Town of Poughkeepsie
Climate Smart Community
Education and Engagement Plan
June 2021

Prepared with the assistance of students in the
Cornell University Climate Smart Communities course
in partnership with staff from Cornell Cooperative Extension

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INTRODUCTION

Background and Objectives of Climate Smart Communities

Climate Smart Communities (CSC) is a New York State program that helps local governments take action to reduce greenhouse gas (GHG) emissions and adapt to a changing climate. The CSC program began in 2009 as an interagency initiative of New York State and is jointly sponsored by the following agencies: Department of Environmental Conservation (DEC); Energy Research and Development Authority (NYSERDA); Department of Public Service; Department of State; Department of Transportation; Department of Health and the Power Authority (NYPA). The NYS DEC (Refer to Reference 1) acts as the main administrator of the program. Through CSC, communities across New York State work together to transition to zero carbon emissions, invest in community resilience, restore ecosystems, build a more just, healthy, and livable future, and do their part within the region and beyond by contributing to climate change mitigation and adaptation. The program offers free technical assistance, grants, rebates for electric vehicles, and more.

By taking the Climate Smart Communities Pledge, a community expresses its commitment to taking action on climate change and is designated a Registered Climate Smart Community. Becoming a member of the CSC program is free and voluntary; there are no fees or legal requirements. Registered communities have made a commitment to act by passing the CSC pledge. The Climate Smart Communities Certification Program is a set of 100 actions. Certified communities are the foremost leaders in the state; they have gone beyond the CSC pledge by completing and documenting a suite of actions that mitigate and adapt to climate change at the local level. Each community defines its own best strategies for cutting energy use, reducing emissions, and adapting and mitigating climate change. The CSC program is one of the few places where local governments can find free technical support that is tailored to the needs of New York State communities.

As of May 8th, 2021, in New York State, 329 municipalities are registered with CSC, 65 are certified, and 2156 climate actions have been completed under the CSC Program. The link below shows a map of registered and certified CSCs within New York State:
https://climatesmart.ny.gov/actions-certification/participating-communities/

The Town of Poughkeepsie became a registered Climate Smart Community in 2018, with a Task Force and Coordinator established in 2019. Details are available at:

https://www.townofpoughkeepsie.com/254/Climate-Smart-Task-Force-CSTF

PE9 Action: Climate Change Education and Engagement

Public education, outreach, and engagement are critical to preparing communities for the effects of climate change and to enlist the public in taking steps to reduce greenhouse gas (GHG) emissions as part of preventing further climate change. Engagement initiatives are often most effective when local governments partner with regional planning organizations and/or outreach specialists who can help them reach a wide range of community stakeholders. Outreach efforts provide opportunities to collaborate with nontraditional stakeholder groups, start conversations about the community's future, deepen a sense of identity and social cohesion, and identify innovative ways to reduce GHG emissions and build community resilience to climate change.

For more information about this CSC Action, please visit:
https://climatesmart.ny.gov/actions-certification/actions/#open/action/122

How to obtain points for this action

Points for this action are tiered based on whether the focus of the education and engagement program is on reducing GHG emissions in the community (i.e., climate change mitigation) or on community adaptation to climate change, or both.

Possible Points for this action

- Engagement strategy/activities for climate change mitigation 4
- Engagement strategy/activities for climate change adaptation 4

THE PLAN

A. Purpose

The purpose of this document is to outline the climate change engagement and outreach plan for the Town of Poughkeepsie for the period 2021-2026.

Public education, outreach, and engagement are critical to preparing communities for the effects of climate change and to engage the public in taking steps to reduce greenhouse gas (GHG) emissions as part of preventing further climate change. Engagement initiatives are often most effective when local governments partner with regional planning organizations and/or outreach specialists who can help them reach a wide range of community stakeholders. Outreach efforts provide opportunities to collaborate with nontraditional stakeholder groups, start conversations about the community's future, deepen a sense of identity and social cohesion, and identify innovative ways to reduce GHG emissions and build community resilience to climate change.

