

Climate Action Leadership Program: Educating the Next Generation of Sustainability Leaders

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Executive Summary

Our Mission

The Climate Action Leadership Program (CALP) aims to create sustainability leadership educational pedagogy in the U.S. public school systems through declarative and experiential learning.

Our Vision

Educating the next generation of sustainability leaders who are pursuing solutions to climate change.

The Program

CALP is a certificate of achievement program, designed for the 8th to 12th grade students in the Las Virgenes Unified School District (LVUSD) in Calabasas, CA. CALP addresses the lingering gap in sustainability leadership education in the U.S. public schools.

The Problem and Challenges

On March 15, 2019, an estimated 1.6 million students took to the streets in a Global Climate Strike demanding to save their future. The nudge came to create CALP after conducting research that indicated the presence of a very low degree of programs that are preparing the students with 21st century leadership skills.

Solutions, Actions and Outcomes

The collaboration of multi sector stakeholders' engagement converged to create CALP and to remain focused on developing a program that empowered the next generation of Sustainability leaders. Using strategic methods and organizational flow charts, we were able to stay on track and accomplish many of our goals.

We have accomplished a lot in a short few months

1. Declarative learning: the program has offered the students the opportunity to learn from educators at the Climate Reality Project, hear from an expert on the Amazon Rainforest and an interactive presentation on the three pillars of sustainability by a sustainability expert.

2. Experiential education is at the core of CALP. Since the Sept 2019 launch, real-life experience for our 10 students has unfolded in the building of the CALP brand. The students have been actively engaged in creating the CALP website, logo and social media accounts.
3. Established a mentors team and an advisory team from the community.

Environmentally responsible education systems like CALP are building future leaders to move ahead on adopting positive practices toward a more sustainable, healthy, prosperous, and equitable future.

ABSTRACT

This paper is a reflection on the background, planning, development, and, implementation of the Climate Action Leadership Program (CALP). The 21st Century has been named the “century of the environment”. This program builds the next generation of leaders who are pursuing solutions to climate change. The program is result of professional and scientific research in the areas of education and sustainability that uncovers the lingering sustainability education gap within the U.S. public school system. Research methodology applied combined qualitative and quantitative data analysis approach, including surveys, observations, and, academic research. The results show there are few programs in grades 8th to 12th, a crucial demographic, incorporating sustainability leadership education training or teaching the fundamental principles of sustainability in the public school curriculum.

We can no longer assume that social and environmental challenges such as pollution, dwindling resources and climate change can be set-aside for future generations. The creation of sustainability leadership education programs would properly prepare students for the greatly important, globally recognized social and environmental issues they actually face throughout their education, and professional practice. The compulsion to act is the outcome of the Climate Action Leadership Program. CALP is designed to create the next generation of sustainability leaders by transforming thoughts and ideas into effective climate action. Students learn how to build personal resilience, tell compelling stories and foster sustainable behavior in their own school communities.

Climate Action Leadership Program: Education the Next Generation of Sustainability Leaders

Introduction and Background

Program Concept

The concept of Climate Action Leadership Program (CALP), educating the next generation of sustainability leaders arises from a need for educational professionals to take action and address the lingering sustainability leadership education gap within the U.S. public school system.

Although the 21st century is named the “century of the environment,” we are still not preparing our students with the appropriate education, skills, and personal resilience needed to equip them with the necessary abilities that would empower them to tackle and mitigate climate change and other global issues.

The latest Intergovernmental Panel on Climate Change (IPCC) report, published by the United Nations in December 2018, predicted people only have 12 years to reign in carbon emissions before the effects on climate change get out of human control. Certain psychologists who have done research find out a portion of the youth are anxious about their future. Across the globe the youth have become the leading voice demanding we give the issues of climate change full attention. On March 15, 2019, an estimated 1.6 million students took to the streets in 2,000 cities around the world in a Global Climate Strike to demand leaders take immediate action.

