

Sustainable CU Grant Funding Proposal
“PIPs for Schools App”

Proposal from the CU Environmental Center
Dave Newport, Director
2.18.2017

1. Description of project

This proposal is to fund a student sustainability-engagement app that will incentivize first year students to learn about sustainability, reward them for engaging in related activities and retain them all the way to graduation. This app will produce more literate and active graduates, increase student activism on campus, promote the Environmental Center’s sustainability programs, and boost student retention and graduation rates.

By coordinating students’ locations and interests, and applying principals of behavioral psychology, the so-called “Personal Improvement Points” (PIPs) app is able to turn positive behaviors into a fun, social game-like experience that rewards and reinforces engagement while making the campus more sustainable.

The app can stimulate and engage students towards activities such as:

- Applied Learning Program activities
- Riding SkyBus and BuffBus
- Shopping at participating ‘green’ stores (local and online)
- Volunteer with Energy Green Teams
- Train to be a SCORE technician
- Train to be a FLOWS leader
- Volunteer – Ralphies Green Stampede, etc
- Play green-trivia games
- Attend sustainability-related campus events
- Carpooling
- Using Boulder B-Cycles
- Visiting participating merchants and/or NGOs, local government office, campus clubs and allied administrative units, etc.

Students that engage in these and other activities that are dynamically updated on a map based menu are awarded points, credits, or other currency that is redeemable for discounts/rewards such as (but not limited to):

- Local green merchants
- Grocery stores - Whole Foods, Sprouts
- Fitness centers - Core Power Yoga
- Healthy, sustainable eateries - farm to table, vegan (Leaf, Life)
- Outdoor outfitters (equipment rentals, etc)
- Repair shops (shoes, backpacks, electronics)
- CU facilities (dining hall, REC (BeFit Pass, etc))
- Bookstore supplies
- Concert tickets, other events
- Participating online green merchants

See **attached PIPs slide deck** that was used to set up CU student focus groups last year. **Attached results of that focus group** were favorable to the build out of this app.

2. Matching funding or in-kind support from other sources.

- The app developer, 3P Partners, has discounted app development and licensing 40% as part of their winning RFP proposal. Total cost of development and licensing to CI is \$150,000. The Vice Chancellor for Student Affairs has pledged \$70,000 to support this effort.
- Therefore, the total amount requested from SCU is \$80,000

3. Project Timeline, Scope and Feasibility

a. Detailed timeline with specific deadlines and deliverables.

- The project was to have begun development in January; however, delays in approvals from CU Purchasing have pushed this out by two months. The vendor assures that if CU approves funding for the project that the deliverable dates shown below can be met. The vendor will reassign their IT staff from other projects to focus fully on the CU app to meet our rollout for Fall 17 incoming freshman. **If development dates and final delivery milestones, the vendor will not be approved for payments.**

CU Student Sustainability Engagement App (Powered by PIPs)
Projected Timeline

	December	January	February	March	April	May	June	July	August	September	October	November	December
Kick Off Meeting (CU, PIPs) Walk through timeline, deliverables, identify "CU team" members, including but not limited to a champion (grad student to help coordinate R&D, liaise with PIPs and CU app team), set up monthly check ins, come to understanding around design.													
App development													
R&D (CU Champion, CU students, PIPs) Focus groups, usability testing, etc													
Launch V.1 prototype (PIPs) Will not include all features/functionality													
Partner integrations (PIPs)													
Content development (PIPs, CU administrator)													
Training (CU administrator, PIPs)													
QA testing (PIPs)													
Launch fully developed, tested App (PIPs)													
Outreach to Freshmen (CU)													
Maintenance and Support (PIPs)													
Monitoring and Evaluation (PIPs)													

b. Scope includes requested Sustainable CU funds, number of people needed, and a list of campus groups who need to be involved to implement.

- The New Student Welcome (Orientation) program will roll the app out as part of its communications with incoming freshman. The Environmental Center and Vice Chancellor for Student Affairs office will support and coordinate that rollout.
- The project has been approved by CU Purchasing and the VCSA’s office. See attached Letter of Intent.

c. Feasibility, how and why you will be able to meet your project’s deadlines and complete the project in a timely manner:

- Contract requires deliverables by time certain. Failure to perform will void the contract without penalty or payment. EC and VCSA will manage the on-campus incorporation into New Student Welcome orientation packages.

4. Environmental Impact

a. How does your project enhance and protect the environment?