B. Outreach Goals and Recommendations

The Town of Poughkeepsie formally established the outreach plan through a Town Board resolution on 6/16/21. We plan to:

1. Engage the community in developing the outreach and climate action plan through:
    a. Identifying vulnerabilities, challenges, and priorities in relation to climate change in concert with community members and stakeholders
    b. Focusing on Participation, Diversity and Inclusion
        i. Advertise public meetings across multiple platforms
        ii. Encourage anyone and everyone to participate in identifying climate challenges
        iii. In identifying climate challenges and priorities, reach out to as many groups of people as possible so that all voices are represented; this will also increase public trust in the process.
        iv. Increase accessibility (Ex. young people will not be engaged if meetings or events are scheduled during school hours)
2. Outline goals for community engagement and education.
3. Identify strategies to achieve these goals.
4. Begin drafting a document that summarizes the local engagement program by using this template.
5. Consider working with regional planning organizations and outreach specialists to develop the scope and strategie, to the extent possible. Our local government may elect to incorporate content on climate change into existing engagement programs or plans, or to treat it as a separate engagement opportunity.

   a. It may be useful to conduct focus groups, interviews, or surveys to gain a baseline understanding of the issues, perceptions, and beliefs about the causes and effects of a changing climate in our community.
6. Form collaborative partnerships with local groups, businesses, agencies, organizations, non-profits, schools, government officials and offices, etc. where appropriate and effective.
7. Leverage existing programs: build on existing programs, initiatives, and resources, and engage people where they are, allowing them to take action in line with their interests, expertise, or responsibilities.
   a. In volunteer groups, access interests and strengths and direct volunteers to actions that will build on these aspects.
8. Train community emergency response teams of volunteer residents to help vulnerable neighbors during disasters.
9. Develop disaster risk preparedness plans.
10. Integrate community education about climate impacts, adaptations, and mitigation strategies by hosting ongoing events and utilizing forms of media.
11. Build common understanding
   a. Build deepened understanding of climate issues
12. Inspire the Town of Poughkeepsie to take a leadership role in offering ways for community members to get involved and support actions that will help the community adapt to climate change as well as reduce carbon emissions.
13. Build capacity for sustained action and momentum
   a. Mobilize the community to take concrete actions that are innovative or build on good practices, create incentives for action, and report on progress and impact.
14. Upload our documentation on the CSC website as part of applying for certification. We understand that, after review, staff will contact us with further information. If we did not earn full points for an action, staff will provide details on what was missing and coach us on next steps.
15. Hold an annual review of progress and impact of the plan.
   a. Adapt or omit parts of the plan that are ineffective.
   b. Evolve the plan along with community changes.
   c. Access what has been successful and emphasize these strategies in updated plans.
   d. Acknowledge that the whole ecosystem changes and adapts, as should a plan to protect it
   e. Be forward looking: continue to expand and re-calibrate strategy and take a forward looking, anticipatory approach.
16. Recognize and celebrate efforts publicly

C. Scope and Target Audience

According to the US Census the population of the Town of Poughkeepsie was just over 44,000 on 7/1/2019 with 16% over 65, 18% under 18, and 5% under 5 years of age. 52% of the

population was female. 68% of residents were White, 12 % Black, 5% Asian, and 13% Hispanic or Latino. 15% of the population was foreign-born. About 70% of housing was owner-occupied. 19% of households spoke a primary language other than English. 94% of households had a computer with 92% having a broadband subscription. 93% of residents ages 25+ had completed high school with 38% holding bachelor's or higher degrees. 8% of residents under 65 experienced a disability and 5% of those under 65 lacked health insurance. 64% of the population ages 16+ were in the civilian labor force with mean travel time to work of 29 minutes. The median household income was $86, 233 (in 2019 dollars). 7% of the population fell below the poverty line. The Town had 3,098 business firms.

The Town of Poughkeepsie is within Dutchess County, NY- Census information for Dutchess County reports that the population of the county is 294,218 with 369.8 people per square mile. The median age of this population is 42.8 years old with about 63% of the population between the ages of 18 and 64. The Dutchess County population is 50% female and 50% male and in regard to race and ethnicity: 71% white, 13% Hispanic, 11% black, and 3% Asian. The median household income is $85,901, about 20% higher than the amount in New York State and 1.3 times the amount in the U.S, with per capita income at $43,220. 8.3% of the Dutchess population is below the poverty line. As for education, 92.2% of Dutchess County has graduated high school, a little higher than the rates in New York State and the country, while 35.2% of the population has attained a Bachelor's degree or higher.
The strategies, principles, and goals highlighted in this plan will be used to inform, empower, and motivate community residents of all ages, socioeconomic statuses, ethnicities, races, genders, sexualities, abilities, etc. From residents, local merchants, elected officials, emergency responders, and more, this plan will educate about future impacts of climate change, adaptations, risk management, and reducing The Town of Poughkeepsie's contribution to the global carbon budget. The following are collaborative entities that our municipality may find helpful in reaching and engaging the entirety of the local community:

<u>Education Sector</u>

- The local school districts (there are four districts overlapping the Town)
- College/University students (we have several campuses)
- Professors/Teachers of all grade levels