Sustainability can be a confounding topic, and not everyone has the passion to wade into all the information. Entrepreneurs and Fortune 500 companies are designing innovative solutions to harness the challenges of climate change and resource scarcity; we see the climate protection economy exploding. However, the U.S public school system is doing very little to prepare or to engage the students in rigorous thinking and problem solving activities to help mitigate the effects of climate change. More responsible environmental and sustainability education systems in the public school would enable future leaders to move ahead on adopting positive practices toward more sustainable, healthy, prosperous, and equitable future. According to Cutts, B., Saltz, C., & Elser, M. (2008). “Many education programs and teachers focus on

declarative knowledge (information, scientific facts), while neglecting the social components of change and action” (p. 17). Although teachers are in a position to give students an active voice and promote sustainability principles, teachers are ill equipped with the knowledge and skills to implement sustainability principles and leadership curriculum in the K-12 classrooms (UNSECO, 2005).

Climate Action Leadership Program is aimed to close the sustainability leadership educational gap by using declarative and experiential, project-based pedagogy. The program focuses on building sustainability leadership skills, taking a deep dive into learning the fundamental principles of sustainability and giving students the opportunity and experience to implement a climate action project of their choice within the school community.

Vision

Educating the next generation of sustainability leaders, activists and changemakers.

Create sustainability leadership educational pedagogy and experiential learning in the public school system.

Equipping students with 21st century leadership skills, experience and knowledge of sustainability’s guiding principles will:

- Build future leaders who have the grit to curate solutions to climate change.
- Create effective leaders who understand systems thinking, stakeholder engagement, and shared values and who can shift the world to more sustainable systems.
- Model the way to create more resilient businesses for a more prosperous world.
- Develop transformative leadership skills to implement climate actions projects and initiatives by utilizing feasibility studies, project management skills, and, scenario planning tools.
- Inspire their communities to be responsible and live in balance with the Earth’s resources; put people and planet’s wellbeing first.

Mission and Goals

The research that uncovered the lack of sustainability and environmental leadership education programs in the public school system propelled the compulsion to create CALP. The Climate Action Leadership Program (CALP) primary drive is to

- Ensure the 8th to 12th grade students become future leaders and changemakers.
- Focus on ensuring the students acquire the knowledge and experience they need to tackle the looming global issues they face and will need to solve.

The program goals to:

- Offer educational workshops in 21st century leadership, communication, project management, scenario planning and systems thinking and turn challenging opportunities into achievable successes.
- Mentor students as they select, manage and implement climate action projects on their school campuses.

Overall the program offers students the understanding of sustainability's guiding principles and the opportunity to gain the practical skills needed to be the next generation of leaders that can lead the way to a brighter, greener future for all.

Project Overview

Challenges and Opportunities

The initial phase involved conducting research to build a case for the need for CALP within the public school system. The process started to uncover the prevailing problem, showing the gap in the educational system. "Sustainability education is often seen as an additional burden that teachers have neither the time nor resources to bear" (Wheeler & Byrne, 2003). Burrowing through academic peer reviews, journals, articles, books, and, personal inquiries, the evidence was prevalent enough to move to establish the scope of the program. Although, the California Standards, specifically Common Core and Next Generation Science standards, are environmental education pedagogy. Teaching about the effects of climate change, still students are feeling ill prepared because they lack the guiding sustainability leadership tools they need to become leaders, activists and changemakers.

SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats)

To ensure the viability of the program concept, included is the completion of a SWOT analysis (figure 1). The analysis is designed to drive action and collaboration on challenges that can cause real threats or opportunities. It is used as a guide to create and sustain long-term value.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Approved by LVUSD as certificate of achievement pilot program • Engagement of 10 high school students • Strong mentor team • One of a kind program 	<ul style="list-style-type: none"> • It's a pilot program • Meeting times and location for all students to participate • Time constraints • Curriculum not fully developed
Opportunities	Threats
<ul style="list-style-type: none"> • Scalable to other school districts • Mentors for students • Empowering the next generation of sustainability leaders • Builds a good resume for students both academically and professionally • Students can received required community hours for attending and participating in CALP meetings 	<ul style="list-style-type: none"> • It bombs • Lack of participation • Not finding the right students to participate • Unforeseen disadvantages • Finding the next leaders to run CALP • Lack of funding and support

(figure 1, SWOT Analysis)

Project Plans and Approach

Preliminary Planning Scenario

For projects or programs to ensure long-term value certain metrics and standards need to be set. It is true that most projects are failing because of a lack of an appropriate plan (J. Morfaw, 2011). Included in the preliminary planning, were feasibility studies, the success indicators, baseline markers, design, taking note of issues and evaluation. For logistical purpose a base line analysis was conducted of the social, legal, economic, cultural, educational settings. The involvement of the stakeholders and advocates is imperative to fully articulate preparations. Legal issues were address such as liabilities; this paved the way for an effective and efficient implementation. Overall, this created a cohesive framework for the project. The recommended practice included a work breakdown structure (WBS) that clearly formatted all the tasks and subtasks for each deliverable, including deadlines and starting dates. The greatest challenges were materialized during program management planning. This was due in part to the inexperience of managing projects and the time limits available. It was extremely valuable to obtain a college student intern who took part in the research process and assisted in adequately meeting our project plan deadlines. Below are examples of a work breakdown structure (WBS) used (figure 2).

