renewable resources (sustainable) and being as environmentally benign as possible is equally important.

This section will provide tools to identify and quantify the energy demand profile (footprint) of community service projects to make informed decisions on lessening the environmental impact without stifling the social benefits that come from indoor or outdoor service projects.

Who is involved?
Everyone involved in your project should conserve energy—from staff members to volunteers to suppliers and supporters. Service projects present an opportunity to educate team members in energy efficiency what they can do to minimize their carbon footprint. They also present an opportunity for organizations to evaluate whether renewable sources of energy are a viable long-term option.
Guidelines for Eco-Friendly Volunteering

Best Practices: Energy Use
### Best Practice: Long-term Energy Conservation

**Tool:** Purchase and use of energy-efficient equipment

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>A wide array of equipment is available that uses less energy than older, outdated equipment and helps reduce greenhouse gas emissions. The positive effects of this change occur almost immediately and the long-term effects can be impressive. Increasingly, energy-efficient technologies are emerging to cater to a wider range of uses and needs. Opportunities are plentiful when evaluating the energy demand of a service project and its related activities. A careful balance can be achieved between the costs and benefits of implementing these measures from a social, environmental, and economic perspective.</td>
<td>Whenever possible. Simple changes like using energy-efficient lighting is easier to accomplish than purchasing larger energy-efficient equipment, and can make a difference over time. The size of your budget will determine what kinds of equipment can be purchased. However, funding is available through foundations and other entities that focus on creating “green spaces.”</td>
<td>The purchase and use of energy-efficient equipment can include simple office-related equipment, such as computers, copiers, fax machines, and lighting, to home-based equipment like water heaters, air conditioning units, or refrigerators. Products with Energy Star labels can be found for most of these equipment types. For various buildings, the gold standard in sustainable design is the LEED Green Building Rating System. It is a nationally recognized benchmark for the design, construction, and operation of high-performance green buildings.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- List of Energy-Efficient Considerations
- Energy Management Assessment Matrix

### Tool: Use renewable energy power systems

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of technologies that generate power through renewable resources (i.e., solar, wind, geothermal, or hydroelectric power).</td>
<td>On new or existing facilities that will have a load requirement over a long period of time, part or all of which can be offset through onsite power generation.</td>
<td>Portable power systems that can be used during the service activity, then removed for use elsewhere.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- None

### Tool: Purchasing carbon offsets

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carbon offsetting involves funding entities or projects that add no carbon into the atmosphere. You can purchase carbon offsets to zero out, or “offset” the greenhouse gas emissions your project creates. Carbon offsets are measured in metric tons of carbon dioxide equivalent (CO₂e). One carbon offset represents the reduction of one metric ton of carbon dioxide or its equivalent in other greenhouse gases.</td>
<td>Carbon offsetting is meant to be used as a secondary means of lessening your environmental impact. That is, it should be used in conjunction with other methods of energy reduction. It can be used to lower or zero out your carbon footprint. Because this involves purchasing of offsets, there may be certain limitations that your budget or rules may not allow.</td>
<td>Carbon offsets can be purchased on many Web sites, including Carbonfund.org, which allows both individuals and businesses to purchase offsets in a variety of ways. On this Web site carbon offsets can be purchased in lump sums, as is the case with events, or can be tailored to an individual or businesses’ carbon usage.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- None
## Best Practice: Short-term Energy Conservation

**Tool:** Human-powered tools

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>This includes tools powered by hand, such as a saw or shovel, as opposed to power tools, such as a circular saw or excavator.</td>
<td>Whenever possible on building sites or for projects requiring tools. Keep in mind that the size of the project or area may have an effect on the time in which projects will be completed. When the project covers a large project area requiring a lot of manpower, or the timeframe in which you are working is short.</td>
<td>Secure hand tools from a local tool bank or have volunteers bring their own tools to the project.</td>
</tr>
</tbody>
</table>

### Templates and Checklists
- Energy-Efficiency Considerations Checklist
- Energy Star Assessment Matrix
- Carbon Event Calculator

## Tool: Using alternative forms of transportation

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes the transportation of members or volunteers by means other than individual cars: Walking, Biking, Subway/metro, Train, Bus, Carpooling</td>
<td>Whenever possible. Works best in an urban environment rather than in rural areas. However, carpooling is also an option, if public transportation is inadequate. Be aware that public transportation is not always the best option depending on the service project area.</td>
<td>Advocate volunteers and staff members to use the various forms of transportation as much as possible. Public transit makes the trip regardless of whether or not a car is used to transport members to a location. So if all of the people that were going to carpool take the bus instead, that is at least one car trip avoided. Hence, using mass transit is almost always more efficient.</td>
</tr>
</tbody>
</table>

### Templates and Checklists
- Carpooling Discussion Checklist
Tools and Templates: Energy Use
Energy Efficiency Considerations Checklist

- **Supply-side options**
  - Consider installing renewable energy power systems as demonstration elements to service projects. These could be permanent installations, such as solar panels to offset energy used by the project over its life, or temporary measures such as bio-fuel powered generators during project implementation.
  - Purchasing carbon credits or offsets may be an option to offset energy used in travel or during project implementation.

- **Demand-side options**
  - Audit project sites and facilities for energy efficiency opportunities.
  - Install energy-efficient equipment such as light-emitting diode (LED) lighting, equipment with a high efficiency rating, and devices such as timers and photocells to minimize unnecessary energy use.
  - Avoid the use of two-cycle engines, such as those on leaf blowers, chainsaws, generators etc. These are not regulated for their emissions and greatly increase the carbon footprint of service project activities.
  - Encourage the use of alternative or mass transit.
  - Use human-powered tools whenever possible.
  - Use the environmental stewardship of vendors and suppliers, and the materials’ intensity of products, as selection criteria.

- **Facilities**
  - Ensure that leased or purchased facilities comply with rigorous building energy efficiency standards such as California Building Code (CBC) Title 24, Energy Star, LEED. Use this as criteria when shopping for office space.
  - Consider installing facility or “dedicated load” renewable energy power systems to offset building energy demands.
  - Engage a qualified energy auditor to examine facilities, identify opportunities to improve building energy efficiency (especially heating, ventilation, air-conditioning and refrigeration, building envelope, lighting, and control systems), and evaluate economics and prioritize upgrades in projects.
  - Consciously monitor facility energy bills over time to identify trends, changes, etc.
  - Install simple and low-cost devices that help minimize unnecessary energy usage, such as programmable thermostats, lighting controls (dimmers, photocells, motion sensors, and timers), power strips, and weatherization.
  - Ensure office equipment has powersave, hibernation, or other similar automatic functions to save energy when not in use. Equipment with these types of features can often be easily characterized by the Energy Star label.

- **Volunteer behavior**
  - Educate volunteers on behavioral techniques to conserve energy both at home and at work.
  - Turn off task lighting, computer monitors, and computers when not in use.
  - Unplug chargers or other devices when not needed.
Guidelines for Eco-Friendly Volunteering

- Bike, walk, or use public/mass transit as much as possible.
- Encourage carpooling if public transit is not feasible.
- Purchase carbon offsets with travel arrangements for air or other long-distance travel.

- Community projects
  - During the project
    - Use tools that do not require fuel or electricity (unless the fuel is bio-fuel or the tools are powered by a renewable energy source).
    - Find opportunities to incorporate curricula on energy efficiency and renewable energy into project activities (service learning).
    - Encourage volunteers to use alternative or mass transit to the project, provide information and resources to volunteers to make it easier to use alternatives.
    - Plant trees strategically around structures and air-conditioning units to provide maximum shade.

- Project Operations and Maintenance (O&M)
  - Are lighting and other energy-using features permanently installed at the project site? Is it the most energy-efficient features available/affordable?
  - Consider technologies such as solar/rechargeable lighting and passive lighting (skylights, solar tubes, etc.).
  - Is the site high maintenance? O&M staff and their activities can add considerably to the project’s lifetime energy footprint.
Energy Star Assessment Matrix

The U.S. EPA has developed guidelines for establishing and conducting an effective energy management program based on the successful practices of Energy Star partners.