<u>Community Groups</u>

- Libraries
- Scouts
- Neighborhood associations
- Religious institutions
- Local environmental groups

<u>Others:</u>

- Cornell Cooperative Extension Office
- County Soil and Water Conservation District (SWCD)
- Environmental agencies and organizations

- Local non-profit organizations
- Local farms and farmers' markets
- Local businesses and chamber of commerce
- Transportation sector
- Energy sector

D. Identifying Vulnerabilities, Challenges, and Priorities

The first step to scaling up our Climate Smart Community is for the members of the community to participate in identifying and discussing climate threats, challenges, and priorities. This will assist in developing an outreach plan that targets the community's concerns and is most effective at tackling locally specific climate issues. Strategies for mobilizing community stakeholders to share their diverse perspectives may include:

- Public consultation, where efforts typically offer opportunities for individual opinions or feedback on climate issues, plans or decisions, such as through a web-based survey to identify or prioritize specific climate issues and challenges;
- Public deliberation, which occurs when community members participate together in give and take discussions that provide the local agency with their collective ideas and recommendations.

Many agencies use these strategies in combination. Considering the continuing impact of COVID-19, public consultation through a web-based survey may be ideal for accessing community members' and stakeholders' top climate concerns. Our municipality has seen success with virtual meetings which can be continued (or in a hybrid fashion) following the pandemic.

In order to get as much feedback from as many diverse voices as possible in the community, it will be important to advertise surveys and virtual or public meetings across many platforms (newspaper, local news channel, radio, Facebook, Instagram, Twitter, blog, emailing or mailing a letter to constituents). Climate change issues are inherently injustice issues, so it will be crucial that minority and low-income groups are reached and in attendance or participation. Involving community and stakeholder representatives early in the process of climate action will allow diverse perspectives to be considered so that all people's concerns are accounted for, making the process more personal for community members. In addition, when the public feels their voices are heard, they will trust the process, support it, and feel empowered to be involved in future local climate action.

Questions to Initiate Discussion of Climate Challenges with Community Members and Stakeholders:

- How have variations in the community's population size affected our community? (e.g. events after a natural disaster, humanitarian crisis, immigration influx, etc.)

- Our community is close to the Hudson River. How many feet above sea level is the community? Is there a mapping tool that is publicly available for residents to look at and use? How does our community make that information available?
    - Have drought or heat waves been an issue in the community? (e.g. is there a heat emergency plan or shelters? Has flooding or water shortage affected the community?)
- Has poor air quality affected our community?
    - How sustainable is the energy infrastructure in our community? How many residents have installed renewable energy? (e.g. could we conduct a Solarize Campaign?)
- How has our agricultural sector been affected by climate change?
- How sustainable are the dominant modes of transportation in the community? (e.g. sidewalks, bike lanes, bike rentals, car-sharing services)
- Which community members are not engaged in climate change actions?
    - Identifying where to increase outreach
    - What are the climate change actions that will affect residents economically (e.g. streetlight renovation, electric vehicle incentives, etc.)

E. Communicating Climate Change Impacts

A virtual or public meeting for communicating risk is designed to help community members and stakeholders better understand the natural hazard risks and solutions while motivating people to take action. Participants should learn how to respond to climate impacts with more confidence.

The goal is to communicate facts and information; furthermore, climate change communication is shaped by our different experiences, mental and cultural models, and underlying values and worldviews. We must keep in mind that talking about climate change can bring up sensitive topics and be aware of how people react to and are affected by the conversation.

Communicating strategies:

- Audience expectations: whenever we are trying to communicate information, we need to consider what the audience is expecting and how to act.
- Audience knowledge: never overestimate our audience's knowledge of the topic. Try to determine their prior knowledge so that they are able to follow and do not lose interest.
- Attitude topic: how does the audience feel about the topic? Speaking to a group that vehemently disagrees with the speaker is very different from a room full of people that embrace or agree with the stance.
- Audience size: In general, the larger the audience, the more formal we should be.

- Egocentrism: Most audiences are interested in things that affect them, their families, and their communities. Try to connect our topic to them and their lives. Why does it matter to them? How does it affect them?

Principles to incorporate in discussion:

- It is important when discussing risk, that the tone is not one of doom and gloom, but rather optimism and envisioning a brighter future based on tangible actions and participation.
- Decreasing the time horizon of the effects of climate change so that the need for action feels more urgent
    - Speak of climate change as an issue of now, not an issue of later
    - Frame climate change action now as crucial to ensuring a safe, sustainable future for all
    - Emphasize the failure of international agreements to take action and explain that this is why local action is so critical - bottom-up approaches to climate action are most effective
- Focus on empowering individuals and ensuring them that their actions will make a big difference in the community and support greater global climate action.