The WBS will be a tool that the students will learn to use when they are ready to start the planning and implementation of the school community climate action project.

Work flow chart of tasks and subtasks

LVUSD CLIMATE ACTION LEADERSHIP PROGRAM (CALP)

Purpose: Education the Next Generation of Sustainability Leaders, Climate Activist, and Changemakers

LVUSD CLIMATE ACTION LEADERSHIP TEAM

VICTORIA CHARLES

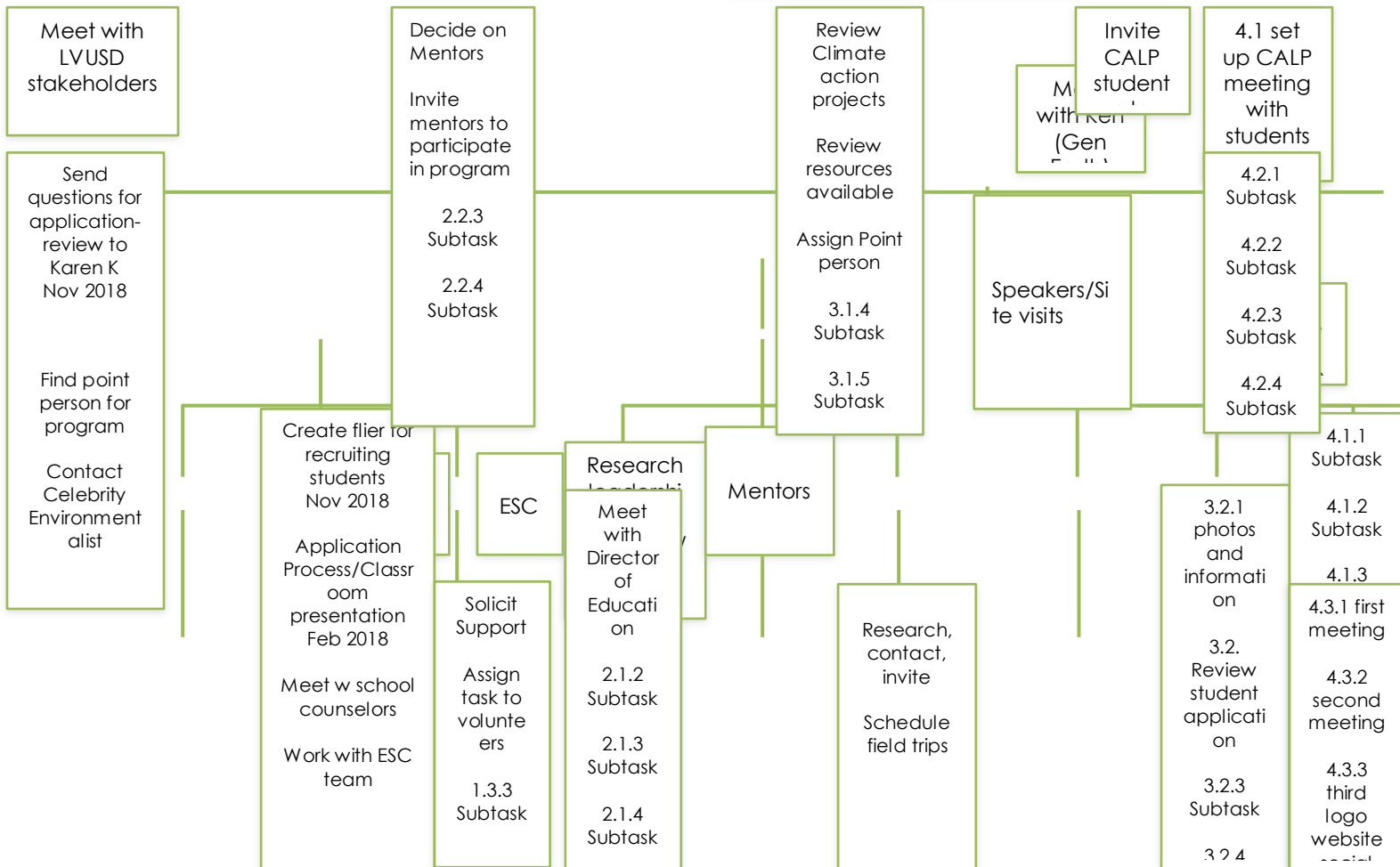
April 2019

Recruit Team Phase 1 Nov 2018- Feb 2019

Create materials/content for student leadership meetings Phase 2 Jan-March 2019

Climate Action Project Generation Earth Phase 3 April 2019

Launch Phase 4 Fall 2019



1. LVUSD CLIMATE ACTION LEADERSHIP PROJECT (CALP) 100			1. *LVUSD CLIMATE ACTION LEADERSHIP PROJECT (CALP)	
			1.1.RECRUIT TEAM	
			1.1.1. MEET WITH LVUSD STAKEHOLDERS	11
			1.1.2. INTRODUCE CALP APPLICATION PROCESS	7
			1.1.3. MEET WITH ENVIRONMENTAL STEWARDSHIP COMMITTEE (ESC)	6
			1.2.CREATE CALP	
			1.2.1. DEVELOP STUDENT CURRICULUM	5
	1.1 RECRUIT TEAM	2 4		
	1.2 CREATE CALP	2 1	1.2.2. SET UP MENTORSHIP PROGRAM	7
	1.3 CALP STUDENT MEETINGS AND CLIMATE ACTION PROJECT WITH GENERATION EARTH	2 5	1.2.3. CHOOSE SPEAKERS AND FIELD SITES	4
			1.2.4. SELECT STUDENT TEAM	5
			1.3. CALP STUDENT MEETINGS AND CLIMATE ACTION PROJECT MEETING WITH GENERATION EARTH	
	1.4 LAUNCH CALP	2 2	1.3.1. ORGANIZE FIRST MEETINGS	7
	1.5 PROJECT MANAGEMENT	8	1.3.2. FIRST STUDENT COHORT CALP MEETING	13
			1.3.3. SECOND STUDENT COHORT CALP MEETING	5
			1.4.LAUNCH CALP	
			1.4.1. CLIMATE ACTION PROJECT	10
			1.4.2. CALP MONTHLY MEETING	12

(Figure 2, Example of work flow chart)

Project/Program Execution and Approach

Stakeholder Engagement

