

5 Steps to Advocate for Cleaner Indoor Air

(when decision-makers don't seem to care)

	1	2	3	4	5
What	Build Relationship with Decision-Makers	Identify Core Values of Decision-Makers	Gather Data on Current IAQ	Present Multiple Solutions to Improve IAQ	Train Staff on New Solutions
Why	Decision makers must trust that you have good intentions and that you are here to help.	Not everyone cares about clean indoor air ... yet! When you understand what the decision-makers care about, you can connect clean air to their goals (attendance rates, test scores, equity, etc.)	Having concrete data from that specific facility will guide you in making appropriate recommendations.	Providing decision-makers with data-driven choices gives them the chance to make things better within their budgetary and other confines.	Having great systems in place is just the beginning. Staff must know why & how to use these systems with fidelity.

How	<p>Get involved with other projects so they can see you as a helpful asset to the school community.</p>	<p>Find research connecting IAQ to their core values. (Links to research)</p>	<p>(Links to articles/threads on what and how to measure)</p>	<p>Present a few options (perhaps labeled as good, better, best) to improve IAQ. Remember to connect these to their core values. Position the decision-makers as the heroes who can make a difference.</p>	<p>Request 45-60 min with staff to give a brief workshop on how to maximize IAQ with current available systems.</p> <p>Use simple infographics to illustrate steps to improve IAQ.</p> <p>Involve students in learning about IAQ with lesson plans.</p>
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*Continually monitor data and make suggestions/updates as needed.

3 Steps to Advocate for Cleaner Indoor Air

(when decision-makers are already on board)

	1	2	3
What	Gather Data on Current IAQ	Present Multiple Solutions to Improve IAQ	Train Staff on New Solutions
Why	Having concrete data from that specific facility will guide you in making appropriate recommendations.	Providing decision-makers with data-driven choices gives them the chance to make things better within their budgetary and other confines.	Having great systems in place is just the beginning. Staff must know why & how to use these systems with fidelity.
How	(Links to articles/threads on what and how to measure)	Present a few options (perhaps labeled as good, better, best) to improve IAQ. Remember to connect these to their core values.	Request 45-60 min with staff to give a brief workshop on how to maximize IAQ with current available systems. Use simple infographics to illustrate steps to improve IAQ. Involve students in learning about IAQ with lesson plans.