The seven fundamental management elements that encompass specific activities are illustrated in this graphic and are reflected in these guidelines.
1. Make Commitment
2. Assess Performance & Set Goals
3. Create Action Plan
4. Implement Action Plan
5. Evaluate Progress
6. Recognize Achievements
7. Re-Assess

This assessment matrix is designed to help organizations and energy managers compare their energy management practices to those outlined in the guidelines. The full guidelines can be viewed on the Energy Star Web site (www.energystar.gov) and the Energy Star Matrix can be accessed online at: http://www.energystar.gov/ia/business/guidelines/assessment_matrix.xls

How to Use the Assessment Matrix

The matrix outlines the key activities identified in the Energy Star Guidelines for Energy Management and three levels of implementation:
- Little or no implementation
- Some eco-friendly elements
- Fully Implemented

1. Compare your program to the guidelines by identifying the degree of implementation that most closely matches your organization’s program.

2. Highlight the cell that best matches the level of implementation of your energy program.

3. Print the assessment matrix. You will now have a visual comparison of your program to the elements of the Energy Star Guidelines for Energy Management.
Guidelines for Eco-Friendly Volunteering

4. Identify the steps needed to fully implement the energy management elements and record these in the Next Steps column.
## Carpool Discussion Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Member 1</th>
<th>Member 2</th>
<th>Member 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Driving Responsibilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Car available? | ☐ Always  
☐ Sometimes  
☐ No | ☐ Always  
☐ Sometimes  
☐ No | ☐ Always  
☐ Sometimes  
☐ No |
| Do you want to share driving? | ☐ Always  
☐ Sometimes  
☐ No | ☐ Always  
☐ Sometimes  
☐ No | ☐ Always  
☐ Sometimes  
☐ No |
| How do you want to share driving? | ☐ Daily rotation  
☐ Weekly rotation  
☐ Monthly rotation  
☐ Other (specify) | ☐ Daily rotation  
☐ Weekly rotation  
☐ Monthly rotation  
☐ Other (specify) | ☐ Daily rotation  
☐ Weekly rotation  
☐ Monthly rotation  
☐ Other (specify) |
| Driving schedule | ☐ Days to drive are:  
☐ Days to drive are:  
☐ Days to drive are: | ☐ Days to drive are:  
☐ Days to drive are:  
☐ Days to drive are: | ☐ Days to drive are:  
☐ Days to drive are:  
☐ Days to drive are: |
| **Pick-up order and schedule** | | | |
| **Driving expenses** | | | |
| Driving expenses | ☐ Share driving equally  
☐ Contribute $ to driver | ☐ Share driving equally  
☐ Contribute $ to driver | ☐ Share driving equally  
☐ Contribute $ to driver |
| Payment schedule | ☐ Per trip  
☐ Weekly | ☐ Per trip  
☐ Weekly | ☐ Per trip  
☐ Weekly |
| Maximum allowable wait | ☐ 3 minutes  
☐ 5 minutes | ☐ 3 minutes  
☐ 5 minutes | ☐ 3 minutes  
☐ 5 minutes |
| **Other carpool issues (Indicate preferences and special comments)** | | | |
| Smoking okay? | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes |
| Music okay? | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes |
| Food okay? | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes |
| Drinks okay? | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes |
| Talking okay? | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes | ☐ Yes  
☐ No  
☐ Sometimes |
| Other issues? | | | |
| Insurance | ☐ Need to check policy  
☐ Policy covers carpooling | ☐ Need to check policy  
☐ Policy covers carpooling | ☐ Need to check policy  
☐ Policy covers carpooling |
| **Carpool communication strategy** | | | |
| Home address | | | |
| Home phone | | | |
| Work phone | | | |
| E-mail address | | | |
| Who/when to call | | | |

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Guidelines for Eco-Friendly Volunteering
Case Study: Energy Use
**Guidelines for Eco-Friendly Volunteering**

# Solara Project

**Benchmark:** Energy Use

**Project Type:** Multi-family Housing Unit

**Organization:** Community HousingWorks (CHW)

**Project Location:** Poway, CA

**Summary:** Located in Poway, CA, a suburb of San Diego, Solara provides affordable apartments for low-income residents. The project includes a number of eco-friendly features such as passive solar design, low-maintenance landscaping, and the use of recycled materials throughout the site.

1. Solara conserved short-term energy use by using new energy-efficient equipment during construction.
2. Solara conserves long-term energy use by using energy-renewable power systems that result in saving the tenants on utility costs.

**Tools Used:**
1. The facilities of the 56-unit complex is powered entirely through a 142-kilowatt photovoltaic system allowing tenants to pay no utility costs.
2. The site design is very compact to save construction materials and energy.
3. There is no turf to be mowed, and the landscaping strikes a sustainable balance between drought-resistant Mediterranean ornamentals and species native to southern California.

**Project Impact:** At Solara, owner and local nonprofit developer Community HousingWorks utilized an integrated design and development process to produce affordable and energy-efficient units. The developer worked closely with the city of Poway and volunteers to create an interdisciplinary team to determine regulatory concessions and streamline the project review. In choosing Global Green USA as the green adviser, CHW was able to tap creative financing options for renewable energy and make use of cost-effective, practical green technologies. These initiatives allowed Solara to be eco-friendly in energy use both in the short-term construction and the long-term maintenance of the project.
Guidelines for Eco-Friendly Volunteering

Resources: Energy Use
  o The U.S. Green Building Council is a 501(c)(3) non-profit community of leaders working to make green buildings available to everyone within a generation.

• Energy Star: http://www.energystar.gov/
  o Energy Star is a joint program of the U.S. EPA and the U.S. Department of Energy that identifies energy efficient products and practices

• Schatz Energy Research Center (SERC): http://www.schatzlab.org
  o SERC specializes in renewable energy, energy efficiency, and hydrogen energy systems. Their work involves research and development, technology demonstration, project development, energy systems analysis, and education and training. In addition, they perform feasibility studies, resource assessments, and energy planning studies.

• Strategic Energy Innovations (SEI): http://www.seiinc.org/
  o SEI is a nonprofit organization that helps empower schools and universities, small businesses, local governments, affordable housing agencies, and agricultural communities to reduce pollution and save money through clean energy and resource efficiency.

• Solar Energy International: http://www.solarenergy.org
  o Solar Energy International is a USA non-profit organization whose mission is to help others use renewable energy and environmental building technologies through education. It teaches individuals from all walks of life how to design, install, and maintain renewable energy systems, and how to design and build efficient, sustainable homes. Trainings are offered online and in 22 locations around the world.

• Humboldt State University (HSU), Campus Center for Appropriate Technology (CCAT): http://www.humboldt.edu/~ccat/
  o CCAT is a live-in laboratory for sustainability. Student-funded, student-staffed and student-directed, the Humboldt State University Associated Student’s program serves the HSU student body, the local Arcata community, and the international community providing information and hands-on experience.

• Redwood Coast Energy Authority (RCEA): http://www.redwoodenergy.org/
  o RCEA purpose is to develop and implement sustainable energy initiatives that reduce energy demand, increase energy efficiency, and advance the use of clean, efficient, and renewable resources available in the region.

• Solar Living Institute: http://www.solarliving.org
  o The mission of the Solar Living Institute is to promote sustainable living through inspirational environmental education.

• U.S. Department of Energy: http://www.energy.gov/
  o U.S. Government resources for energy efficiency.

• National Renewable Energy Laboratory (NREL): http://www.nrel.gov/
  o NREL’s research and development of renewable fuels and electricity advance national energy goals to change the way we power our homes, businesses, and cars.

