

FINAL REPORT

**North Cascades Institute  
2011 Cascades Climate Challenge  
Final Program Report**

**August, 2012**

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## EXECUTIVE SUMMARY

During the summer of 2011, thirty-six students participated in the Cascades Climate Challenge at North Cascades Institute (NCI). Students spent three weeks working with natural resource managers and institute staff while learning about the science behind climate change and how students can effectively communicate ways to mitigate the effects of a changing global climate on human communities. In addition to research and hands-on science studies, the field session was spent participating in an outdoor leadership progression of self-assessment, experiential challenge, social support and reflection. After the immersive field session students set off to design and implement a service-learning project in their home community.

NCI contracted with Applied Research Northwest (ARN) to conduct the program evaluation which looks at change among program participants in both the short term (before and after the summer program) as well as mid-term (nearly one year later).

A survey was conducted at the beginning of the summer program to collect baseline data and a second survey was conducted at the conclusion of the program. An additional follow-up survey was conducted near the end of the school year, after students had completed or were nearing the final stretch of their service learning projects. Progress reports from students were also used in collecting evidence of progress towards the intended outcomes.

An interim report summarized the findings of the summer program surveys and short-term outcomes. This current report summarizes the findings of the follow-up survey and student progress reports focusing on mid-term outcomes. This executive summary gives an overview of the findings of both the short-term and mid-term outcomes.

### *Key findings*

The 2011 Cascades Climate Challenge demonstrated success on student short-term outcomes as well as some positive impacts on student mid-term outcomes. Table ES1 shows each of the intended outcomes, both short-term (immediately following the summer program) and mid-term (nearly one year later). The middle column indicates if a significant difference was documented through statistical analysis and the right hand column describes the achievement.

**Table ES1. Progress towards intended outcomes**

	<b>Outcome</b>	<b>Sig.*</b>	<b>Indicator/progress description</b>
Short-term	1. Increased knowledge of climate science	✓	Increased climate change quiz scores
	2. Increased knowledge of energy conservation	✓	Increased knowledge of types of energy conservation strategies from survey items
	3. Stronger affective connection to natural systems	✓	Increased Connectedness to Nature survey item scores
	4. Stronger sense of the self-efficacy and empowerment needed to take action	✓	Increased self-efficacy survey item scores
	5. Increased sense of environmental stewardship	✓	Increased sense of environmental stewardship survey item scores
	6. Desire to pursue higher education		Students started with a high expectation of pursuing higher education (86% definitely plan to go to college); little room for change
	7. Increased confidence in presentations and leadership skills	✓	Increased leadership confidence survey item scores
Mid-term	8. Students lead community service projects educating youth on Climate Change	n/a	29 students conducted service learning projects; 1,600 elementary students in ten different communities were reached with Climate Change curriculum
	9. Students personally engaged in environmental stewardship	✓	Increased environmental conservation behaviors one year later
	10. Students civically engaged in environmental stewardship		The proportion who were engaged in at least "some" environmental service work rose from 61% to 95%
	11. Students excel as leaders in their high school	n/a	95% believe their peers see them as a leader at least some of the time; 95% participated in a school club; 100% were able to provide an example of something they did that demonstrated their leadership skills

\*Checkmark indicates a statistically significant shift in data; n/a indicates a one-time measure

### **Short-term achievements**

Table ES1 shows impressive achievements in the short-term. Students left the summer program with increased knowledge of climate science and energy conservation strategies. They showed changes in awareness about issues and decisions that affect the environment, and showed an increased motivation to conserve the environment through stewardship and individual action. They also showed increased confidence in their presentations and leadership skills. While there was no evidence of increased desire to pursue higher education, this was something that would be difficult to achieve

given that the students already indicated a high level of intent in this area when coming into the program.

It would be interesting to see how the successes in the short-term held up over a longer period. In other words, future iterations of the program could test some of the short-term outcomes (like increased knowledge of climate science – measured with the climate literacy quiz) at the one year mark.

### **Mid-term achievements**

Nearly one year after the summer program, students showed a sustained increase in environmental conservation behaviors. While the changes in environmental civic engagement were not statistically significant, students from the program retained their level of civic engagement, with a trend in the right direction.

Perhaps most importantly (in the arena of mid-term outcomes) was the eventual execution of the climate change service projects. Twenty-nine students taught 1,600 members of their communities about climate change. Program theory suggests that this experience will serve as practice which they can build on as they continue to educate others about climate science and best practices to mitigate climate change.