- The Environmental Center’s mission is to engage students in sustainability-related activities, work with students to develop innovative new approaches and goals, and translate student leadership into tangible activities on campus and in the community. All EC programs have environmental impacts related to their focus such as recycling, energy, justice, transportation, etc. This app advances all those goals by engaging more students in activities that support them.

b. Grants that mitigate environmental impact but do not include goals from the above documents will still be considered. If your grant falls into this category, please clearly state the environmental

benefit(s) that will occur as a result of funding and connect the outcome of the grant to the above documents, environmental needs at CU specifically, or both (up to 200 words).

- o N/A

5. Student Involvement

a. Clearly indicate the student(s) or student group(s) involved.

- The app is 100% used by students individually and in affinity/friend groups that students can self-select. Much like Facebook, PIPs students can create their own user groups among friends or groups of students with similar interests.

b. How will project impact individual students and the larger student body?

- As seen above, individual students or groups of students use the app. In so doing, they “complete” the project when they participate in an app-generated activity and get PIPs points. They also become more engaged with sustainability-related content and information. This imparts an educational element along with creating a relationship with the student that helps them become more involved. More involved students are less likely to drop out of school in the critical transition from freshman to sophomore where CU loses up to 16% of students to attrition. Obviously, students that come back are more likely to graduate—and more likely to continue activating through sustainability-related activities.

6. Social Equity.

How does your project contribute to improved social and environmental justice and equity issues on or off campus?

- The app will be given to every incoming freshman and activities such as the Environmental Center’s Eco-Social Justice program, Energy & Climate Justice program, environmental justice program, FLOWS, and partner activities with CUE and cultural student groups will all be part of the apps resources and reward structure. This will not only attract under-represented students, but also majority group students seeking broader participation and understanding of the range of sustainability and justice efforts.

7. Innovation.

How is this project a new idea or new way of addressing an environmental issue?

- The app approach to engagement is a new technology that uses established principals of behavioral psychology from loss aversion and competition to beneficial rewards and social

norming. The app “shows up” with PIPs points already “earned” by the student just for downloading the app. However, the student will need to “activate” those points by, say, riding the bus or something fairly easy. Otherwise, they will lose the points. This stimulates people to quickly begin using the app and that begins the process of established a new behavior. Creating friend groups will amplify the PIPs points; students get more points for a given activity when they “show up” for a given activity together. The location technology in the app will read the group’s presence and award points accordingly.

8. Detailed Project Budget and Savings

a. Provide a detailed budget (you may attach a separate spreadsheet).

- The development budget per attached Term Sheet is \$150,000.
- There is no per user fee for the first year of implementation, per the Term Sheet.
- VCSA is providing \$70,000. Approval pending.
- SCU is requested to provide \$80,000. Approval pending.
- Both funding approvals must be received by the vendor by March 1, 2017 in the form of a Purchase Order issued through the Environmental Center.
- Payments would be in three \$50,000 increments.
- The Environmental Center requests expedited review of this proposal to meet the March 1 deadline.
- The Environmental Center supports approval of the requested SCU funds from the FY18 SCU budget so as not to restrict other grant proposals that may be awarded in FY17.

b. Will your project save the University money or save students money (for example, through reductions in student fees)?

- Students will directly save their personal money via the discounts generated by the app. Those savings are proportional to the students use of the app.
- The university will realize additional revenues with every student that is engaged sufficiently to remain enrolled until graduation. These revenues are estimated at an average of \$12,500/year per student. The university calculates that a 1% increase in students 6-year retention rates generates \$4.5-million in additional revenues. There are also cost savings for the university connected with not having to matriculate new “replacement” students such as transfers.

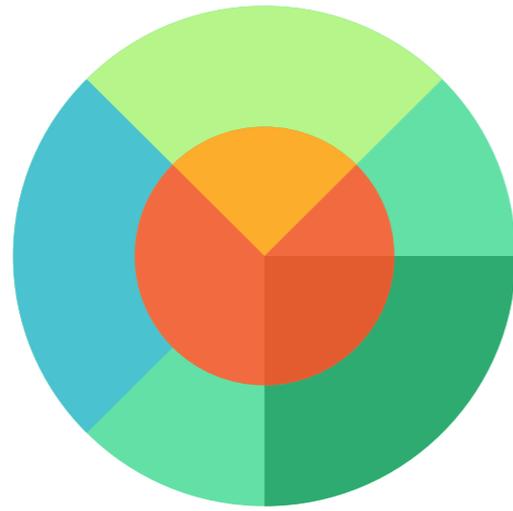
9. Project Longevity.

Explain how your project will continue to provide benefits in the long term, and whether these benefits will increase or diminish with time.

- Benefits to the students are increased integration/engagement in sustainability-related content that is beneficial to their lives, career, and to the overall sustainability performance of the university. These are lasting benefits. Likewise, students receive personal cost savings when they use the app. These are temporary benefits that diminish if use declines.
- Benefits to the university include improvements in overall environmental performance, more relevant programming that meets the needs of the university's stakeholders, and reputational and revenue benefits detailed above.