• NativeEnergy: http://www.nativeenergy.com/
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- A Web site with tools to calculate carbon footprint for individuals and businesses. Also includes information on renewable energy.
- Pacific Gas & Electric: http://www.pge.com/
  - A PG&E site with information about energy use for businesses and individuals.
- Western Area Power Administration (WAPA): http://www.wapa.gov/
  - The WAPA site includes information about energy use for businesses and individuals.
- Weatherization Assistance Program: http://apps1.eere.energy.gov/weatherization/
  - The Weatherization Assistance Program enables low-income families to permanently reduce their energy bills by making their homes more energy efficient. Information on weatherization technologies and links to apply for assistance.
  - Free classroom materials on energy efficiency and safety
- Various lesson plans/modules from the National Energy Education, Development Project (NEED): http://www.need.org/curriculum.php
  - Curriculum guides for energy education.
  - This site provides curriculum materials for grades 5 through 12.
  - Online learning pages for kids.
- Various multidisciplinary lesson plans from the Alliance to Save Energy: http://www.ase.org/section/_audience/educators/lessons
  - Lesson plans for elementary through high school programs about energy.
- Energy efficiency education resources from Bonneville Power Authority: http://www.bpa.gov/Energy/N/education/
  - A listing of resources for energy education.
Volunteer Supplies

What is it?
Volunteer supplies are all the supplies needed to keep volunteers safe and healthy, including food and beverages. Similar to the Materials Selection section, the first priority is to reduce the total amount of supplies purchased. Decide what is truly needed for the project, and only purchase supplies for the number of volunteers expected. Consider borrowing supplies, such as food service equipment (trays, plates, silverware, coffee urns, etc.) and tools. Another option is to rent supplies. Ask volunteers to bring their own supplies if appropriate (i.e., work gloves, their own water bottles, tools) and provide incentives to volunteers who do bring their own supplies.

Before any project begins, the Project Manager must consider what supplies are needed to keep volunteers healthy and safe. Health and safety gear may include gloves, hard hats, safety glasses, masks/respirators, extra sunscreen, and insect repellent. Some safety gear, such as hard hats, may be borrowed from local construction companies or other groups. Sunscreen and insect repellent should be made from natural ingredients, if possible.

Why is it important?
Reducing the amount of volunteer supplies purchased is another opportunity to reduce the project’s environmental impact. In addition, ensuring volunteers are safe, well fed, and hydrated is critically important to the success of the project.

Who is involved?
Supplies may be purchased by any member of the project team, but decisions are usually made by the project manager.
Best Practices: Volunteer Supplies
### Best Practice: Use existing resources for volunteer supplies

**Tool:** Borrow supplies when possible

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Find project partners and other community groups that may have the supplies you need. Borrow them for the project; clean and return them when done.</td>
<td>Use whenever possible. This option will always reduce costs and reduce the amount of materials that need to be purchased.</td>
<td>Examples include a local school that has dishes and serving utensils for food and beverages, or a local construction company that could lend tools and safety gear.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- None

**Tool:** Encourage volunteers to bring their own supplies (food, tools, etc.)

<table>
<thead>
<tr>
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<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging your volunteers to supply their own materials and food.</td>
<td>For projects in which the volunteer base is known and reliable, and communication with volunteers before the project is comprehensive.</td>
<td>Communicate with volunteers before the project and ask them to bring their own supplies. Possibly provide incentives for volunteers who bring their own supplies.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- Volunteer Supplies Sustainable Checklist

### Best Practice: Find ways to reduce project’s waste

**Tool:** Reduce waste

<table>
<thead>
<tr>
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<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find ways to reduce the amount of supplies or materials purchased for the event.</td>
<td>On all eco-friendly service projects</td>
<td>Purchase supplies in bulk to reduce packaging. Also, use reusable supplies instead of disposable supplies. Consider having one water bottle per person that can be filled from a large water cooler. Another option is to choose food that is not pre-packaged, and to serve food cafeteria style, using reusable dishware instead of disposable plates and serving ware. Using compostable (i.e., plant-based) serving ware is also a good option if composting is available at the site.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**
- Volunteer Supplies Sustainable Checklist
- Evaporation Station Outline
Guidelines for Eco-Friendly Volunteering

Tools and Templates: Volunteer Supplies
Volunteer Supplies Sustainable Checklist

Note: The amount of waste that may be reduced by following these practices varies, since each project will have different conditions and a different baseline. In some institutions, removing trays from cafeteria lines has reduced food waste by 30 percent, as consumers take less food and become more aware of what they are eating.²

Food:

- If you provide food, serve food buffet-style instead of serving individually packaged meals.
- If possible, use reusable dishware and silverware.
- If disposable items are used, consider paper plates and cups instead of Styrofoam.
- If food is leftover, consider donating to a food bank or compost.³ Most food banks limit the food that can be donated. Most food recovery programs only accept unserved food that can be safely transported and reused.
- Consider food options that result in less waste, as opposed to individual lunch boxes. For example, pizza will feed a large crowd of people for less waste.
- Have a potluck meal or prepare food on site.
- If composting is an option, place compost collection containers next to trash and recycling can with clear signage explaining how to properly sort compostables, recycling, and trash.

Water:

- Provide water in large jugs or through water filtration systems instead of single-serving plastic bottles.
- If you do purchase water bottles, have volunteers write their names on the bottles for reuse and provide recycling bins for plastic bottles.

Tools:

- Borrow tools from local construction companies, or see if your community has a Tool Bank. Make sure you leave some tools behind for ongoing maintenance of the project. Paint the handles a bright color to discourage tools from walking away.
- Provide respirators for those working on dusty projects or with tools that create a high amount of dust to sustain the health of your volunteers. Volunteers should also have access to other Personal Protective Equipment (PPE) like hard hats, gloves, safety glasses, and ear plugs

³ Studies show that Americans waste an estimated 27% of food available for consumption. See the following article: Martin, Andrew. “One Country’s Table Scraps, Another Country’s Meal.” The New York Times, May 18, 2008. Accessible from: http://www.nytimes.com/2008/05/18/weekinreview/18martin.html
Hazmat Evaporation Wash Station

Background Information
Wet concrete and wet paint are both hazardous materials. The following procedures will help protect volunteers and support an eco-friendly project.

Concrete:
Washing wet concrete out of containers and onto the ground kills grass and contaminates groundwater. Solid concrete, on the other hand, is containable and reusable—as aggregate in anything from more concrete to driveways to bedding walkways or retaining walls.

Paint:
Paint is similar to concrete; when dry, it’s waste but non-hazardous. Paint should never be dumped onto the ground or down sewer drains. Leftover paint can be donated to another entity or be saved for the next project. Solid paint, on the other hand, can be disposed of in a regular trash can.

How to Build a Hazmat Evaporation Wash Station
Every Project Manager should have a Hazmat Evaporation Wash Station or a similar container for hazardous materials like paint and wet concrete. This will prevent these hazardous materials from being disposed of in ways that are harmful to the environment and to the people living in the area, and will also encourage reuse.

If you designate an area for cleaning out wheelbarrows, hoes, and paintbrushes, volunteers will be more likely to taking good care of tools that are lent for the project, and also allows for purchased materials like paintbrushes, paint trays, and rollers to be reused after the project.

If your project is on a slope and all the water runs in one direction then you only need 2 barriers. Barriers can be lumber or sandbags or concrete blocks: anything that will stop water from running away. Put down visqueen or a tarp that you can leave in the area for a few days. This will collect the run-off from washing brushes, rollers, and other supplies.

*Step 1: Build the Concrete Cleanout Frame
Build a square out of 8-inch 2x12s, attaching them with 3 screws at each corner connection.
*Step 2: Attach the Tarp*

Line the box with a large tarp (or visqueen), making sure that the tarp comes up on all four sides. Screw the tarp into the wood (using grommets if the tarp has them) to keep the tarp from slipping down.