Identification of the lack of proper education in sustainability leadership in the U.S. public school system, although discouraging, it was also an opportunity for the Las Virgenes Unified School District (LVUSD). It was presented to the executives at the district, that CALP would fill the lingering gap of sustainability leadership education and, would be an exclusive program at LVUSD. It would bear a positive mark on the district achievements towards sustainability. The LVUSD has been striving for green initiatives for years through the parent led Environmental Stewardship Committee (ESC). Relationships had been built with the ESC parents and the executive staff who were active participants. With this connection and a good standing relationship, the opportunity to present CALP aligned well. The approval for CALP to be instituted in the LVUSD as an afterschool pilot program was a victory for the program. This led to a scheduled meeting with teachers, principals, and administrators to present the concept of CALP. An educational slide deck presentation featuring the compelling research conducted and, the CALP student learning outcomes were presented to the key stakeholders.

Student Recruiting

The outcome of the meeting led to the next step: recruiting high school students to apply to program. The success of the recruiting was dependent on the teachers. One AP and honor's teacher proved to be a CALP champion. Teachers approved the short classroom presentations to recruit students. This proved to be successful. Many student applicants were recruited from the class presentations. A sign-up sheet was passed around in the class for those students who were interested. An invitation to apply was emailed to students who signed the sheet. The LVUSD students were invited to apply through an online Google forms application process that included three essay questions related to sustainability and environmental stewardship. From this process, ten 8th to 11th grade students were selected to be the first CALP cohort. Note the program is designed for high school students. However the recruiting took place the semester when some of the applicants were in 8th grade. The launch of CALP took place fall 2019 when all the students would then be in high school.