10. Applicant Information

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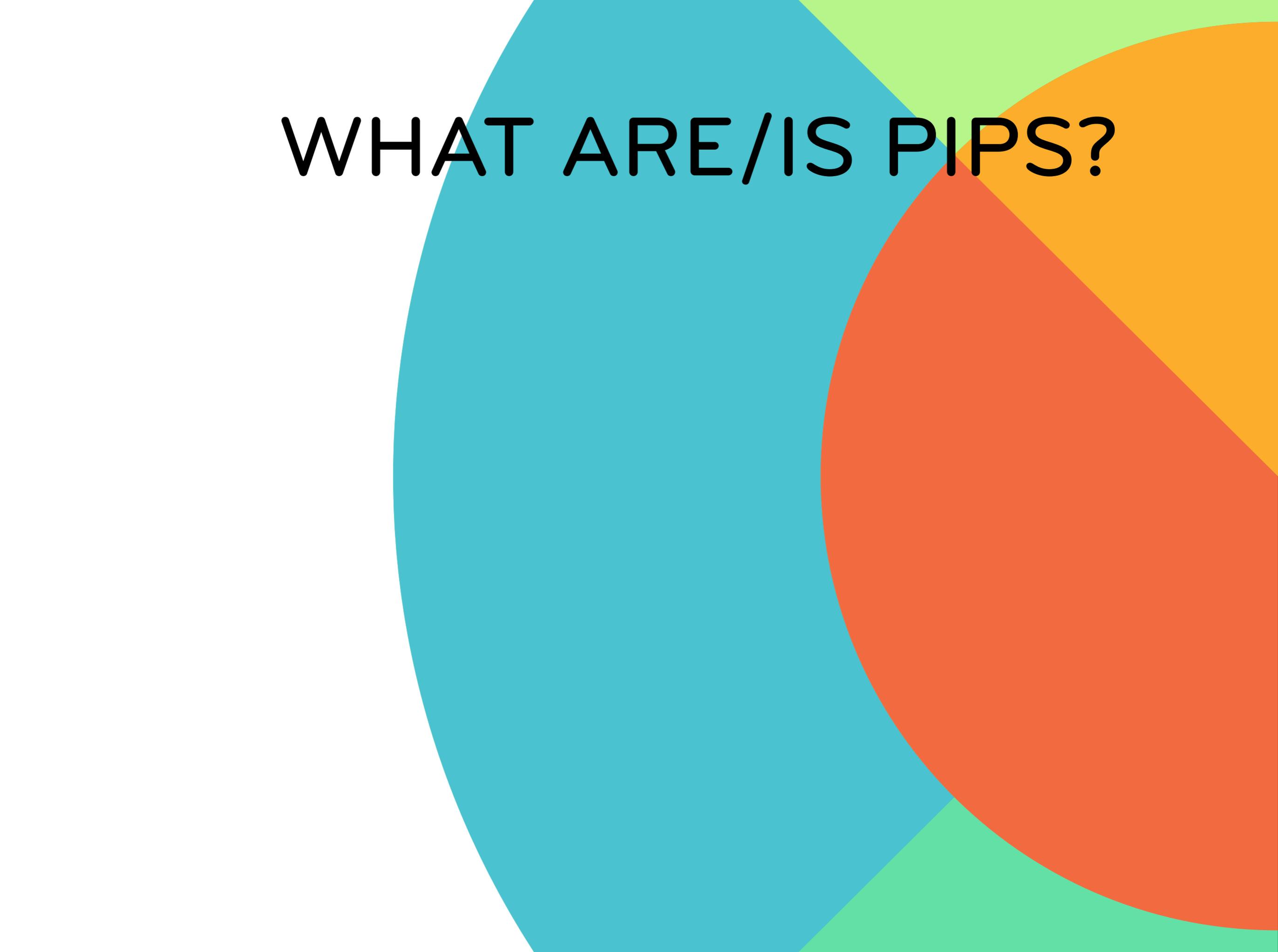


pips

Focus group prep -CU Boulder

March 2016

PIPs is a trademarked brand of 3P Partners, Inc - a Certified B Corporation
Winner BigAppsNYC 2014 - "Best Game"
PIPs Rewards (iPhone app)