*Step 3: Communication*

Make a sign or arrange for an announcement on Build Day to let volunteers know they should use this wash station to get concrete off their tools throughout the day. Also communicate that paint tools should be cleaned using a separate station instead of trashed.

*Step 4: Use*

**Concrete:**

Wash all hoes and shovels and wheelbarrows into the tarp (being careful not to rip it or pull it down). Use as little water as necessary, and then wait a couple of days for the water to evaporate. Finally, come back and break the dry concrete into small pieces, and either give it away for reuse or throw it in the trash.

**Paint:**

Wash all your paint brushes, rollers, and roller trays using a series of buckets with a few gallons of water in each one, starting each tool in a “lots of paint” bucket and continuing through to a “basically clean water” bucket. When finished with all washing, dump all buckets into the one big trash can. Over time, the paint solids will settle to the bottom of the container: give the paint a day to settle, then pour clean water off the top and expose the paint solids at the bottom. Then give it another day to dry out and dispose of your solid paint in the trash.

**Evaporation Station Tips**

- If you have a lot of concrete to wash out, use visqueen, which is much lighter and cheaper than a tarp and comes in bigger pieces.
- Pay attention to the amount of water or materials used to clean supplies to avoid wasting water and creating more wash water to evaporate.
- Leave the sludge alone for a few days (longer in warm wet weather) so it can dry out and then take care of it. Identify a point person to come back and properly dispose of the waste and disassemble the tarp and wood.
- Plan to put a temporary fence around the area until the station is taken down.
- Pieces of dry concrete are reusable for making other aggregates. Check with local facilities to see if anyone can use it.
- Create separate evaporation stations for paint and concrete: they need to be taken care of separately and on different timelines.
Case Study: Volunteer Supplies
Atlanta ToolBank

**Benchmark:** Volunteer Supplies, Reuse/Recycling

**Project Type:** Material Sharing

**Organization:** Atlanta ToolBank

**Project Location:** Atlanta, GA

**Summary:** The Atlanta Community ToolBank provides a tool lending service and all associated functions for local non-profit agencies.

1. Makes tools and equipment available to local agencies so they don’t have to purchase these supplies.
2. Stores and makes available salvaged materials to be reused in future builds. This reduces waste and supports eco-friendly projects.

**Tools Used:**
1. Over 140 distinct tool types are available for borrowing, including power tools, ladders, and safety gear.
2. Gathers reusable supplies for future projects, including building materials, cleaning supplies, hardware, and paint.

**Project Impact:** By gathering and sharing resources, the Atlanta Community ToolBank supports community efforts in strengthening neighborhoods by providing borrowed tools and recycled supplies to local volunteer-based community projects. Typical supply items include building materials, cleaning supplies, hardware, and paint. The Atlanta ToolBank’s eco-friendly program is built on the premise of inclusion, and encourages individuals to participate in community efforts in their local neighborhoods. Borrowing tools and recycling left-over materials helps to reduce waste during a project and instills the value of eco-friendly project management in the volunteers.
Guidelines for Eco-Friendly Volunteering

Resources: Volunteer Supplies
• Determine where you your food comes from: www.foodroutes.org
  o This site gives suggestions for food sources, as well describing how to determine where your food came from.
• Food Bank Locator on the Second Harvest Web site: http://feedingamerica.org/
  o Food bank search via zip code.
• Responsible Purchasing Network: Bottled Water Information:
  http://www.responsiblepurchasing.org/purchasing_guides/bottled_water/index.php
  o Information about sustainability issues related to bottled water.
• Tool Bank USA: www.ToolBank.org
  o The ToolBank lends tools of all kinds for use in volunteer projects, facility maintenance and improvement projects, community improvement events, and special events.
• Web sites discussing methods to reduce food waste:
  o BeSmart: http://www.besmart.org/festival/foodwaste.html
  o Festival vendor tips on waste education:
    http://www.besmart.org/festival/vendortips.html
**Waste Reduction**

What is it?
This section considers how to reduce waste generated by volunteer service activities. Recycling is processing used materials into new products and reusing is finding new uses for existing materials. Composting, or the decomposition of plant and animal waste, is also included in this category although it is not usually considered the same as recycling. Recycling for a service project may involve:
- Taking items to a commercial recycler
- Working with a composting facility for volunteer supplies, or finding other uses for items used on a project.
- Upfront planning in the development of a successful recycling program

The first step is to consider how you can reduce the materials you’ll need on site. Can you reduce materials so the project produces less waste? Research recyclers and composters in your area and start thinking about alternative uses of your materials.

- Can schools use the remaining paint?
- Can some waste be composted?
- Can non-profits use the extra wood?
- Can volunteer groups use leftover supplies for future projects?

Developing a plan for recycling/reuse on the day of the event is critical. This means providing bins for recyclables, providing volunteer education on the materials that go into each bin, and coordinating the pickup of recyclables by a waste or recycling hauler. Designating a team to ensure materials are put into the proper container and recycled is also important.

Recycling may not always be available in the municipality or town where your project is located; in some areas, very few materials are accepted by the local waste hauler for recycling. However, other alternative options should always be considered. Does a college, business, or other facility nearby have a recycling program that would work with you to recycle/reuse your project materials?

**Why is it important?**
The benefits of recycling vary by material, but generally include: reduced extraction and processing of virgin materials, reduced energy usage in the manufacturing process, and reduced air and water emissions from disposal in a landfill or incinerator. Reusing materials left over at the end of the project also keeps waste out of landfills. Another value of waste reduction is to show positive stewardship to volunteers. It allows them to participate in the process of and learn how to cut costs through limiting the waste of resources.

**Who is involved?**
Project managers should work with the community to determine how to reuse or recycle the materials left over at the end of the project.
Best Practices: Waste Reduction
### Best Practice: Use existing recycling programs

**Tool:** Recycling programs  

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research the requirements of the local recycling collection program, if one exists.</td>
<td>For projects in areas that have a local recycling program. Special arrangements should be made in remote areas that may not have recycling programs.</td>
<td>Divert the waste that is recyclable into separate containers. If collection services are not provided, transport the recyclable items to a local recycling center.</td>
</tr>
</tbody>
</table>

**Templates and Checklists**  
- Reuse/Recycling Checklist  
- Recycling Matrix

### Best Practice: Donate leftover materials

**Tool:** Donate unwanted items to another organization  

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
</table>
| Give leftover materials and supplies to organizations that may have a use for your “waste.” | For all eco-friendly service projects. | Research organizations that may be able to use some of your “waste.” For example:  
- A gardening club may want food scraps for composting;  
- A school may want used water bottles for art projects; or  
- Habitat for Humanity ReStore or Goodwill may take materials. Make sure you save enough tools for ongoing maintenance of your project. |

**Templates and Checklists**  
- Reuse/Recycling Checklist

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Guidelines for Eco-Friendly Volunteering
Tools and Templates: Waste Reduction
Reuse/Recycling Checklist

- Research materials you will need and determine what may be left over at the end of the project.
- Attempt to borrow materials or identify donated or salvaged materials.
- Consider how the materials could be reused or salvaged at the end of the project. Research local organizations that may want your unused or used supplies. For example:
  - Local food banks may pick up untouched food.
  - Schools may want used books or office supplies.
  - Other nonprofits could use your supplies, such as tools or safety equipment.
  - Garden clubs or community garden members may want food scraps for composting.
- Develop a list of materials that are not reusable at the end of the project.
- Research the materials accepted in local recycling programs. Resources are located in the Web Link Resource Index on page 120 for researching local recycling programs.
- If no local recycling program exists for your materials, consider any other group that may want your materials. For example, if plastic water bottles are used, could they be saved and reused for art or garden projects?
- Create and implement a plan for recycling during the course of the project. Consider:
  - Bins and dumpsters that may be needed for each type of material recycled
  - Signs and other educational material to communicate the recycling program’s rules to project members and volunteers
  - Designating a person or team to oversee recycling efforts
  - Measure results, if possible, by gathering information on the amount (by weight or volume) of waste land filled, recycled, and/or composted, and publish your results to your volunteers and supporters
### Example Recycling/Reuse Matrix