Planning of CALP Cohort Meetings and the Challenges

The CALP first cohort informal meeting was held April 24, 2019.

For Earth Week, the school district had a screening of the film “A Plastic Ocean” including a panel of sustainability experts to address the audience after the film. With the school districts permission, the ten CALP students were introduced to the audience before the start of the film. A short blurb about CALP was announced; this was the first public promotion announcement about CALP. It was important to have a public meeting within the schools to introduce the CALP students. This brings awareness of the program and, CALP can be positioned as the go to group for sustainable, environmental, and social issues and initiatives.

It is suggested to document all your events and appearances, via social media and keep a Google file of notes. The Doodle application proved to be an easy method to organize CALP meeting schedules. High school students have very busy academic and social lives and trying to schedule CALP meetings where the time and date work for everyone is nearly impossible and can be one of the biggest challenges to the program. To ensure attendance of the entire cohort, it’s important to keep the number of students to no more than twelve. In the initial selection process, it is suggested to choose twelve students. We lost four students due to their busy schedules and, then we recruited three more and now we have a healthy team of ten committed students. Invite your advisory team to be a part of the selection process and invite them to meetings. Involvement is important for support.

- Introductions
- Discussed the name of the program
- Meeting times/days and location
- Recruit more students to the program
- What to expect from the program
- Signed a commitment form they’d attend all meeting
- Requirements for getting a CALP certificate of achievement at the end of the school year

(figure 3, CALP First Meeting Agenda)

The Program Details

A Two-Prong Experience

First-Prong: Declarative Learning.

The Climate Action Leadership Program (CALP) is designed to be a two-prong experience. The first prong is centered on the declarative style of learning.

1. The CALP student cohort meets twice a month for a total of 10 hours. Through a democratic decision, the students choose to meet one Wednesday and one Sunday of each month, each meeting is three hours. Assignments are given to complete outside the meeting, which contributes to the ten required hours. The program is constructed to meet throughout the school year. A portion of the meeting time is designated to declarative learning. The focused topics of CALP are:

- Fundamental Principles of Sustainability. Using local sustainability professionals and scientists will give the CALP students the opportunity to work and learn from leading experts and educators in the field of sustainability. Method of learning, lectures, videos, Ted Talks, guest speakers, field trips and Socratic discussion/
- 21st Century Leadership Skills. Based on Jim Kouzes and Barry Posner's *Leadership Challenge workbook*, students will engage in learning the Five Practices of Exemplary Leadership model.

The first few months of meeting are designed to give the students the opportunity to build the CALP foundation. CALP's first meeting began September 2019, and four meetings have been held since. The cohort is engaged in building the CALP foundation (social media accounts, website, and creating a logo). For the logo (see appendix) the students got creative and came up with the idea of engaging their peers in the high school science classes to enter a contest to create the logo for CALP. Teachers can show their support of CALP by offering extra credit to those who participate. The students believed this activity would engage students on campus and bring awareness about CALP.

A number of education scholars have noted that one of the greatest pressures facing teachers is the emphasis on achieving high-standardized test scores (Wheeler & Byrne, 2003, p.

27). Test scores are not only linked to funding but also often seal the fate and set the salaries of principals and teachers. This creates a barrier to implementing novel pedagogical approaches not only because teachers and students spend weeks of class time preparing for standardized tests but also because standardized tests reinforce the emphasis on technical or factual knowledge (Marzano, 1990). Although, didactic methods that target technical forms of knowledge is one way to learn. If we are going to lead the way towards sustainability, real-world approaches, and experiential activity are critical.

The Second Prong: Using real-world approaches and experiential activity.

1. Involves the cohort partnering with a local environmental organization. In this case Generation Earth <http://generationearth.com/> is the chosen community partner. Generation Earth is a Los Angeles based, environmental education outreach organization that supplies project toolkits to schools. The toolkits include guides to implement *Water Pollution Prevention, Waste Reduction and Recycling, Food Rescue and Textiles Recovery projects*.
2. Student cohort chooses a climate action initiative/project democratically, then works with local environmental organization, mentors and an advisory team on the following tasks:
Conduct research, feasibility studies, strategic scenario planning, observations, surveys and, analysis. To better ensure successful outcomes, students engage in the following:
 - SWOT analysis to determine feasibility of the project before presenting their project to the various stakeholders
 - Scenario planning is used once the climate action project is determined
 - Involve peers, staff and the faculty when implementation begins. Project management will be woven into the educational part of the program, prong one. This also offers the students to learn grit, through the use of 21st century leadership skills

We believe project management is an essential skill as they implement their climate action project. It is recommended to include a mentor (s) on the team who is an expert in project management. The idea is for community leaders to mentor them through the process using a sustainability framework.