Questions to Initiate Discussion of Risk with Community Members and Stakeholders:

- What are the most hazardous climate threats in this community? What are the impacts?
- Does our community have a plan in place to communicate risks linked to climate change?
    - If yes, is the plan effective? How often is it reviewed? We can create a vision for the future of the community and give people hope that we are well on our way to realizing that vision.
    - Connect the dots on issues community residents care about such as clean water, parks, measures that save money, etc
- Communicate data through storytelling, as it is much more relatable.
    i.e. What are the key barriers to communicating the risks our community is facing? (inadequate funding, lack of capacity due to everyone being busy, a bureaucratic system that is slow or unwilling to try new things)
- Are there language barriers within our community? Address this by incorporating translations in documents and translators in public meetings and other events as needed.

F. Working Together as a Community

Processes that inform the public about the issues our community faces, gather stakeholder input, and engage the community in prioritizing options can collectively result in broad community support. Once the community has prioritized actions that

they feel will make the most difference, getting as many people working together to achieve those goals is important for building trust within the community and accomplishing these goals.

Implementation Considerations:

- Create tangible goals that are measurable and review them at regular intervals.
- Divide and conquer: Once people have identified their strengths and areas of interest, divide into teams that address a certain project within the community.
- Hold events for climate action participants to build trust and get to know others (e.g. a day in nature, a small workshop, a farm-to-table dinner)
- Have participants identify strengths and community connections so they can build on these in taking climate action.
- Creating climate action project teams based on areas of interest and strengths may be the best way to secure effective climate action and community teamwork/sharing of diverse knowledge (e.g. Climate smart agriculture team, disaster preparedness team, etc.)
- Hold monthly meetings to discuss project team progress and share input/feedback for better implementation of projects.
- Engage project teams in a year-long competition and have a judging panel determine which team has made the most progress in their efforts.

G. Recognition of Efforts

It is important to recognize the efforts of the community on climate education projects. Most people enjoy being recognized for their efforts, so make it a big to-do! Rewards and recognition also act as incentives for participation.

Ideas for recognition efforts:

- Have yearly awards given and recognitions at a community pot-luck dinner for different climate projects that are ongoing.
- Recognize climate-related successes and achievements of projects, teams, businesses, and individuals.
- Encourage the media to recognize the work and achievements of climate project teams, individuals, or other entities.
- Recruit businesses to provide a prize for most successful climate action project team.

H. Education Strategies

This section is a menu of strategies that can be adapted to our community. Refer to the How-To Recommendations Section below for more specific information on educating community members.

1. Community Engagement and Envisioning

- ❑ Utilize college programs whereby students can study relevant issues in the community and offer their findings in presentations to the public.
- ❑ Since our community is near a large water body with a high flood risk, work in small groups to educate about risk.
- ❑ Partner with other communities to learn about the climate impacts they are facing and solutions they are implementing.
- ❑ Train neighborhood leaders in emergency preparedness: Connect to the Cornell Extension Disaster Emergency Preparedness Program (EDEN)
- ❑ Maintain a Town of Poughkeepsie Climate web page and encourage visitation by promoting it in print media, email alerts and social media.
- ❑ Display climate change information in large format in the town hall and the library.
- ❑ Reach out to local schools, houses or workship, and the library to find ways to enhance and support local climate change education they may be doing.
- ❑ Reward and celebrate – help the community feel good about participating in learning and climate action by recognizing their efforts in enjoyable ways.

2. Climate Change Adaptation Engagement & Education

a. Energy Efficiency

1. Discuss in public meetings or hold a public outreach event to educate community members on the importance of energy reduction in reducing greenhouse gas emissions that lead to climate change.
    a. Explain where the town's energy comes from and how these institutions emit carbon emissions into the atmosphere.
    b. Explain how carbon and other greenhouse gas emissions contribute to climate change.
    c. Lead into a discussion about how community members can reduce energy consumption in their own lives as well as support their community's energy reduction and transition to green energy (Refer to How-To Recommendations Section for Strategy 2a for specific ideas and examples).

b. Sustainable Materials Management

Volunteers should conduct an inventory of existing material management programs within the community and speak with trash, recycling, and compost

program leaders about what issues with material management should be addressed within the community. Then, volunteers can discuss these issues in public meetings or a public outreach event and educate community members on how to solve them. Educating community members should also include ways to improve the community's material management and reduce waste production. (Refer to How-To Recommendations Section for Strategy 2b for specific ideas and examples).