<table>
<thead>
<tr>
<th>Material</th>
<th>Quantity</th>
<th>Return</th>
<th>Reuse</th>
<th>Recycle</th>
<th>Trash/Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recyclable</td>
</tr>
<tr>
<td>Pallets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recyclable</td>
</tr>
<tr>
<td>Extra Wood Scrap</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reusable</td>
</tr>
<tr>
<td>Primer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paint</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paint Trays</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paint Rollers</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paintbrushes</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garden Trowels</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garden Cultivators</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscaping Gloves (must wash)</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Stone Pavers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hammers</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4-pound Sledges</td>
<td>any unopened</td>
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<td></td>
<td></td>
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<tr>
<td>Sanding Blocks</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screws &amp; Nails</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Trash Bags</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Caution Tape</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Extra Rags</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Dust Masks</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Buckets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homer Buckets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Tarps</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Tarps</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U-Posts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolls of Orange Safety Fencing</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paint &amp; Concrete Wash Station</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra Concrete</td>
<td>any unopened</td>
<td></td>
<td></td>
<td></td>
<td>Reusable</td>
</tr>
<tr>
<td>Water Bottles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recyclable</td>
</tr>
<tr>
<td>Lunch plates, cups, &amp; food waste</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reusable (Compost)</td>
</tr>
<tr>
<td>Plastic shrink wrap &amp; bubble wrap</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Garbage Only</td>
</tr>
<tr>
<td>Plastic bags for peat moss/potting soil</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Garbage Only</td>
</tr>
<tr>
<td>Paper bags from concrete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recyclable</td>
</tr>
</tbody>
</table>

**PAINT SUPPLIES: IDENTIFY RECIPIENT:** best practices and successful ideas: schools, Habitat for Humanity (ReStore), nonprofit rebuilding organizations, housing authorities, YMCAs, Boys and Girls clubs, individuals

**LANDSCAPING SUPPLIES: IDENTIFY RECIPIENT:** local gardening clubs, keep on site in a storage unit to maintain landscaping, schools, Habitat for Humanity (ReStore), nonprofit rebuilding organizations, housing authorities, YMCAs, Boys and Girls clubs, individuals

**TOOLS AND CONSTRUCTION MATERIALS: IDENTIFY RECIPIENT:** schools, Habitat for Humanity (ReStore), nonprofit rebuilding (especially roofing) organizations, housing authorities, YMCAs, Boys and Girls clubs, individuals

**POST-BUILD COORDINATION; THESE COME DOWN AFTER PROJECT**
Case Study: Waste Reduction
## Eco-Cycle

**Benchmark:** Recycle/Reuse

**Project Type:** Community Recycling Program

**Organization:** Eco-Cycle

**Project Location:** Boulder, CO

**Summary:** Eco-Cycle is one of the largest non-profit recyclers in the USA. They are operating multiple programs in the Boulder, CO, area as well as consulting to other communities and organizations on ways to strive toward Zero Waste of materials.

1. Existing recycling and education program.
2. Operates online material exchange to donate unwanted materials to other organizations.

**Tools Used:**
1. Use a recycling matrix and checklist.
2. Work with local businesses and organizations to participate in recycling programs.
3. Operate a Center for Hard to Recycle Materials.
4. Operate an online material exchange program that diverts materials from the landfill.

**Project Impact:** Eco-Cycle believes in individual and community action to transform society’s throw-away ethic into eco-friendly volunteer stewardship. Their mission is to provide publicly accountable recycling, conservation, and education services, and to identify, explore, and demonstrate the emerging frontiers of sustainable resource management. Eco-Cycle processes recyclables from residential curbside programs, businesses, government offices, and schools. Eco-Cycle also provides a wide variety of community education services and activities to encourage recycling, promote waste reduction, and advance the community’s progress toward Zero Waste. Eco-Cycle promotes the reuse of materials as well. This eco-friendly program called Eco-Cycle Exchange helps to divert reusable goods, such as throw rugs, plants, swing sets, and dishwashers from the landfill.
Resources: Waste Reduction
Guidelines for Eco-Friendly Volunteering

- **Reuse:** www.freecycle.org
  - Find someone to take your unwanted supplies
  - Online recycling resource for free items.
- **Recycling:** www.earth911.org
  - Find out where and what to recycle in your community
- **Composting:** www.findacomposter.com
  - Find composting facilities near you community
- **Grass Roots Recycling Network: Zero Waste Event Planner:**
  - [http://www.grrn.org/zerowaste/kit/event/start_here.html](http://www.grrn.org/zerowaste/kit/event/start_here.html)
  - The Zero Waste Event Planner (also referred to as “the Kit”) is a group of activities that can be used to promote, setup, manage, and take down a large public Zero Waste event in your community
- **Habitat for Humanity (ReStore)** [http://www.habitat.org/env/restores.aspx](http://www.habitat.org/env/restores.aspx)
  - Habitat ReStores are retail outlets where quality, used, and surplus building materials are sold at a fraction of normal prices. Proceeds from ReStores help local affiliates fund the construction of Habitat houses within the community. Many affiliates across the United States and Canada operate successful ReStores—some of which raise enough funds to build an additional 10 or more houses per year.
Guidelines for Eco-Friendly Volunteering

Educational Features

What is it?
One of the most powerful and meaningful ways to convey a project’s eco-friendly message is with ongoing education about the practices that are being utilized in the project and the impact that the project is making on the environment. Educational features provide a structured learning experience that will continue to engage the community well past the intended completion date of a project. Educational features can include environmental signage and site preparation as learning tools and can utilize small projects such as community gardens and rain barrels with information on collecting rainwater to make an impact. These features question individual’s roles as citizens in a sustainable world, and apply knowledge, employ skills, and develop attitudes to increase our capacity towards a sustainable future. Communities can engage its citizens in environmental education in many ways. It can be done through service learning, environmental signage, classroom curriculum, or via the Web.

- Service learning can be achieved through participation with local schools or groups, such as the Boy and Girl Scouts. Service learning can be observed during site preparation (i.e., children researches community service project site’s history at the site), site development (i.e., painting murals or recycling bins), or site maintenance after the project is complete.
- Environmental signage can be used at all phases of a project’s development. During the beginning stages to educate volunteers and the general public about the project’s sustainability or after the project is complete to help educate people using the eco-friendly project.
- Educational features can be implemented by incorporating the project or project site into a classroom curriculum. This may be accomplished through year-long outdoor classrooms that involve children in sustainable projects such as water gardens or through short-term field trips to project sites.
- Online or Web-based components can be used to enhance your community service project. You can use blogs or Web sites that document the eco-friendly practices of the project, or use existing online environmental training or materials to teach volunteers the importance of being eco-friendly during or after a project is complete.

Ultimately environmental education affects the way people think about the environment and should inspire them to take action with their own lives. Educational features answer the questions:

- What are we already doing?
- What might we want to change?
- What do we need to stop doing?
- What do we need to start doing?
- How can we celebrate the accomplishments we have made?

Why is it important?
Educational features help to get the community interested in learning more about eco-friendly practices and the community project. Project volunteers can be taught how to be sustainable
workers by using hand tools, reusing water bottles, and having a shared lunch instead of individual boxed lunches. They can also learn about the sustainable materials they are using to complete the project and how they can be used in other places, including their own homes. Also, signage can be placed around the project site describing what processes are being used; this allows the community to feel involved in the project. Educational features can be part of the community engagement process during the day(s) of a service project and can be incorporated in the later stages of a project. Educational features provides eco-friendly information and educate the public on what it means to be sustainable.