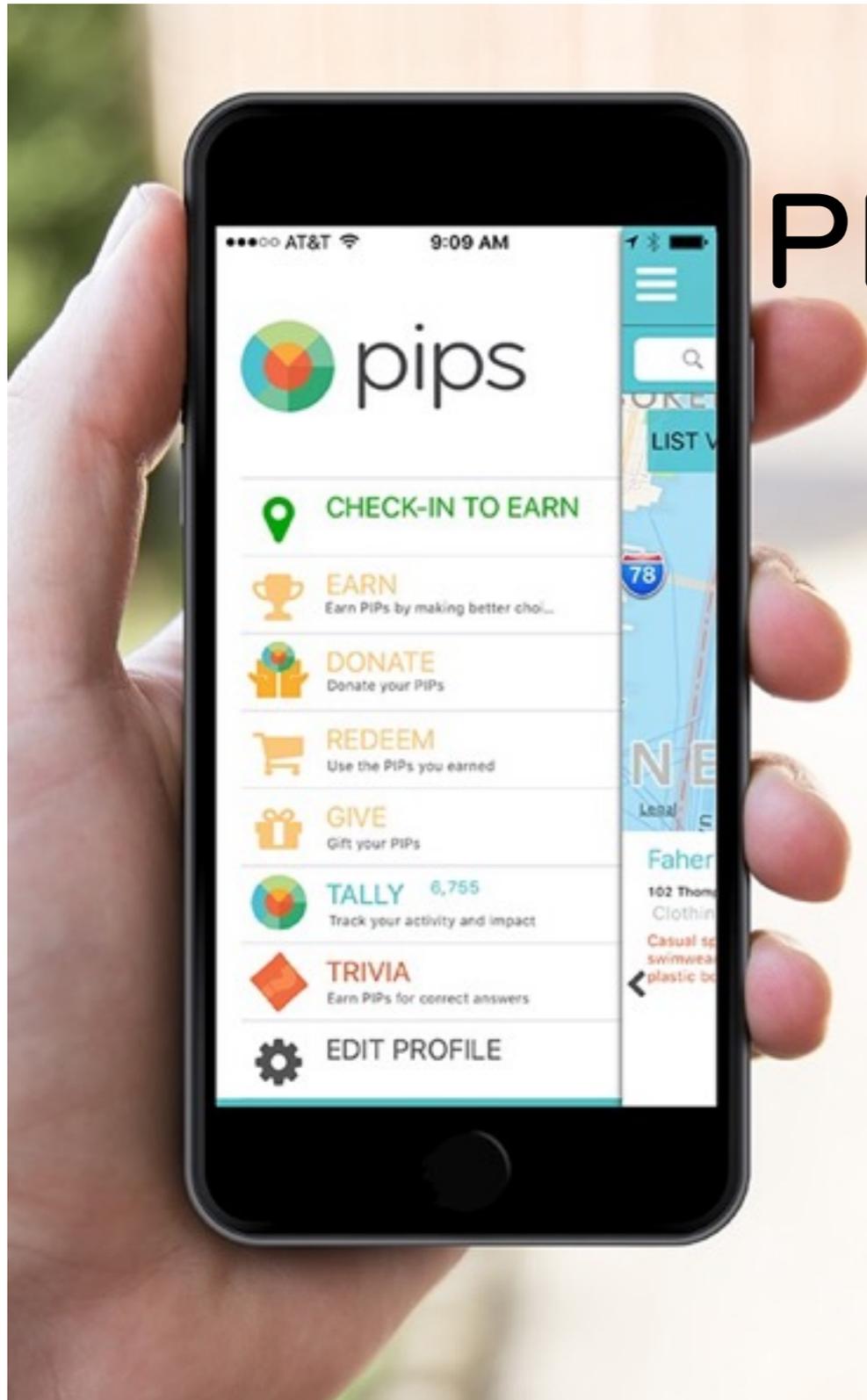


WHAT ARE/IS PIPS?

Positive Impact Points/PIPs are...