3. Climate Change Mitigation Engagement & Education

a. Water and Land Use

Discuss in public meetings or hold a public outreach event to educate community members on the importance of reducing consumption and sustainably sourcing and managing water and land (residential and agricultural) at an individual and community level. Information presented to community members to indicate the importance of these actions should emphasize:

- Where our community's water is sourced
- How much of the community's water goes toward agriculture, residential, and industrial sectors
- How sustainable the water systems are
- How vulnerable the water system is to climate change
    - What are the threats to the water system?
- For how long the water system has the capacity to supply the community
- What the most common pollutants to the water sources are
- Whether there are any inequities in access to clean water and land

In educating and engaging the community on water, it is important to remind community members of the many functions in which water is used, such as in the household and in agriculture to produce food. Remind community members that water is an irreplaceable resource. Try to paint a picture of what life looks like with a community's limited access to or supply of water. This will engage them in protecting the water supply. (Refer to How-To Recommendations Section for Strategy 3a for specific ideas and examples for education of water and land use).

b. Climate Smart Agriculture - Helping Farmers in the Community

According to the Cornell Climate Smart Farming Program (Refer to Reference 4) Climate-Smart Agriculture (CSA) is an approach to agriculture that helps to guide actions needed to transform and reorient agricultural systems to effectively support development, profitability, and ensure food security in a changing climate. CSA is based on three main pillars:

1. Sustainably increasing agricultural productivity and incomes;
2. Adapting and building resilience to climate change;
3. Reducing and/or removing greenhouse gases emissions where possible for mitigation

When educating and engaging the municipality in Climate Smart Agriculture, we should hold outreach events for local farmers that educate them on the climate threats to agriculture.

General Climate Threats to Agriculture:

1. Increases in pest, disease, and weed pressures
2. Changing growing seasons
3. Drought
4. Increased Rainfall Events/Flooding
5. Extreme Heat
6. Soil Erosion

(To educate farmers on how to adapt to and mitigate these climate threats, Refer to How-To Recommendations Section for Strategy 3b)

In public meetings or outreach events, community members and volunteers should be educated on the barriers to enacting Climate-Smart Agriculture so they work to minimize these barriers and support farmers in their transition to Climate-Smart Agriculture.

Barriers for Enacting Climate-Smart Agriculture:

1. Lack of knowledge about climate adaptations and mitigation applied to agriculture
2. Financial Resources (Access to grants, loans, and other forms of funding for CSA)
3. Financial Literacy (Expertise in finance economics)
4. Lack of regionally specific information regarding climate change impacts to agriculture, possible adaptations, and climate, seasonal, and weather predictions

(Refer to Reference 5)

c. Disaster Risk Preparedness

Encourage community members to develop a family preparedness plan that includes:

- ❏ Contact information for family members
- ❏ Predetermined meeting places
- ❏ Home evacuation procedures
- ❏ Emergency pet care

- ❑ Safe storage of food and water
- ❑ Make a disaster supply kit

Work with the town government to hold meetings and have a webpage that clearly informs our community of the risks climate change poses to our community. Spell out ways to be prepared for those incidents:

- ❑ Floods
- ❑ Drought
- ❑ Tornados and hurricanes

4. Youth Engagement

It is a common occurrence that youth voices are underrepresented in governance, policy, and local action. The general public often underestimates the power of youth and their ability to make a difference. As an example, it was a group of young people through the Sunrise Movement who led the push for implementation of The Green New Deal, a resolution calling for massive public investment to get the U.S economy to net carbon zero by 2030. Youth engagement and mobilization is not only powerful, but crucial to engaging the entire spectrum of climate perspectives in the community, as they have important influence within their families. Empowering young people will emphasize the importance of a forward-looking outreach plan for a climate resilient future. Youth will be most impacted by the future climate crisis and so incorporating their voices is crucial. Youth should be encouraged to attend public meetings and participate in local outreach events and projects.

As many youth are concerned with resumes and college applications, they may easily be encouraged to participate in the local community for volunteer hours. Youth are excited by the idea of being involved in projects that will make a difference. They will feel especially rewarded if they can tangibly see the positive change they have made. Youth are also eager learners that take pride in feeling knowledgeable and sharing what they have learned. Harnessing these frames of making a difference in one's community and educating others for the wellbeing of the planet and community will be helpful to engaging youth in climate outreach and education.