### **Participants show great appreciation for the program**

Students were given the opportunity for closing comments in the assessments conducted. The comments were overwhelmingly positive, without exception. The students clearly enjoyed their experience. A common theme that emerged from those comments was one of gratitude. The students appreciated their experience and hope that others can have the opportunity as well.

*“Thanks for having this opportunity. It’s really rare that this kind of thing is possible to everyone regardless of their demographic background.”*

*“Thank you for giving me such a great, life changing, experience that I will never forget! I hope this survey helps give more funding for the program so future CCC students can have as great of a time as I did, and help to keep this program alive so they can actually have a chance to experience what I did the summer of 2011. Thanks again for everything!”*

## **TABLE OF CONTENTS**

<b>Introduction</b> .....	<b>7</b>
Research methods .....	7
<b>Findings</b> .....	<b>9</b>
Outcome: Students lead community service projects.....	9
Outcome: Increased environmental conservation behaviors.....	11
Outcome: Increased civic engagement with environmental stewardship .....	13
Outcome: Students excel as leaders in their high school.....	14
<b>Conclusion</b> .....	<b>16</b>
<b>Appendix A: Research Methods</b> .....	<b>19</b>
<b>Appendix B: Spring Follow-up Survey</b> .....	<b>20</b>
<b>Appendix C: Verbatim responses</b> .....	<b>22</b>

## **TABLE OF FIGURES**

Figure 1. Environmental conservation behaviors .....	11
Figure 2. How much of that service work was related to environmental issues? .....	13
Figure 3. I believe that other students in my school think of me as a leader.....	14
Table 1. Leadership activities .....	15
Table 2. Progress toward intended outcomes.....	16

## INTRODUCTION

During the summer of 2011, thirty-six students participated in the Cascades Climate Challenge at North Cascades Institute (NCI). Students spent three weeks working with natural resource managers and institute staff while learning about the science behind climate change and how students can effectively communicate ways to mitigate the effects of a changing global climate on human communities. In addition to research and hands-on science studies, the field session was spent participating in an outdoor leadership progression of self-assessment, experiential challenge, social support and reflection. After the immersive field session students set off to design and implement a service-learning project in their home community.

## RESEARCH METHODS

NCI contracted with Applied Research Northwest (ARN) to conduct the program evaluation which looks at change among program participants in both the short term (before and after the summer program) as well as mid-term (nearly one year later back in their home communities).

### *Progress reports*

Students were asked to report back to the NCI with a summary of their progress on their service-learning projects. NCI staff compiled these reports to describe the work that was done back in the students' home communities. Twenty-nine students provided project descriptions and estimated counts of how many students they were able to reach with their individual and team projects.

### *Surveys*

Three surveys were conducted as part of the evaluation. One survey was conducted at the beginning of the summer program to collect baseline data, a second at the end of the students' summer experience. Thirty-six students participated in these surveys, each consisting of approximately 100 questions. An interim report summarized the findings of the summer program surveys; those findings are referenced in this report and are available in their entirety under separate cover. The third survey was conducted at the end of the school year after students had completed or were nearing the final stretch of their service learning projects. Nineteen (52%) completed the spring follow-up survey, containing approximately 12 questions.

The current report summarizes the student progress on the service learning projects along with the findings of the spring survey. Together the survey and the progress reports document the mid-term outcomes:

1. Students lead community service projects
2. Students show increased environmental conservation behaviors
3. Students show increased civic engagement with environmental stewardship
4. Students excel as leaders in their high school

A complete description of the methods used in the research is included in Appendix A. The survey instrument is included in Appendix B. Verbatim responses to open ended items are contained in Appendix C.



## FINDINGS

The Cascades Climate Challenge program targeted four mid-term outcomes. The first of these was addressed through student progress reports. The remaining outcomes were assessed through a short follow up survey in the spring as the students were completing their service learning projects. The responses were tallied and their open-ended responses were compiled and reviewed. This section describes the accomplishments within each of the four intended mid-term outcomes.

### **OUTCOME: STUDENTS LEAD COMMUNITY SERVICE PROJECTS**

At the conclusion of the summer Cascades Climate Challenge program 36 students set off to design and implement a service-learning project in their home community. Some students worked independently and others formed teams of 2 to 6 students to conduct their project together. In the end there were twelve projects initiated in as many communities in Washington and Oregon.

By August 2012, ten of the twelve projects were able to report back on the progress that they made. While some of the projects were not completed as designed, most teams were able to reach some of their community with climate change education and outreach.

Typical service learning projects involved teaching of fourth, fifth or sixth graders about climate change. Half of the projects (five teams) presented students with one-time exposures, but five teams included multiple exposures or a follow-up visit and many of the students expressed a desire or plan to engage with the classrooms again in the future.