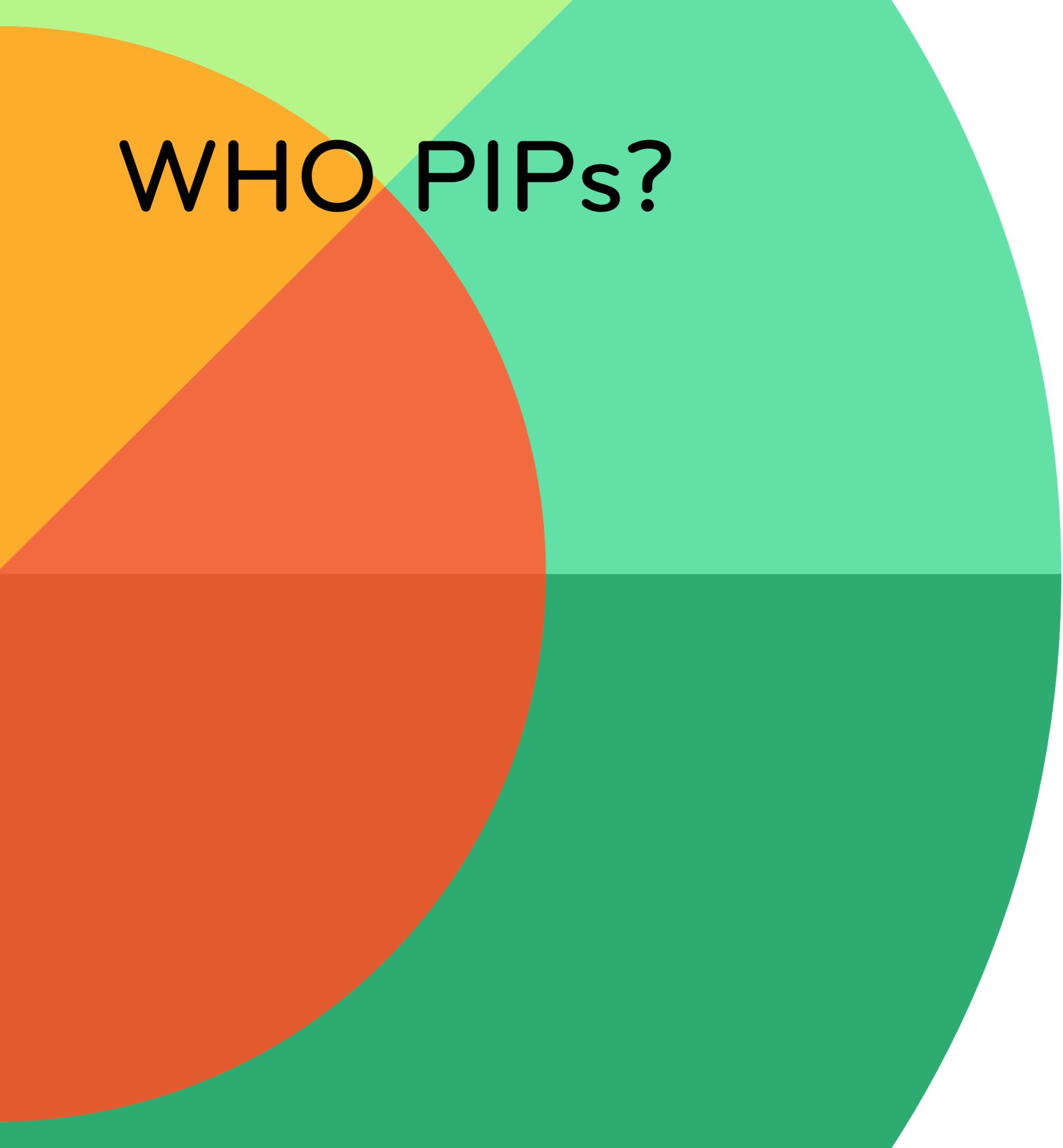
A virtual currency earned and redeemed exclusively for verifiable daily life behaviors that benefit the planet, community and personal health





PIPs Rewards is an app

Using best-in-class smart tech, games and rewards, **PIPs Rewards** app steers people towards and prompts them to make better, more responsible everyday choices.



WHO PIPs?