Engaging youth in climate action through new information and technologies may also be a key tool in increasing youth involvement. Technological tools can address numerous challenges to the community in a changing climate. Leveraging these tools will require a new set of technical expertise and youth are often eager to master new technologies as a way to solve problems. New technologies can help the community, especially farmers, adapt to climate changes as well as demonstrate to youth how climate action can be an engaging, viable, and profitable business opportunity, increasing their desirability of career paths in sustainability and climate science and policy.

In order to be effective and reach a diverse group of youth, educational materials targeting youth should be presented in several languages as well as

versions catered to different age and skill levels. Young people are natural learners, but they will not engage well with material that is too simple or too complex; they need a level of difficulty that is "just right" in order to engage and retain information (this is known as the Goldilocks method). Many youth, and especially those with learning disabilities, may be more hands-on or visual learners. The Town of Poughkeepsie will support engaging youth in hands-on projects that get them out into the environment to observe climate impacts and threats or into the community to work on solutions, adaptation strategies, communicate information, or interview community members on their climate related experiences. The best way to support the next generation of climate stewards is to get youth into meaningful settings where they personally invest in natural or community systems and foster a relationship with the natural world and local community. The Town could support this process by building up climate education and outreach programs or holding climate-related events for youth across the community, in partnerships with schools or youth programs, which would allow an avenue for initial youth engagement. From these events and programs, interested youth can be made aware of further opportunities for participation in climate action.

When building relationships with young people and schools, it is important to locate local educators who are most effective in teaching about climate change and the environment. Connect youth, stakeholders and government officials to leverage the community as climate-smart. Advocate for incorporating learning units on climate change and climate action related projects in schools, at any grade level.

5. Social Media

Social media and other virtual communication tools are essential to promoting, advertising, interacting, informing, and communicating with multiple audiences. Using a variety of social media platforms will engage with different audiences even within one's community.

The municipality currently has these platforms:

- Climate Smart Facebook Page
- YouTube

Additional social media outreach is in the planning process.

Website: Advertisement of Events, Public Transparency, Legal matters, and projects involved Climate change studies, and mitigation techniques.

Email: establish listservs to send periodic newsletters. The Town has an existing distribution; consider creating a segment for climate interest.

6. Reaching Out/Connecting

Everyone deserves to voice their opinion on their issues and concerns, especially in policy making and environmental issues. BIPOC, low-income, LGBTQ+, and other minority groups lack proper representation in policy making. To ensure a successful climate change mitigation plan and deflect from environmental racism, we must collaborate or partner with stakeholders led by minority groups as well as serve minority groups.

I. Partnerships/Stakeholders

Potential Stakeholders:

- Private
    - Firms and private businesses that have major interests in mitigating climate change impacts can advertise, sponsor, and financially support community events. Some may even hire a sustainability consultant or officer to assist them in reducing their carbon footprint
- Government
    - Governmental departments that work in creating effective policy or lecturing on mitigating climate change impacts (e.g. Waste Management, Recreation, etc.)
- Non-Profit
    - Community organizations that support efforts with volunteers, resources, education, time, and knowledge.
- Academic
    - Our local colleges, universities and K-12 schools
- Community Groups

J. Annual Reviews

Hold a public meeting for annual review of the PE9 Outreach Education and Engagement Plan. Invite all climate action project teams, volunteers, government officials, and stakeholders. Address the following questions as a democratic body and allow all voices to be heard.

- ❑ What successes have we experienced?
- ❑ What goals from our outreach plan did we achieve? What goals did we not achieve?
- ❑ What areas need improvement?
- ❑ How can we adapt the plan for the following year?
- ❑ Develop and create a timeline for future goals

HOW-TO RECOMMENDATIONS FOR STRATEGIES

2a- Energy Efficiency:

1. Reducing One's Energy Consumption

In a community public meeting or during an outreach event, have volunteers and stakeholders brainstorm ways in which they can reduce energy consumption and increase energy efficiency. Have the team consider:

Transportation: Does our community have…

- ❑ A car share program?
- ❑ Bike lanes or paths on busy streets?
- ❑ Safe sidewalks?
- ❑ Public transportation?
    - ❑ Bus service?
    - ❑ Electric vehicle charging stations?
    - ❑ Incentives for carpooling?