For example, in Sequim, WA students partnered with Olympic National Park to teach two classes of 5<sup>th</sup> grade students. They shared their Cascades Climate Challenge (CCC) experience and moved the students through three hands-on stations covering the greenhouse effect, glaciers, and watersheds. They finished the lesson by talking about systems and interconnections (a topic the students had been studying with their teacher) as well as brainstorming ways the students could be more environmentally aware. The CCC participants also created a video of lesson clips and short interviews with the students which they plan to share with the school board.

In Vancouver, WA students taught four 5<sup>th</sup> grade classes about their experience at Cascades Climate Challenge, the differences between climate and weather, the basics of climate change, the carbon cycle and the greenhouse effect; and how to combat

climate change (resource conservation and reduced consumption). They finished up with a composting/recycling game and returned to check in on the students one month later to assess if they had made any changes (carpooling and planting a garden).

In Yakima, WA students taught a 4<sup>th</sup> grade class about the basic concept of climate change, what causes it, how it affects us and why we should care. They also discussed counterarguments for people who say climate change is a natural cycle. CCC participants gave a demonstration of the greenhouse effect using a potato, tinfoil, meat thermometer and blowtorch. They hope to give this presentation again, and film the lesson.

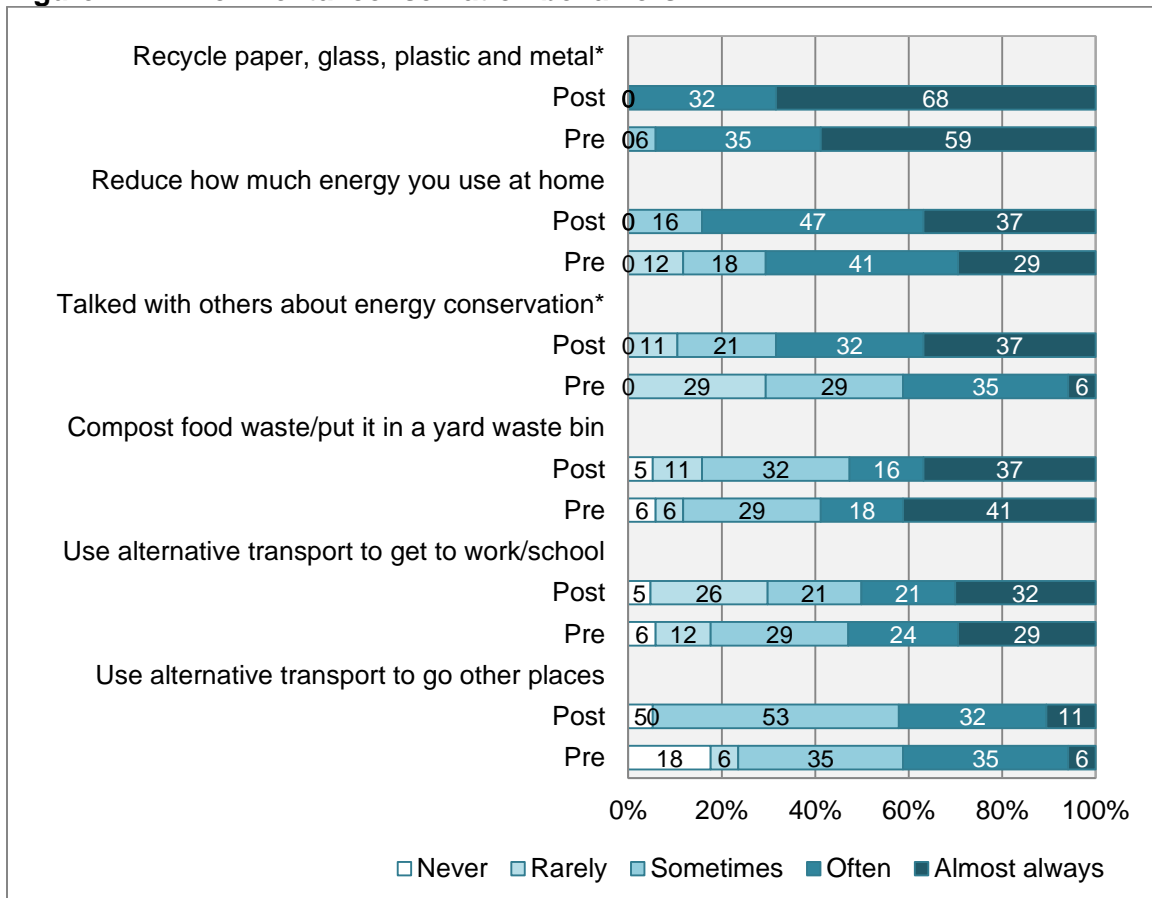
Teams reported back to program leaders with the number of students that they reached in their completed projects. Each team reached between 10 and 1200 students with a median of 60 students per team. These figures were totaled, summing to a total of 1,600 elementary school students reached, far more than the target of 20 elementary school students per CCC participant (target of 720). Another team intends to reach 800 more students through their activities scheduled for the start of the school year, which will bring the grand total to 2,400.