Impact generation

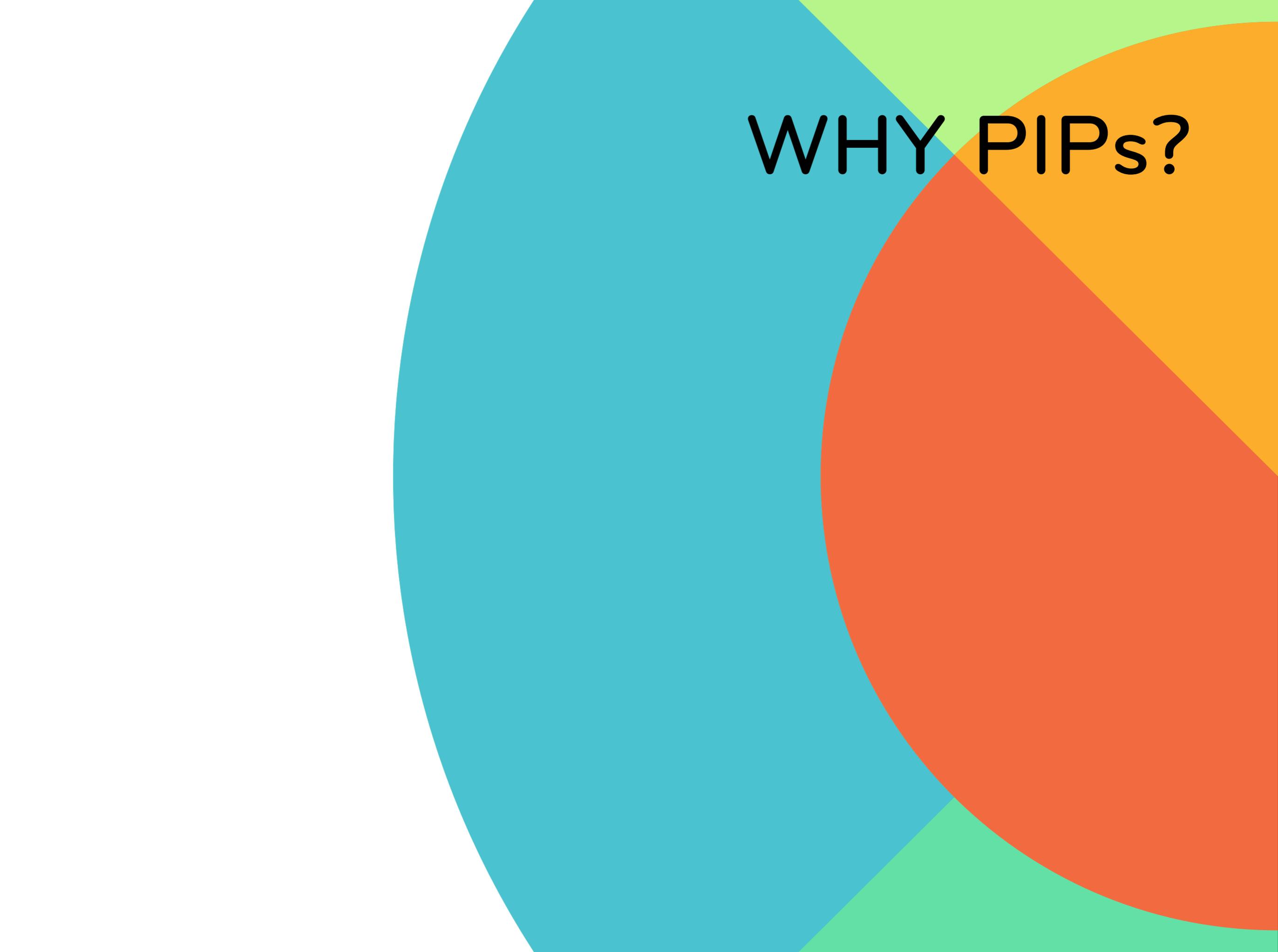
- ▶ 85% of consumers have a more positive image of a product when company supports a cause they care about
- ▶ 278 million people in the U.S. want to know what a company is doing to benefit a cause
- ▶ 89% of millennials (\$1T in buying power) are more loyal to companies who support social issues America's
- ▶ 80mm millennials prioritize impact in buying decisions



Engagement partners

- Beneficial and responsible brands across multiple verticals eager to attract, lift engagement and increase loyalty among health-minded, experience-seeking "impact" consumers
- Entities (employers, universities, cities, NGOs, etc) looking for proven tools for motivating positive impact choices among target constituents

Health/wellness
Impact brands
Food
Sharing
Service
Energy
Water
Transport
Hospitality
Experience
Travel



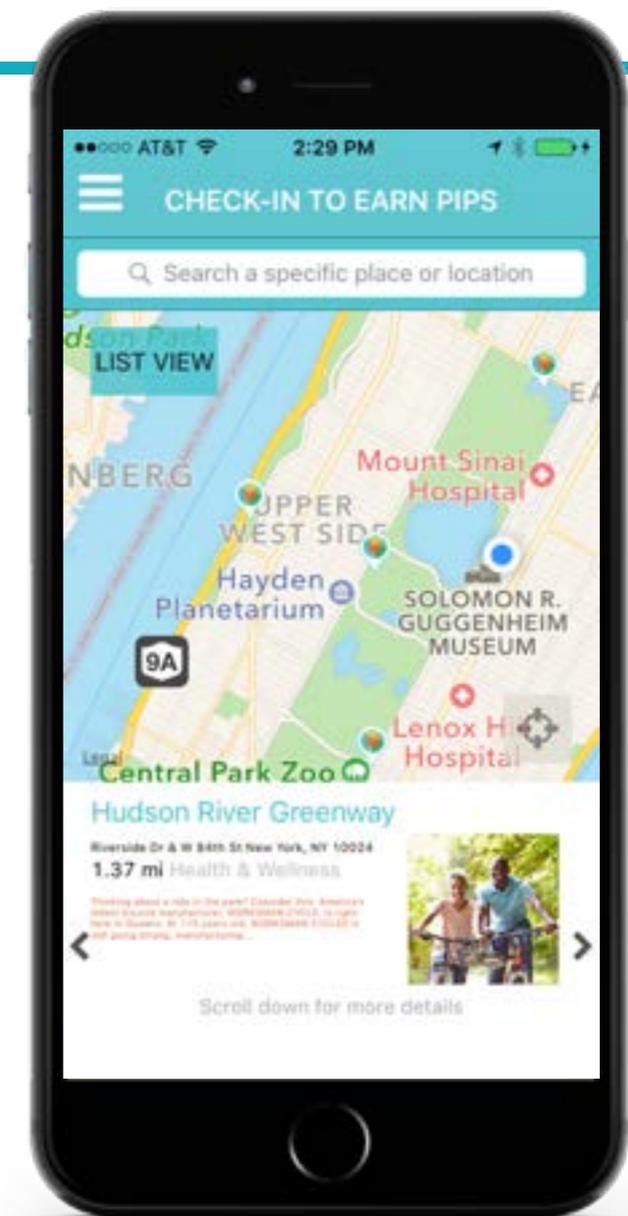
WHY PIPs?