Who is involved?
Educational features teach community members to be better citizens in an increasingly interdependent and changing world. These features teach community members the importance of civic and environmental responsibility and how their actions affect future generations. Educational features can involve students, youth groups, service learning initiatives, and any members of the community that will be users of the project.

Educational features positively influence the community and the volunteers of a community service project and should be integrated into project planning. Educational features can be introduced into any phase of a project and should be thought through and organized to make the biggest impact.
Guidelines for Eco-Friendly Volunteering

Best Practices: Educational Features
### Best Practice: Education the Day of a Service Project

<table>
<thead>
<tr>
<th><strong>Tool:</strong> Service Learning</th>
<th><strong>Definition</strong></th>
<th><strong>When to use</strong></th>
<th><strong>How it’s done</strong></th>
</tr>
</thead>
</table>
| This educational method involves learning about the impact a project is making during a day of service. It is a hands-on experience. Volunteers gain new skills by working directly with the community. | Service learning enhances the educational components of a community service program. | Use this when your project has an environmental focus, as doing environmental service projects make a larger impact and is the best way to influence your volunteers. | Service learning is:  
- Within a volunteer’s community  
- Hands on  
- Reflects on the service experience |
| Service learning helps foster civic responsibility and allows participants to reflect on the impact the project is making in their own lives. | Service learning is geared more towards youth; however, learning how to be a good citizen and an environmental steward can be learned at all ages. |

### Templates and Checklists
- Eco-Friendly Education Standards Checklist

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### Best Practice: Ongoing Eco-Friendly Educational Features

<table>
<thead>
<tr>
<th><strong>Tool:</strong> Educational and interpretive signage</th>
<th><strong>Definition</strong></th>
<th><strong>When to use</strong></th>
<th><strong>How it’s done</strong></th>
</tr>
</thead>
</table>
| This practice uses display boards to help get volunteers to follow sustainable work practices. | There are two ways this can be accomplished:  
- Use of permanent plaques or signs on a project site that contain short and concise information along with visuals  
- Iconic signage on display in the community to show the eco-friendly process | Use when materials are available and sustainable and use with first-time volunteers. | |

### Templates and Checklists
- Eco-Friendly Education Standards Checklist

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### Tool: Eco-Friendly Educational Classroom Curriculum

<table>
<thead>
<tr>
<th><strong>Definition</strong></th>
<th><strong>When to use</strong></th>
<th><strong>How it’s done</strong></th>
</tr>
</thead>
</table>
| Curriculum that is used to convey the eco-friendly practices that will be used in the project. | When a school is able to incorporate the curriculum. | Use classroom curriculum as an outdoor classroom with compost, rainwater collection, and demonstration stations  
- Create an area that can be used as an educational supplement for field trips or family outings  
- Use classroom curriculum as a service learning project during the build stage |

### Templates and Checklists
- Checklist for Becoming an Eco-friendly School
### Best Practice: Engage Audiences with Web-Based Components

**Tool:** Educational Web site for project

<table>
<thead>
<tr>
<th>Definition</th>
<th>When to use</th>
<th>How it’s done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Web sites to show how projects have evolved and developed over time. Web sites can be paired with social media, including message boards and blogs, to interact with individuals interested in the sustainable practices.</td>
<td>When you have a staff that is relatively computer and Web savvy. This is an excellent way to show the environmental impact you have made with your project. This should be used to supplement community involvement efforts.</td>
<td>Create a Web site or project page on an existing Web site that outlines the eco-friendly aspects of your project. This can then be used as a continual forum to ensure your community continues to learn about sustainability and being eco-friendly. Make sure that you take many before and after pictures because these will show the transformative nature of the project, and can be helpful in raising funds for future projects.</td>
</tr>
</tbody>
</table>

### Templates and Checklists
- Eco-Friendly Education Standards Checklist
Tools and Templates: Educational Features
Guidelines for Eco-Friendly Volunteering

Checklist for Becoming an Eco-friendly School
Derived from the Green School checklist at:
http://www.epa.state.il.us/p2/green-schools/green-schools-checklist.pdf

This checklist can assist a school in becoming an eco-friendly school.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>We’re on the way there</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Environment Management Plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have a current School Environment Management Plan (SEMP).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our SEMP is being implemented.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Whole-school planning</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Our school has established a whole-school vision for sustainability.</td>
<td></td>
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</tr>
<tr>
<td>Our school shows commitment to environmental management planning as part of the overall school management plan.</td>
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</tr>
<tr>
<td>Environmental action plans are in place and implemented, and they are regularly monitored and reviewed.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Progress is reported to and celebrated with the school community.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Our school is a model for others to follow and a logical and holistic plan is evident.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
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</tr>
<tr>
<td>Our school has effective environmental education integrated into all stages where appropriate.</td>
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<tr>
<td>Our school demonstrates that it has implemented programs to address all environmental education curriculum objectives.</td>
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<tr>
<td>Programs are based on environmental citizenship and personal action.</td>
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</tr>
<tr>
<td>Special events and programs support the development of our SEMP.</td>
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<td></td>
</tr>
<tr>
<td><strong>Management of resources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our objectives for managing resources have been achieved.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Purchasing processes, resource use, and waste management systems are integrated across the whole school.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Learning opportunities for students are incorporated into resource management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best practices are employed, emphasising eco-friendly use of resources and minimal environmental impact.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress is visible and reported.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The management of resources is an example for students and the broader community to follow.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Guidelines for Eco-Friendly Volunteering

<table>
<thead>
<tr>
<th>Management of grounds</th>
<th>Yes</th>
<th>We’re on the way there</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our grounds management is consistent with the principles of ecologically sustainable development.</td>
<td></td>
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<tr>
<td>Our school grounds are developed to enhance environmental education.</td>
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<tr>
<td>The grounds are a diverse learning environment and are a model for others to follow.</td>
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<td></td>
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<tr>
<td>The school community demonstrates a personal commitment to the school grounds.</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole-school community participation</th>
<th>Yes</th>
<th>We’re on the way there</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A cross section of the school community is involved in the SEMP decision-making and implementation processes.</td>
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</tr>
<tr>
<td>The school works closely with the local community across a range of issues in the SEMP.</td>
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</tbody>
</table>
Case Study: Educational Features
Green Schoolyard Alliance

**Benchmark:** Educational Features

**Project Type:** Outdoor Classroom

**Organization:** Green Schoolyard Alliance

**Project Location:** San Francisco, CA

**Summary:** The San Francisco Green Schoolyard Alliance (SFGSA) envisions a future in which each schoolyard operates in concert with its neighborhood and local ecology to foster higher academic achievement, increased environmental stewardship, creativity, and community building.

1. Uses service learning volunteers to develop and maintain projects.
2. Uses the projects as part of an educational curriculum.
3. Uses the Web to show how the projects have grown through development.

**Tools Used:**
1. The SFGSA provides support at the grass-roots level by creating learning, networking, and resource-sharing opportunities for school communities.
2. Outdoor features are designed around an environment-based curriculum about the vital connection between nature, outdoor learning, and school success.
3. Site priorities are met through three enrichment programs — environmental education, artist-in-residence, and music and

**Project Impact:** The priorities of SFGSA are Literacy Development and Project Learning, Parent Involvement and Community Building, and Professional Development and Leadership. Programs aim to provide an environment-based eco-friendly curriculum and increase public awareness. Projects involve service learning for students and are updated for each school on Web sites that track development and progress.
Resources: Educational Features
• Northeastern University, Center of Community Service: Partnering through Service-Learning: [http://www.northeastern.edu/communityservice/nonprofit/partnerservice-learning.html](http://www.northeastern.edu/communityservice/nonprofit/partnerservice-learning.html)
  o The Center of Community Service provides students, staff, faculty, alumni, and community partners with a central place for posting and receiving information, resources, and referrals for community service and service-learning opportunities. The Center supports Northeastern University’s long tradition of service to the community and aims to assist groups in community service activities.

  o The mission of the Cloud Institute is to ensure the viability of sustainable communities by leveraging changes in K–12 school systems to prepare young people for the shift toward a sustainable future.