### OUTCOME: INCREASED ENVIRONMENTAL CONSERVATION BEHAVIORS

Another intended outcome of CCC was personal engagement in environmental stewardship, with the goal that students would take increased individual action to mitigate climate change. This was evaluated by looking at environmental conservation behaviors reported before coming into the program and nearly one year later. Each conservation behavior was rated on a five point scale ranging from *never* to *almost always*. Figure 1 shows the response distributions at both points in time.

The most frequent environmental conservation behaviors were recycling and reducing energy use at home; these were the top two behaviors both before the program and one year later (the vast majority of students said they did this *often* or *almost always*). Talking with others about energy conservation increased substantially, as only 41% said they did this *often* or *almost always* before participating in CCC; 69% said this almost a year later.

**Figure 1. Environmental conservation behaviors**



n=19, figures are percents  
 \*= difference pre to post is significant

A test of the mean scores on these items revealed a statistically significant shift in two of the six measures ( $p < .10$ ). Students had a higher mean score regarding recycling (4.7 vs. 4.5 pre); they were also more likely to say that they have talked to others about recycling, composting or reducing trips in a car (3.2 vs. 4.0). This is not surprising given that some were completing their service projects prior to filling out the spring survey and it is likely that they discussed these behaviors as a part of their project. The evaluation was designed with an expectation that students would be conducting their service projects in the fall and winter; for future iterations of the project the follow up survey could be implemented later (after the summer) or the question could ask about conversations outside of the service project activities.

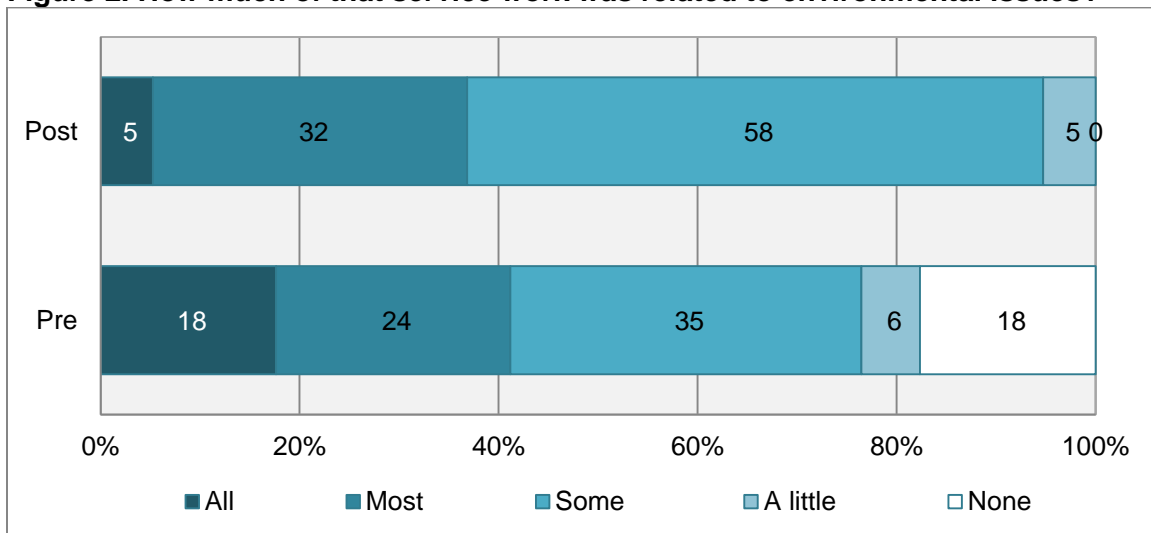
As part of the analysis, we created an overall environmental conservation score by calculating the average for each participant among all six of the items shown in Figure 1. A test of change in these scores revealed an overall significant shift from 3.7 to 3.9 ( $p = .095$ ). This shift was undoubtedly influenced by the proportion who had talked to others within the past two months about environmental conservation strategies because this was inherent in the community service project. It may be useful to follow up with the same students later in the year to see if this behavior persists.