PIPs puts the world of good in your hands

With the PIPs app, users can:

- ▶ **Discover** responsibly made products & valued services in their community and online
- ▶ **Earn** PIPs at select locations & rewardable moments
- ▶ **Redeem, Donate** and **Gift** PIPs
- ▶ **Compete** for PIPs & prizes





PIPs is the place to be for beneficial brands

PIPs mobile is the simplest, smartest
location/behavior based marketing
app for local businesses and
beneficial brands eager to:

Connect their brand with beneficial
behaviors

Attract health-minded, experience-
seeking, "impact" customers

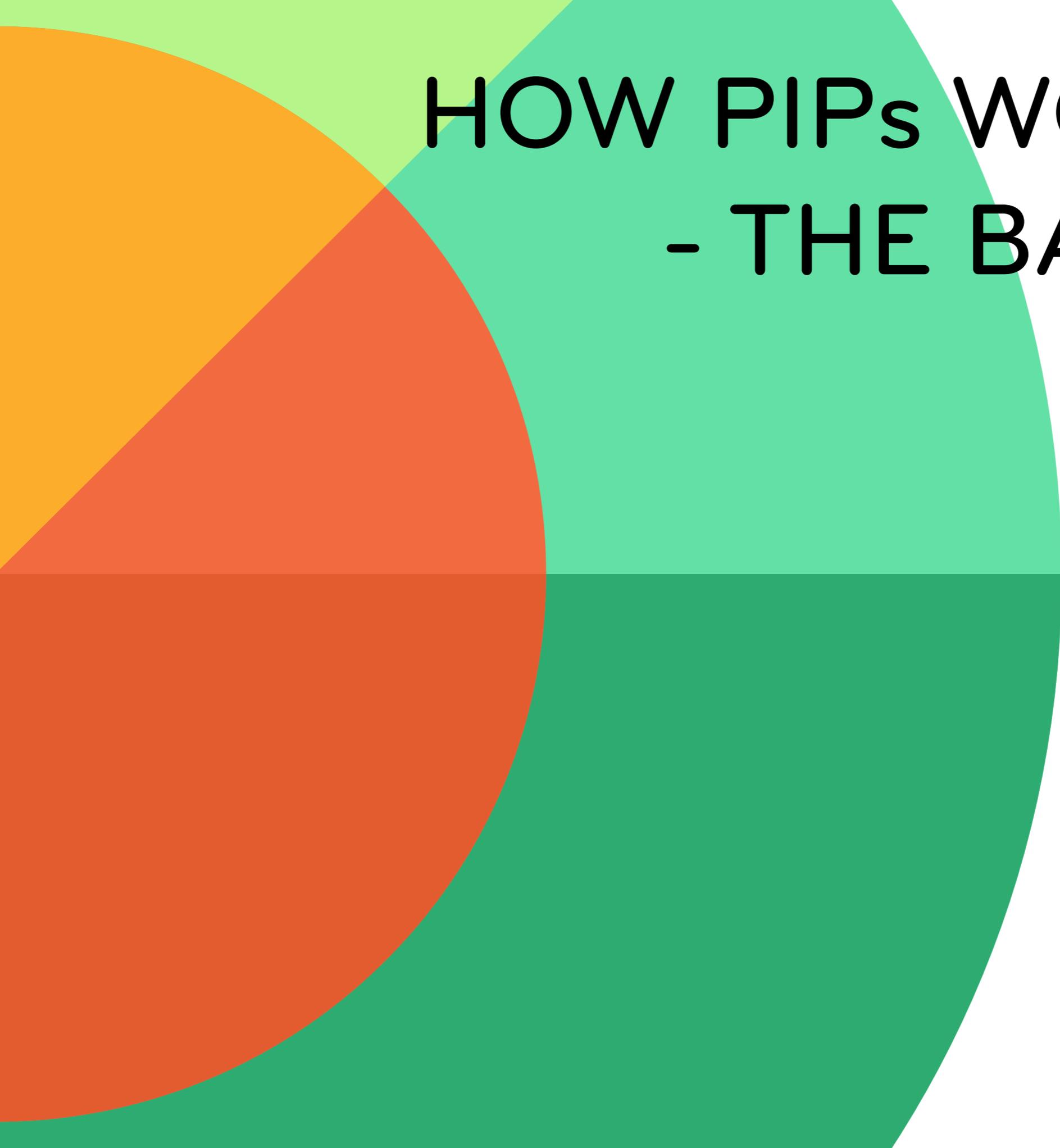
Lift spending among this valued
market segment