• Boston Schoolyard Funders Collaborative: [http://www.schoolyards.org/education.htm](http://www.schoolyards.org/education.htm)
  o The goal of the Boston Schoolyard Initiative is to design and build multi-use open spaces that complement the primary mission of a school: to preserve and foster children’s innate sense of curiosity and give them the tools and skills needed to become lifelong learners.

• Students in Service to America: A Guidebook for Engaging America’s Students in a Lifelong Habit of Service: [http://www.studentsinservicetoamerica.org/download/guidebook.pdf](http://www.studentsinservicetoamerica.org/download/guidebook.pdf)
  o This document provided by [www.serve.gov](http://www.serve.gov) provides materials that can help plan student service opportunities and engage young people towards volunteer service.
Web Link Resource Index
Community Engagement helpful links:

- Enterprise “Green Communities” is a Web site outlining the commitment by Enterprise to build more than 8,500 healthy, efficient homes for low-income people. It has a list of projects and tools guided by a series of “green criteria”.

- Corporation for National and Community Service: *Toolkit for Program Sustainability, Capacity Building, and Volunteer Recruitment/Management*: This toolkit is intended to help current or potential AmeriCorps grantees to develop a program that is sustainable, builds organizational and local capacity, has the full involvement of community volunteers, and produces outcomes beyond those accomplished by AmeriCorps members alone. It leads grantees through the processes for developing a sustainability and capacity-building plan and applying a variety of methods, approaches and strategies to carry out that plan.

- Independent Sector: *Measuring Volunteering Toolkit*. This toolkit explains how to promote volunteering by carrying out a comprehensive survey of its nature.
  - [http://www.independentsector.org/programs/research/toolkit/IYVToolkit.PDF](http://www.independentsector.org/programs/research/toolkit/IYVToolkit.PDF)

- Corporation for National and Community Service “The Resource Center” provides information on tools and training for volunteer and service programs.
  - [http://nationalserviceresources.org/](http://nationalserviceresources.org/)

- Hands-On Campus Resources “Wiki” is a place where volunteers can come to view, create and share information about volunteering.
  - [http://www.behandson.org/wiki/home](http://www.behandson.org/wiki/home)

- Project Evaluation Guide for Nonprofit Organizations is designed to assist charitable and nonprofit organizations to conduct precise and appropriate project evaluations, and how to communicate and use the results of the evaluation effectively.

- Engage Your Employees is an international program that brings together businesses and community organizations around the globe to increase the quality and amount of community engagement in their local communities.
  - [www.engageyouremployees.org](http://www.engageyouremployees.org)
Guidelines for Eco-Friendly Volunteering

Project Choice helpful links:

- Sustainable Community Indicators Training is a train-the-trainers workshop for a basic course in indicators of sustainability.
  

- United States Environmental Protection Agency Smart Strategies for a Sustainable Future is a website that acts as a portal to tools and information on the best strategies, programs and policies to reduce your environmental footprint.
  
  o [http://www.epa.gov/greenkit/index.htm](http://www.epa.gov/greenkit/index.htm)

- Sustainable Communities Network, has to helpful websites. One focuses on ideas on how to plan a sustainable event.
  

  As well a site that serves as a guide that provides a starter kit for a community member, city official, planner or design professional to identify currently available planning tools and to assess their applicability and appropriateness to specific projects or issues, alone or in a combination.
  
  o [http://www.sustainable.org/Placemaking_v1_pt1.pdf](http://www.sustainable.org/Placemaking_v1_pt1.pdf)

Site Readiness helpful links:

- LEED 2009 for Existing Buildings provides guidance on sustainable operations for existing buildings that may be useful for an indoor project.
  

- LEED 2009 for Commercial Interiors provides information related to sustainable approaches to building interiors that may be useful in evaluating a building’s readiness and opportunities to enhance overall sustainability of the facility.
  

- LEED 2009 for New Construction and Major Renovations provides a good overview of the elements of the projects that can affect sustainability for a new construction building, major renovations and outdoor sustainable site projects.
  

- Creating Sustainable Communities –A Guide for Developers and Communities: Smart Growth Online-Sharing provides ideas and guidelines for communities and how they can move towards sustainability, which covers everything from general planning to waste management.
  
• Sustainable Site Development Checklist includes retail, commercial, and medium density residential developments, encompassing new buildings, alterations and additions, and fit-outs.

• Sustainable Site Development Checklist- this checklist includes sections for: energy, waste, transport, materials, water, culture and heritage, and natural habitats and nature conservation.
  o http://www.southampton.gov.uk/Images/0E%20Appendix%20F%20Checklist_tc m46-178903.pdf

• Check List for Sustainable Design should be used as a starting point. Sustainable design principles affect all phases of project development from design, constructions, operations and maintenance, demolition and disposal.
  o http://www.seattle.gov/DPD/cms/groups/pan/@pan/@sustainableblding/documen ts/web_informational/dpds_007169.pdf

• Checking for utilities at the site, 811 is the number you should call before you being any digging project like building a deck, planting a tree, or installing a mailbox.
  o www.call811.com

• How to Use a Soil Test provides information about soil testing.
  o www.vabf.org/soilre3.php

• Understanding the Numbers on Your Soil Test Report.
  o www.uaex.edu:80/Other_Areas/publications/HTML/FSA-2118.asp
  o www.uaex.edu:80/Other_Areas/publications/PDF/FSA-2118.pdf

Materials Selection helpful links:

• List of resources from King County, Washington. The goal of environmentally preferable purchasing is to purchase products that are beneficial to human health and the environmental. The tools on this page can help to identify candidate products, programs, and policy initiatives toward this objective.
  o http://www.kingcounty.gov/operations/procurement/Services/Environmental_Pur chasing/Resources.aspx

• Center for a New American Dream Responsible Purchasing Network is a page of purchasing guides for a variety of products and services including: bottled water, cleaners, computers, copy paper, green power, fleets, light-duty tires and wheel weights, lighting, office electronics, paints, and toner cartridges.
  o http://www.responsiblepurchasing.org/purchasing_guides/all/index.php
Guidelines for Eco-Friendly Volunteering

- Green Seal provides science-based environmental certification of products.
  - [www.greenseal.org](http://www.greenseal.org)

- EcoLogo was founded in 1988 by the Government of Canada but now is North America’s largest environmental standard and certification mark.
  - [www.ecologo.org](http://www.ecologo.org)

- Energy Star is a join program of the U.S. EPA and U.S. Department of Energy that identifies energy-efficient products and practices.
  - [www.energystar.gov](http://www.energystar.gov)

- Forest Stewardship Council (FSC) is an independent, non-government, not-for-profit organization established to promote the responsible management of the world’s forests. Products carrying the FSC label are independently certified to assure consumers that they come from forests that are managed to meet the social, economic and ecological needs of present and future generations.
  - [www.fsc.org](http://www.fsc.org)

- Healthy Building Network is leading the campaign to accelerate the transition away from PVC building materials in favor of safer, healthier alternatives that offer equal or superior performance at comparable prices.
  - [http://www.healthybuilding.net/pvc/](http://www.healthybuilding.net/pvc/)

- Marine Stewardship Council (MSC) fishery certification program and seafood eco-label recognize and reward sustainable fishing. It is a global organization working with fisheries, seafood companies, scientists, conservation groups, and the public to promote the best environmental choices in seafood.
  - [www.msc.org](http://www.msc.org)

- Rate It Green’s mission is to facilitate information sharing to provide a place for community building. On this site, members learn and share information through product and service reviews, as well as by posting entries and asking questions on the forum. Their industry guide, Green Building 101, is aimed at providing the entire market with information that can be difficult and time consuming to find.
  - [www.rateitgreen.com](http://www.rateitgreen.com)

- U.S. EPA Environmentally Preferable Purchasing (EPP) program helps the Federal government “buy green,” and in doing so, uses the Federal government’s enormous buying power to stimulate market demand for green products and services. Federal Geared first to help Federal purchasers, this site can help green vendors, businesses large and small, and consumers. Use the easy index to: find and evaluate information about green products and services; identify Federal green buying requirements; calculate the costs and benefits of purchasing choices; and manage green purchasing processes. Sections of the site more useful to consumers include finding and evaluation green products and services, tools, and related inks.
  - [http://www.epa.gov/epp/](http://www.epa.gov/epp/)
Guidelines for Eco-Friendly Volunteering

- U.S. Green Building Council LEED rating system is an internationally recognized certification system that measures how well a building or community performs across all the metrics that matter most: energy savings, water efficiency, carbon dioxide emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts. This Web site is a compendium of information about LEED.