The second prong is an important tenet of CALP. The second prong relies heavily on the mentorship element of the program. During the pre-launch of CALP (Sept 2018-March 2019), a

pool of mentors that would fit the needs and culture of the CALP program were selected. See appendix.

It is important to have a diverse team of mentors. Time is very limited for most professionals. Assurance was made in the invitation letter to mentors that the program would use their time wisely and when they are available. It is a good idea to have a scope of work written for the mentors. Additionally, it was found that setting up an advisory team, made up of engaging parents in the school district and at least one school administrator, is supportive to the program.

CALP Advantage

A number of sustainability education researchers have called for universities, non-governmental organizations (NGOs) and businesses to provide external support for K-12 schools (Wheeler & Byrne, 2003). November 2019, Italy announced requiring students in every grade in the public schools to study climate change and sustainability, according to the New York Times (2019).

Advantages:

- This experiential approach can benefit the school district. Being the first of its kind, CALP gives the school district recognition.
- CALP climate action projects led by the students can help the district to be in compliance with the local, state and national legislation.
- CALP students receive the opportunities of building a strong college or career resume while changing the world.
- The goal is for CALP to become a successful legacy program that shifts the present paradigm to one that relies on sustainable guiding principles.
- CALP's two-prong learning experience uses the standard Student Learning Outcomes (SLOs) guidelines to ensure the Climate Action Leadership Program's curriculum includes leadership, team building, systems thinking, and community engagement skills. These SLOs prepare the students for a rapidly changing global environment and the inevitable changes in the modern workplace and communities.
- Outside the tremendous benefits for the students and the school district, there are great benefits as an organizer of CALP. The experience can build a professional profile, enriches your business as a sustainability practitioner and assist in gaining employment as a CSO,

a sustainability director or advance opportunities as a sustainability educator in higher education; it enhances leadership and organizational skills tremendously.

- Most importantly, it gives the satisfaction to see students who are now prepared to take on the most challenging global risks ever presented to modern human being and doing so in a graceful, determined and fully engaged manner.

Status of the Program's Development

Milestones Achieved

- Approval from the stakeholders in the Las Virgenes Unified School District (LVUSD) enabled the opportunity to set-up Climate Action Leadership Program to be an exclusive certificate of achievement program. The years of volunteering with the district's Environmental Stewardship Committee (ESC) gave an advantage to build a trusted relationship with the district officers. This was a big achievement for the program.
- Support of the stakeholders, CALP students will earn community service hours for their participation in the program. This was another milestone achieved.
- Securing ten passionate and dedicated CALP students, who will learn how to harness and, solve the challenges ahead of them. Since September 2019, four CALP meetings have been held. The students led the meetings and each took their part in building the foundation of CALP (logo, website and establishing social media account). Plans to discuss the climate action initiative project are scheduled before the winter holiday. Outside scheduled meetings, the CALP students have also organized two hiking days. Photos taken are used on social media to promote CALP. They are the best achievement so far.

- CALP is an established successful youth sustainability leadership legacy program in the LVUSD. A winner!
- CALP development is 95% complete, with more room for growth and new ideas.
- Mentor team. Building social capital gave us the abilities to network and, to sustain and secure an exceptional mentorship team of experts and leaders in the sustainability field.
- Established the Student Learning Outcomes (SLO's) for the CALP curriculum
 - Apply leadership, problem solving, team building, personal resiliency, and community engagement skills through project-based implementation.
 - Demonstrate responsibility for their own impact on the earth by living a sustainable lifestyle by indicating an understanding of both the human impact on the environment and the conceptual foundations of environmental attitudes.
 - Create a climate action initiative plan with a basic knowledge of the fundamentals of Sustainability.
 - Demonstrate a level of engagement in the subject matter that reveals an understanding of sustainability leadership and principles.