### OUTCOME: INCREASED CIVIC ENGAGEMENT WITH ENVIRONMENTAL STEWARDSHIP

Most participants (94%) had either volunteered or done some sort of voluntary community service for no pay during the six months prior to the CCC. When surveyed nearly a year later, this figure was up to 100%. The number of volunteer hours reported was up as well, from an average of 20.4 to 27.6 (within the prior 6 month period).

When asked about the type of service work they were doing before and after the CCC, a slightly higher proportion was doing at least *some* service work related to environmental issues after the program compared to before. Figure 2 shows that before participating in the program, about 61% of the participants who were doing service work said that at least *some* of their work was related to environmental issues. One year later nearly all (95%) were doing at least *some* work on environmental issues. Interestingly the proportion who focused exclusively on environmental issues dropped from 18% to 5%, suggesting that the program may prompt some students to diversify their work. The shift was not statistically significant.

**Figure 2. How much of that service work was related to environmental issues?**

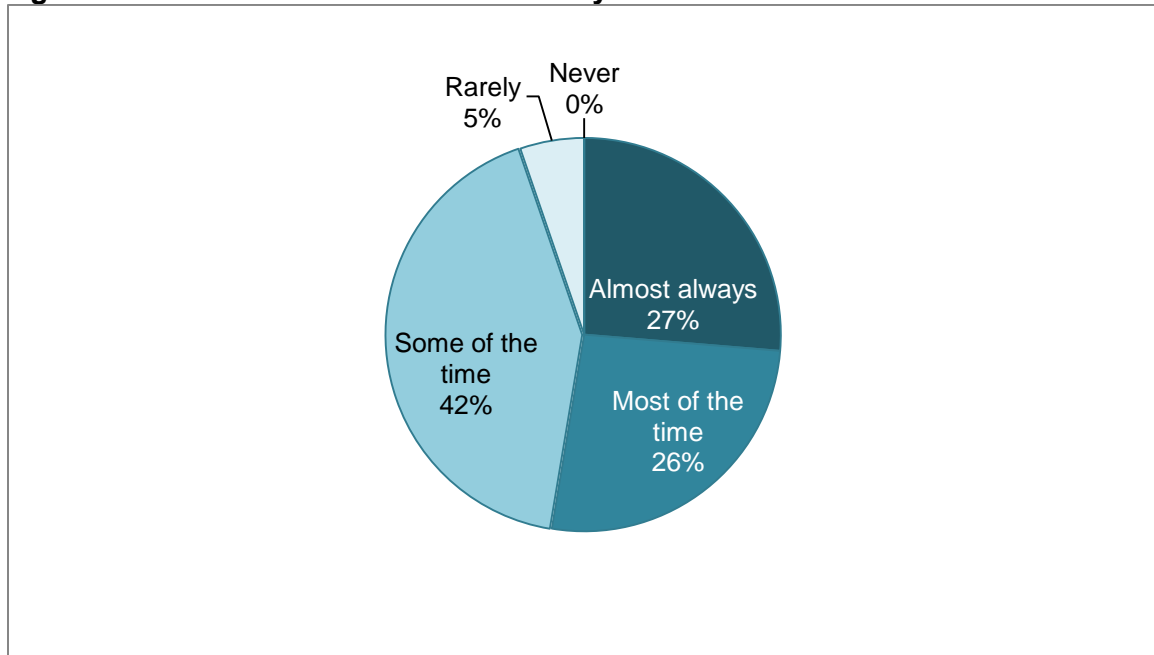


n=19, figures are percents

## OUTCOME: STUDENTS EXCEL AS LEADERS IN THEIR HIGH SCHOOL

The final mid-term intended outcome involved leadership back in CCC participants' home communities and schools. Students were asked to reflect on their perceptions of themselves as a leader. About half (55%) said that they think other students see them as a leader *most of the time* or *almost always*. Another 40% perceived themselves as leaders at least some of the time (see Figure 3).

**Figure 3. I believe that other students in my school think of me as a leader...**



n=19

Participants were asked to comment on what types of things they have done this school year that they think demonstrate their leadership skills. They were all able to offer up examples. Several mentioned specific leadership roles like "president of the environmental club" or "team captain." Others talked about volunteer opportunities, including being a page for the state House of Representatives, and yet others mentioned specific activities like "overseeing the compost bins at lunch" or creating a "Facebook event page for Earth Week."