- Environmental Defense Fund Paper Calculator will help you quantify the benefits of better paper choices. The Paper Calculator shows the environmental impacts of different papers across their full lifecycle.
  - http://www.edf.org/papercalculator/

- Co-op America Business Network — “Things You Should Always Buy Green” is a list of what items you should always by green, and why.
  - http://www.coopamerica.org/programs/shopunshop/buyinggreen/whattobuy.cfm

- Healthy Building Network, Guide to Plastic Lumber, October 2005. The Healthy Building Network is leading the campaign to accelerate the transition away from PVC building materials in favor of safer, healthier alternatives that offer equal or superior performance at comparable prices.
  - http://www.healthybuilding.net/plastic_lumber.html

Energy Use helpful links:

- US Green Building Council is a 501(c)(3) non-profit community of leaders working to make green buildings available to everyone within a generation.
  - http://www.usgbc.org/

- Energy Star is a join program of the U.S. EPA and U.S. Department of Energy that identifies energy efficient products and practices.
  - http://www.energystar.gov/

- Schatz Energy Research Center (SERC) specializes in renewable energy, energy efficiency, and hydrogen energy systems. Their work involves research and development, technology demonstration, project development, energy systems analysis, and education and training. In addition, they perform feasibility studies, resource assessments, and energy planning studies.
  - http://www.schatzlab.org

- Strategic Energy Innovations (SEI) is a nonprofit organization that helps empower schools and universities, small businesses, local governments, affordable housing agencies, and agricultural communities to reduce pollution and save money through clean energy and resource efficiency.
  - http://www.seiinc.org/
Guidelines for Eco-Friendly Volunteering

- Solar Energy International is a USA non-profit organization whose mission is to help others use renewable energy and environmental building technologies through education. It teaches individuals from all walks of life how to design, install, and maintain renewable energy systems, and how to design and build efficient, sustainable homes. Trainings are offered online and in 22 locations around the world.
  - http://www.solarenergy.org

- Humboldt State University (HSU), Campus Center for Appropriate Technology (CCAT) is a live-in laboratory for sustainability. Student-funded, student-staffed and student-directed, the Humboldt State University Associated Student’s program serves the HSU student body, the local Arcata community, and the international community.
  - http://www.humboldt.edu/~ccat/

- Redwood Coast Energy Authority (RCEA) purpose is to develop and implement sustainable energy initiatives that reduce energy demand, increase energy efficiency, and advance the use of clean, efficient, and renewable resources available in the region.
  - http://www.redwoodenergy.org/

- Solar Living Institute’s mission is to promote sustainable living through inspirational environmental education.
  - http://www.solarliving.org

- U.S. Department of Energy has U.S. Government recourses for energy efficiency listed.
  - http://www.energy.gov/

- National Renewable Energy Laboratory (NREL) has research and development of renewable fuels and electricity advance national energy goals to change the way we power our homes, businesses, and cars.
  - http://www.nrel.gov/

- NativeEnergy’s website has tools to calculate carbon footprints for individuals and businesses. It also includes information on renewable energy.
  - http://www.nativeenergy.com/

- Pacific Gas & Electric (PG&E) has a site with information about energy use for businesses and individuals.
  - http://www.pge.com/

- Western Area Power Administration (WAPA)’s site includes information about energy use for businesses and individuals.
  - http://www.wapa.gov/

- Weatherization Assistance Program enables low-income families to permanently reduce their energy bills by making their homes more energy efficient and providing information on weatherization technologies and links to apply for assistance.
  - http://apps1.eere.energy.gov/weatherization/
• “The Energenius Program,” PG&E has free classroom materials on energy efficiency and safety.

• Various lesson plans/modules from the National Energy Education, Development Project (NEED) provides curriculum guides for energy education.

• “School Power,” New York State Energy Research and Development Authority (ERDA), is a site that provides curriculum materials for grades 5 through 12.

  o [http://www1.eere.energy.gov/kids/](http://www1.eere.energy.gov/kids/)

• Various multidisciplinary lesson plans from the Alliance to Save Energy provides lesson plans for elementary through high school programs about energy.
  o [http://www.ase.org/section/_audience/educators/lessons](http://www.ase.org/section/_audience/educators/lessons)

• Energy efficiency education resources from Bonneville Power Authority, provides a listing of resources for energy education.

• List of multiple renewable energy education materials from the U.S. Department of Energy, Energy Information Administration is available at the following site.
  o [http://www.eia.doe.gov/bookshelf/eer/renew.html](http://www.eia.doe.gov/bookshelf/eer/renew.html)

**Volunteer Supplies helpful links:**

• Determine where you your food comes from through this site that gives you suggestions for food sources, as well as describing how to determine where your food came from.
  o [www.foodroutes.org](http://www.foodroutes.org)

• Food Bank Locator on the Second Harvest Website allows you to search for a food bank via zip code.
  o [http://feedingamerica.org/](http://feedingamerica.org/)

• Responsible Purchasing Network: Bottled Water Information discusses information about sustainability issues related to bottled water.
Guidelines for Eco-Friendly Volunteering

- Tool Bank USA lends tools of all kinds for use in volunteer projects, facility maintenance and improvement projects, community improvement events, and special events.  
  www.ToolBank.org

- Web sites discussing methods to reduce food waste.
  - BeSmart: http://www.besmart.org/festival/foodwaste.html
  - Festival vendor tips on waste education:  
    http://www.besmart.org/festival/vendortips.html

Resources: Waste Reduction

- Reuse tool to find someone to take your unwanted supplies.
  - www.freecycle.org

- Tool for finding out where and what to recycle in your community.
  - www.earth911.org

- Tool for finding composting facilities near your community.
  - www.findacomposter.com

- Grass Roots Recycling Network: Zero Waste Event Planner, (also referred to as “the Kit”) is a group of activities that can be used to promote, setup, manage, and take down a large public Zero Waste event in your community

- Habitat for Humanity (ReStore) are retail outlets where quality, used, and surplus building materials are sold at a fraction of normal prices. Proceeds from ReStores help local affiliates fund the construction of Habitat houses within the community. Many affiliates across the United States and Canada operate successful ReStores—some of which raise enough funds to build an additional 10 or more houses per year.

Resources: Educational Features

- Northeastern University, Center of Community Service: Partnering through Service-Learning provides students, staff, faculty, alumni, and community partners with a central place for posting and receiving information, resources, and referrals for community service and service-learning opportunities. The Center supports Northeastern University’s long tradition of service to the community and aims to assist groups in community service activities.
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  - [http://www.schoolyards.org/education.htm](http://www.schoolyards.org/education.htm)

- Students in Service to America: A Guidebook for Engaging America’s Students in a Lifelong Habit of Service: This guide was published in 2002 by the Corporation for National and Community Service located in Washington, D.C. These materials can help you plan student service opportunities and engage the young people with whom you work.