Lessons Learned

- Dream BIG!
- Never underestimate big hairy audacious goals and their reachability. What once started out to be a concept has now birthed into a full-scale thriving program.
- Always engage all stakeholders, especially the janitor.
- Delegate responsibilities. Have stakeholders build equity in the project, by having them participate and contribute ideas and suggestions.
- Always value everyone you are working with, and understand how they like to be valued.
- Engage unlikely partners.

Conclusion

The barriers to implementing sustainability leadership education among crucial demographic – 8th to 12th graders in the public school system may seem formidable. As an educator of sustainability in higher education, I have seen students who are enthusiastic and when given the opportunity will engage in sustainability issues. This is a sounding message that young adults want to learn more about sustainability, how to mitigate the causing effects of climate change and be change leaders. The Climate Action Leadership certificate of achievement program enables students, to be transformative sustainability leaders and to find real-world solutions to environmental and social challenges, through a specially designed two-prong educational pedagogy. CALP is positioned to become a successful legacy program that reaches beyond the boundaries of the Las Virgenes Unified School District and inspires other high school campuses globally. To ensure CALP is a successful legacy program, allow the relevant stakeholders to build equity in the program through their support and participation. They are supporting a program that has the capacity and potential to cause a majorly positive shift in sustainability advancement supported by an energized youth base. CALP aspires to shape the next generation of climate leaders, activists and change makers, by offering high school students' education, mentorships and real life experience.

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Appendix

CALP draft logo



Working graphic of CALP logo

Designed by students

Stakeholder Chart

CALP STAKEHOLDERS
<ul style="list-style-type: none">• Ten 8th to 12th grade students enrolled in LVUSD Key stakeholders.• Top tier management at the LVUSD Assistant Superintendent.• District’s Environmental Stewardship Committee (ESC) comprised of faculty, staff, parents, City officials, waste haulers and students.• District’s Director of Education, psychologist, and Science or STEM faculty.• Teachers.• Environmental or Social Justice Nonprofit head educator for Generation Earth.• Mentors.• Guest Speakers.• Sponsors when needed.• Parents.• Non-CALP students.• Local businesses.• A local community college.• Press; local newspapers (Acorn, Malibu Times, M’Online) school newsletter, Peach Jar, School blogs and other social media. Local TV and media to show case the program and the celebrity environmentalist.• Libraries or other community places for holding CALP meetings

CALP Documents

1. Student Application Flier
2. Introduction letter to teachers
3. Application Questions
4. Overview of CALP program flier
5. Invitation to mentors
6. Student meeting sign in sheet
7. Google Classroom link
8. Social media accounts and passwords
9. Power Point Presentation introducing CALP to key stakeholders (principals, director of education and curriculum, CFO and parents) for their approval to launch CALP at LVUSD
10. Overview of the Climate Action Leadership Program (CALP) with my contact information for general audience.
11. Flier teachers gave to students who would be interested in applying to CALP, this flier includes a link that takes you to the application. Includes what is CALP and why they should apply.
12. Letter to the LVUSD teachers to invite students to apply to CALP.
(This letter includes an overview of what CALP and who has endorsed the program)
13. CALP student acceptance letter

CALP Mentors

1. **State Senator, Henry Stern** -State District Office of CA who will teach the students about public policy, leadership, and legislation focused on environmental and social law
2. **Andy Shrader** - Director of Environmental Affairs, Water Policy & Sustainability - Councilmember Paul Koretz, CD5 at City of Los Angeles
3. **Fran Pavley, former CA State Senator**, committed to talking to the students once a year

4. **Dr. Connie Zweig, New York bestselling-author**, who will guide the students on investigative journalism and building better writing skills, as a way to promote sustainability
5. **Eric Newton, former circus performer now Zero Waste consultant**, will train them on performance and presentation
6. **Katherine Miller, Facilities Director**, of a LEED platinum building will assist them in implementing a climate action initiative in their schools
7. **Bane Saleh, Scenario Planner/Architect**, will help them in the planning part of their climate action initiative and teach them how to do reports, including feasibility
8. Partnership with **Generation Earth** who will mentor the students on selection and implementation of a climate action initiative
9. **Dr. Deborah Bennett**, high school AP and Honors Chemistry teacher
10. **Rashika Choudary**, College intern
11. **Victoria Charles-** Sustainability Practitioner, Professor of Sustainability and Founder of Climate Action Leadership Program (CALP)

Photos of Climate Action Leadership Students

CALP mentors and Students