Household: Educate community members on most efficient:

- ❑ Appliances
    - ❑ Gas vs. electric- electric is lower in greenhouse gas emissions
    - ❑ Energy star ratings on appliances
- ❑ How to Save Energy During Increasingly Hot Summers
    - ❑ Only using air conditioning in the hottest hours of day
    - ❑ Create a list of dedicated community areas with air conditioning (libraries, community centers, etc.)
    - ❑ Opening windows at night, using fans to bring cool air in
    - ❑ Making meals that don't require the oven or stove
        - ❑ Solar Stoves
    - ❑ Hanging laundry to avoid using dryer

2. Supporting the community's energy reduction and transition to green energy:

Explain to volunteers and stakeholders at the public meeting or outreach event that they can do the following to support their community's sustainable use of energy:

- ❑ Supporting infrastructure of safe bike lanes and bike paths to increase bikeability
- ❑ Supporting infrastructure of sidewalks to increase walkability
- ❑ Encouraging alternative transportation (e.g., distributing resources on alternative transportation such as walking and biking maps or bus schedules and a few free bus passes, promoting a community-wide bike-to-work challenge)

- ❑ Promoting community resilience (e.g., conducting demonstration projects of strategies that reduce the urban heat island effect such as green roofs, cool roofs, cool pavements, permeable pavements, and urban forestry; setting up a neighborhood check-in system during extreme weather events)

<u>2b- Materials Management:</u>

- ❑ Have volunteers conduct an inventory among the community utilizing the following:
  - ❑ What programs are available for trash?
  - ❑ What programs are available for recycling?
    - ❑ Do community members have to separate recyclables by material or are they all consolidated together?
    - ❑ What programs are available for compost?
  - ❑ Try to understand consumption and material management patterns
    - ❑ Speak with material management leaders of waste, recycling, and compost programs to get an idea of:
      - ❑ How much waste the municipality produces
      - ❑ How utilized trash, recycling, and compost programs are
      - ❑ What challenges these programs face? (e.g. do people fail to properly sort recyclable materials?)
      - ❑ How the community can better sustainably manage materials
  - ❑ Make sure to incorporate all material wastes that are sent out of the municipality to be managed.
  - ❑ Consider funding
    - ❑ Who funds the recycling program effort?
    - ❑ Do citizens pay for trash management? If so, how (Ex. pay as you throw, tag systems, flat monthly fees, etc.)
    - ❑ Do citizens pay to recycle items?
    - ❑ Is there somewhere in the community that buys compost or takes compost?

- ❑ Ways to Provide Greater Understanding and Education around Material Management in the community:
  - ❑ Develop a website with easy to find information on how the municipality's trash, recycling, and compost are managed
    - ❑ Incorporate payment considerations
    - ❑ Detailed steps on how to manage each type of waste
  - ❑ Have convenient drop off point or collection service for composted materials like yard and kitchen waste
  - ❑ Consider consolidated recycling programs so that individuals do not have to separate materials

- ❑ Have a clear avenue for what should be done with construction and demolition materials and inform community members via mail, email, radio, news, etc.
- ❑ Make trash waste pay as you throw, make recycling free to encourage more recycling and reusing
- ❑ Hold a month-long minimal waste contest with prizes

<u>3a- Water and Land Use:</u>

Water Consumption

- ❑ Limit water use for essential use only
- ❑ Limit shower time
- ❑ Limitations on water access (price, landlord ignorance, led pipes, low water quality, low water quantity)

Water Sourcing

- ❑ Educate the community about their water sources
- ❑ Check for lead pipes that deliver water
- ❑ Promote water filtration in homes

Water Management Education

- ❑ Locate water sinks (broken pipes, flood risk areas)
- ❑ During floods, have an emergency flooding plan
- ❑ Personal accountability of community members
- ❑ Create community incentives to not pollute bodies of water
- ❑ Promote stream/water ecology education

Land Use Education (the Town is now part of the Pollinator Pathway)

- ❑ Limit the use of pesticides
- ❑ Promote natural front and backyards instead of green lawns
- ❑ Teach basic gardening to homeowners

Land Management

- ❑ Create community incentives to not pollute
- ❑ Prioritize community recreational spaces
- ❑ Minimize erosion by planting more trees
- ❑ Create reserved areas as natural land
- ❑ Communicate with Indigenous communities on land and water education

<u>3b- Climate Smart Agriculture - Helping Farmers in the Community:</u>

Recommendations for scaling up Climate-Smart Agriculture in Climate Smart Communities (Refer to Reference 5):

Knowledge dissemination to farmers on locally specific climate adaptations to agriculture

Building up soil organic matter to prevent soil erosion and increase resilience to climate impacts through:

- ❑ Composting and manure
- ❑ Cover cropping
- ❑ Diversifying crop rotation
- ❑ Mixed quality of amendments over a rotation
- ❑ Polyculture
- ❑ No tillage
- ❑ Reducing chemical inputs
- ❑ Sustainable grazing plans

Water management plans for periods of drought or flooding:

- ❑ Drip tape irrigation
- ❑ Misting
- ❑ Rain-water catching system

Extreme Heat Preparedness and Health Risks:

- ❑ For farmers and laborers:
  - ❑ Water
  - ❑ Sunscreen
  - ❑ Light clothing that covers skin
  - ❑ Breaks from the sun
  - ❑ Limits on being in the heat
  - ❑ Recognizing the signs of heat stroke and knowing what to do
- ❑ For livestock:
  - ❑ Increase airflow and fans in livestock pavilions and shelters
  - ❑ Adequate access to shade and cool water

Integrated pest management:

- ❑ Intercropping with natural repellents such as marigolds
- ❑ Increasing crop diversity reduces pest pressures
- ❑ Clearing leaf litter/detritus from fields and composting it elsewhere to thwart overwintering pests, eggs, and spores
- ❑ Enhanced pest and disease monitoring followed by regional data sharing of this information
- ❑ Encourage local farmers to report disease and pest information to a collective website or to extension services

Responding and adapting to changing growing seasons:

- ❑ Frost protection plans
- ❑ Frost protection covers
- ❑ Hoop houses
- ❑ Light-emitting diodes

- ❏ Air circulation
- ❏ Increasing access to local climate and weather services and information

Other Recommendations for Supporting Climate-Smart Agriculture:

- ❏ Link farmers to Cornell Cooperative Extension services and to other farmers to collaborate and share information
- ❏ Support technological tools in adapting to and mitigating climate change
- ❏ Support capacity building for climate smart assistance/support to farmers
- ❏ Farmer-led training in climate adaptation and mitigation practices
- ❏ Support farmer access to grants, loans, and financial services for climate smart adaptation and mitigation practices
    - ❏ Grants for hoop houses (resiliency to changing growing seasons)

5 - Social Media:

Social media is a virtual environment where we can inform and interact with our community.. Types of posts are: images/pictures (**I**), videos (**V**), live videos(**L**), written(**W**), and temporary posts/stories(**T**).

a. Platforms
   Create a public page/group/account on these platforms. Letters are associated with the type of posts each platform can publish.
   i. Facebook: I, V, L, W, T
   ii. Instagram: I, V, L, T
   iii. Twitter: I, V (limit to 2 min: 20 sec), T
   iv. YouTube: V, L
b. Content Templates
   i. Graphic design ideas
      1. Canva is a free graphic design platform, used to create social media posts, presentations, and posters to post on most social media platforms.
   ii. Video post ideas
      1. iMovie is a free video editing software available in all Apple/iOS products.
      2. Lightworks, Shortcut, and DaVinci Resolve are some of the free softwares available in most laptops.
   iii. Photo editing ideas
      1. Most platforms allow photo editing in their own app. Canva can perform photo editing.
c. Account
   i. Username
      1. Select a unique username that can be easily found
         a. e.g {municipality name}CSC or official{municipality name}CSC

ii. About/bio section
    1. Mention the purpose of the platform and who the audience is. Limit this to 2 sentences.
iii. Link ideas
    1. Most platforms allow a link attached to the profile. Use this to either set up registration for an event, calendars, information directory, or to the official website of the municipality.
    2. LinkTree is a link tool that allows users to have multiple links attached to one link. Since platforms only allow one link attached to an account, this one link will have all the necessary and important links attached to an account.
iv. Post ideas
    1. Post about upcoming events, fliers, reminders, updates, and pictures of the events.
    2. Captions: Facebook, Instagram, and Twitter allow captions attached to the photo, images, or videos.
v. Interactions
    1. Interact with our subscribers/followers

d. Paid Promotion
    i. Promoting an event or post on social media is done with a fee to the platform. Promotions are publicized as ads in the mentioned social media platforms.

REFERENCES

1: NYS DEC: https://climatesmart.ny.gov/actions-certification/actions/#open/action/122

2: Climate Smart Communities Action Certification: https://climatesmart.ny.gov/actions-certification/actions/#open/action/122

3. ICLEI: Climate Change and Communication Guide for Municipalities: https://climate-adapt.eea.europa.eu/metadata/tools/climate-change-outreach-and-communication-guide/04_iclei-cap-outreach-communications-guide_0.pdf

4: Cornell Climate Smart Farming http://climatesmartfarming.org/

5: Scaling-Up Climate Smart Agriculture (CSA) Globally Through GACSA (A Cornell University Partnership Project): https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/1/7755/files/2020/12/GACSA-Survey-Report_FINAL.pdf?fbclid=IwAR1TvVsL2uVPPzd_BfYzR3pIONWKPH7xVk1IMc9q2cC4NnqA75Je-a7DWH8