Participants were asked to identify some of the types of leadership activities they have done in the past year. Table 1 shows that all (or nearly all) the students said that they spoke in front of a group and participated in a school club. One quarter (26%) said that they wrote a letter or email to a public official.

**Table 1. Leadership activities**

	<u>n</u>	<u>%</u>
Went hiking or camping	19	100%
Spoke in front of a group	19	100%
Participated in a school club	18	95%
Organized/Helped organize students to achieve a group goal	7	37%
Had an internship or job	6	32%
Held an "office" in school government	6	32%
Wrote a letter/email to a public official	5	26%
Attended a public meeting	4	21%
Voted	4	21%
Signed a petition	4	21%

n=19

## CONCLUSION

The 2011 Cascades Climate Challenge demonstrated success on student short-term outcomes as well as some impact on student mid-term outcomes. Table 2 shows each of the intended outcomes, both short-term (immediately following the summer program) and mid-term (nearly one year later). The middle column indicates if a significant difference was documented through statistical analysis and the right hand column describes the achievement.

**Table 2. Progress toward intended outcomes**

	<b>Outcome</b>	<b>Sig.*</b>	<b>Indicator/Progress description</b>
<b>Short-term</b>	1. Increased knowledge of climate science	✓	Increase in score on climate change quiz
	2. Increased knowledge of energy conservation	✓	Increase in knowledge of types of energy conservation strategies
	3. Stronger affective connection to natural systems	✓	Increase in score on connectedness to nature survey items
	4. Stronger sense of the self-efficacy and empowerment needed to take action	✓	Increase in score on self-efficacy survey items
	5. Increased sense of environmental stewardship	✓	Increase in score on sense of environmental stewardship survey items
	6. Desire to pursue higher education		Students started with a high expectation of pursuing higher education (86% definitely plan to go to college); little room for change
	7. Increased confidence in presentations and leadership skills	✓	Increase in score on leadership confidence survey items
<b>Mid-term</b>	8. Students lead community service projects educating youth on Climate Change	n/a	29 students conducted service learning projects; 1,600 elementary students in ten different communities were reached with Climate Change curriculum
	9. Students personally engaged in environmental stewardship	✓	Increase in score on environmental conservation behaviors one year later
	10. Students civically engaged in environmental stewardship		The proportion who were engaged in at least "some" environmental service work rose from 61% to 95%
	11. Students excel as leaders in their high school	n/a	95% believe their peers see them as a leader at least some of the time; 95% participated in a school club; 100% were able to provide an example of something they did that demonstrated their leadership skills

\*Checkmark indicates a statistically significant shift in data; n/a indicates a one-time measure



### ***Short-term achievements***

Table 2 shows impressive achievements in the short-term. Students left the summer program with increased knowledge of climate science and energy conservation strategies. They showed changes in awareness about issues and decisions that affect the environment, and showed an increased motivation to conserve the environment through stewardship and individual action. They also showed increased confidence in their presentations and leadership skills. While there was no evidence of increased desire to pursue higher education, this was something that would be difficult to demonstrate given that the students already indicated a high level of intent in this area when coming into the program.

It would be interesting to see how the successes in the short-term held up over a longer period. In other words, future iterations of the program could test some of the short-term outcomes (like increased knowledge of climate science) at the one year mark.

### ***Mid-term achievements***

Nearly one year after summer program, students showed a sustained increase in environmental conservation behaviors. While the changes in environmental civic engagement were not statistically significant, students from the program retained their level of civic engagement, with a trend in the right direction.

Perhaps most importantly (in the arena of mid-term outcomes) was the eventual execution of the climate change service projects. Twenty-nine students taught 1,600 students in ten different communities about climate change, and the work is not done yet as 800 more students are scheduled to learn more in the fall. It is hopeful that this experience will serve as practice which they can build on as they continue to educate others about climate change science and best practices to mitigate the climate crisis.

Leadership development and outcomes/activities need to be defined more explicitly by the program managers and then aligned with evaluation tools. Measures of leadership activity were piloted with the mid-term outcome survey, and did not portray the level of diversity and activity that was expected. In future evaluations of this program, a more explicit leadership rating should be added to the pre-program survey and/or collected in a retrospective from the participants in order to identify change.

### ***Participants show great appreciation for the program***

Students were given the opportunity for closing comments. The comments were overwhelmingly positive without exception. The students clearly enjoyed their experience. A common theme that emerged from those comments was one of gratitude.

The students appreciated their experience and hope that others can have the opportunity as well.

*“Thank for having this opportunity. It’s really rare that this kind of thing is possible to everyone regardless of their demographic background.”*

*“Thank you for giving me such a great, life changing, experience that I will never forget! I hope this survey helps give more funding for the program so future CCC students can have as great of a time as I did, and help to keep this program alive so they can actually have a chance to experience what I did the summer of 2011. Thanks again for everything!”*

## APPENDIX A: RESEARCH METHODS

Summer program surveys were administered to students before and after both of the 2011 summer sessions of the Cascades Climate Challenge. A follow-up survey was administered nearly one year later.

### *Summer program surveys*

The survey contained two sections: one section included questions about student experiences and attitudes and the other was a quiz of their climate literacy (knowledge about the science of climate change).

The 35 survey items about experiences and attitudes were taken from a variety of sources, including established scales “The Connectedness to Nature Scale”<sup>1</sup> and “Generalized self-efficacy scale.”<sup>2</sup> Other attitudinal and behavioral items were taken from Applied Research Northwest’s bank of survey items used for similar programs.

The 65 climate literacy questions were adapted from the Yale Project on Climate Change Communication survey with permission from the authors.<sup>3</sup>

Summer program surveys were administered in pencil and paper format at the beginning of each session and again at the end. One exception was the post-program climate literacy quiz which was administered online several weeks following the sessions. The summer program survey items are included as an appendix in the interim report, under separate cover.

### *Spring Follow-up survey*

The follow-up survey was administered online in the spring of 2012. Nine of the 12 survey items were repeated from the summer program survey administered prior to the summer session. Four items were new, asking for a self-assessment of leadership skills. Survey questions are included in Appendix B.

Students were invited to participate through email and phone calls from the NCI program leaders. The final program certificate was used as incentive.

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1 F. Stephan Mayer and Cynthia McPherson Frantz, The Connectedness to nature scale: A measure of individuals' feeling in community with nature. *Journal of Environmental Psychology* 24 (2004) 503-515

2 Schwarzer, R. & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.

3 Leiserowitz, A., Smith, N. & Marlon, J.R. (2011) *American Teens' Knowledge of Climate Change*. Yale University. New Haven, CT: Yale Project on Climate Change Communication. <http://environment.yale.edu/uploads/american-teens-knowledge-of-climate-change.pdf>

## APPENDIX B: SPRING FOLLOW-UP SURVEY

Name:

Current email address:

Current phone number(s):

Do you have another phone number or way for us to leave you a message? Like a family members' number? :

1. When you have something that needs to be thrown away, how often do you recycle paper, glass, plastic and metal?

Never       Rarely       Sometimes       Often       Almost always

2. When you have food waste to dispose of, how often do you compost it or put it in a yard waste bin?

Never       Rarely       Sometimes       Often       Almost always

3. When you need to go to work or school, how often do you use public transportation, carpool, walk or ride rather than drive a car?

Never       Rarely       Sometimes       Often       Almost always

4. When you need to go somewhere besides work or school, how often do you use public transportation, carpool, walk or ride rather than drive a car?

Never       Rarely       Sometimes       Often       Almost always

5. In a typical day, how often do you try to do things to reduce how much energy you use at home, for example by keeping the heat turned down, putting on a sweater if you're cold, or turning off unneeded lights and electronics?

Never       Rarely       Sometimes       Often       Almost always

6. In the last two months, how often have you talked with others about recycling, composting, or reducing trips in a car (outside of your service project)?

Never       Rarely       Sometimes       Often       Almost always

7. In the past six months, have you volunteered or done any voluntary community service for no pay (other than your service project)?

Yes → About how many hours? \_\_\_\_\_

No

**8. How much of that service work was related to environmental issues?**

- All
- Most
- Some
- A little
- None

**9. I believe that other students in my school think of me as a leader...**

- Never
- Rarely
- Some of the time
- Most of the time
- Almost always

**10. What kinds of things have you done this year that you think demonstrate your leadership skills?**

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**11. Since leaving NCI last summer, which of the following have you done? (Select all that apply)**

- Had an internship or job (please describe: \_\_\_\_\_)
- Went hiking or camping
- Voted
- Participated in a school club
- Held an "office" in school government
- Wrote a letter/email to a public official
- Attended a public meeting
- Spoke in front of a group
- Signed a petition
- Organized/Helped organize students to achieve a group goal, please describe:

**12. Do you have any other comments for NCI?**

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Thank you for participating!!!

## APPENDIX C: VERBATIM RESPONSES

### What kinds of things have you done this year that you think demonstrate your leadership skills?

- Been study group leader of two groups. Very good at communicating my ideas to others in group situations and taking control without being overpowering.
- Coordinated group assignments in school,
- Gave a presentation to 7th grade classes about climate change, and was the captain of the girls track team.
- I am a link leader, and I am now that senior class spirit commissioner. I try to act like a role model every day.
- I have been president of Ecology club, I have led my group's community service project and taken initiative in leading class projects.
- I help run meetings for my school's environmental club and oversee the composting bins at lunch every day.
- I ran for sophomore class vice-president and got elected. Since then, I have done many things including planning assemblies, planning out of school activities and taking leadership roles in many different class situations.
- I recently went to Olympia to the capital for a week, and was a page for the House of Representatives. I helped my team conduct our service project for CCC. And whenever a group project comes up in my college classes, I usually am the group leader who directs my group on what to do for our project.
- I serve as an officer in many clubs (including president of the environmental club), and I'm also a varsity team captain. Additionally, I'm a friendly approachable person who people are comfortable talking to and asking for help.
- I taught all of the seventh graders at Astoria Middle School about the importance of recycling and how we, as humans, are changing how the carbon cycle works. I have trained a lot of the new coming staff at the brewery I work at.
- I was one of the people in charge of Earth Week at my school this year. I made the Facebook event page, and created games for students to participate in during lunch time to learn more about the environment and how small changes in their everyday activities can make a big difference. We taught about oceans, endangered animals, composting and recycling, carpooling opportunities, and how different types of energy work.
- I was president of the FFA at my school and I took on a lot of responsibility with the care of my grandmother.
- I was team captain and most inspirational on my school's soccer team and most inspirational for wrestling.
- Leading our student body and our National Honor Society.
- Mentoring freshmen, playing school volleyball, being on a nationally ranked robotics team, doing RS, etc.
- On my soccer team I am a leader by helping people and having a good attitude. I also try to be a leader in my school's green club by encouraging people to do things and help organize the things we do.
- Ran for ASB, Ran for president of green club
- Senior Class President Band President Senior Prank...oooooh yeah
- Work on eagle project
- Working in groups and helping them finish our project.

### Do you have any other comments for NCI?

- Absolutely fantastic program. The people, places, and laughs will be with me forever.
- Awesome people, that one guy with the mustache still inspires me, thank him again. A true badass.

- Cascade Climate Challenge and the Institute really changed my outlook on life. I encouraged my sister and her friend to apply for an NCI program because it was such a great experience for me.
- Doing CCC was the best decision I ever made. Thank you for the wonderful opportunity!
- Going to NCI was one of the most favorite experiences of my lifetime. Your program was awesome and I loved the challenge that it provided me. It was worth no amount of money to me, and I think everyone should have the opportunity to be involved in any program at the NCI
- I cannot thank you enough for everything you do. The North Cascades Institute is truly amazing. You have changed my life and allowed me to share my knowledge and passion with others. Thank you so much and please please please keep up the amazing work! Keep fighting the good fight!
- I enjoyed my experience with NCI and am glad that kids have such a great opportunity to learn about their environment and how they affect it.
- I had an incredible summer in NCI. The amount of time and effort that they put in to youth involvement is amazing and I encourage them to keep it up! Participating in Cascade Climate Challenge was a life changing experience that I will never forget.
- I love it there and I can't wait to go back!
- I love you guys!!
- I loved the Cascades Climate Challenge. I would love to do it again and I am happy that I have encouraged and successfully convinced students from AHS to attend next summer. Hoping all is well. Maggie
- I really REALLY appreciate the opportunity you have given me and all of the work that you do. I am so thankful able to take part in this amazing experience!
- I would love to come back soon! :) You all rock!
- Kate Rinder is really attractive.
- Thank for having this opportunity. It's really rare that this kind of thing is possible to everyone regardless of their demographic background.
- Thank you for giving me such a great, life changing, experience that I will never forget! I hope this survey helps give more funding for the program so future CCC students can have as great of a time as I did, and help to keep this program alive so they can actually have a chance to experience what I did the summer of 2011. Thanks again for everything!
- Thank you so much for everything! The fact that students don't have to pay for the CCC trip makes it an amazing opportunity available for anyone which is very rare now-a-days. Aneka Singlaub is a major babe, and you should give her a gift basket or something like that. Dave too. Did you know she's a model?
- Thanks so much for giving me this wonderful opportunity. It was so life changing I enjoyed every moment I was in the North Cascades, also communication with everyone was very organized and clear. You guys all do a wonderful job! Thanks
- This is a great program and I am very grateful for the opportunity to have been a part of it.
- This trip changed my life. I've never had such an eye opening experience before. Thank you for allowing us to have this opportunity!