Increase loyalty, reduce churn

89% of
millennials (\$1T in
buying power) more
loyal to companies
who support social
issues

Customer
spending is 46%
higher with companies
offering rewards
programs



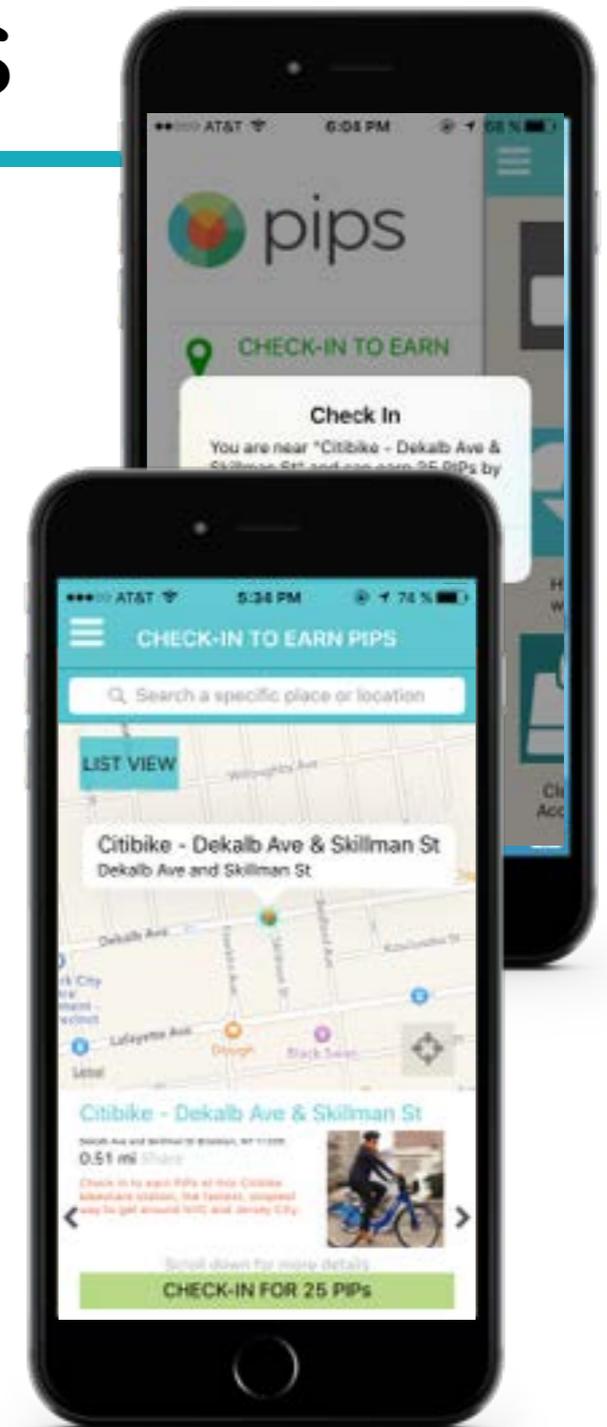


HOW PIPs WORKS - THE BASICS



#1 Rewardable moments

- ▶ **Action pathway** - Functioning like a Foursquare + Groupon + Kiip but for good, PIPs mobile uses place- and action-triggered "Check Ins" (e.g., in parks, at farmers markets, at metro stops, near partner shops, etc) coupled with surprise & delight, story-telling and coupons to drive engagement with beneficial brands
- ▶ **Partners** - Local/regional vendors/service providers (i.e., farm to table eateries, bikeshare programs, repair shops, recycling/reuse co.s, health/wellness centers, inns/hotels, eco-tourism, etc) plus beneficial brands
- ▶ **Impact** - healthier choices recognized/reinforced





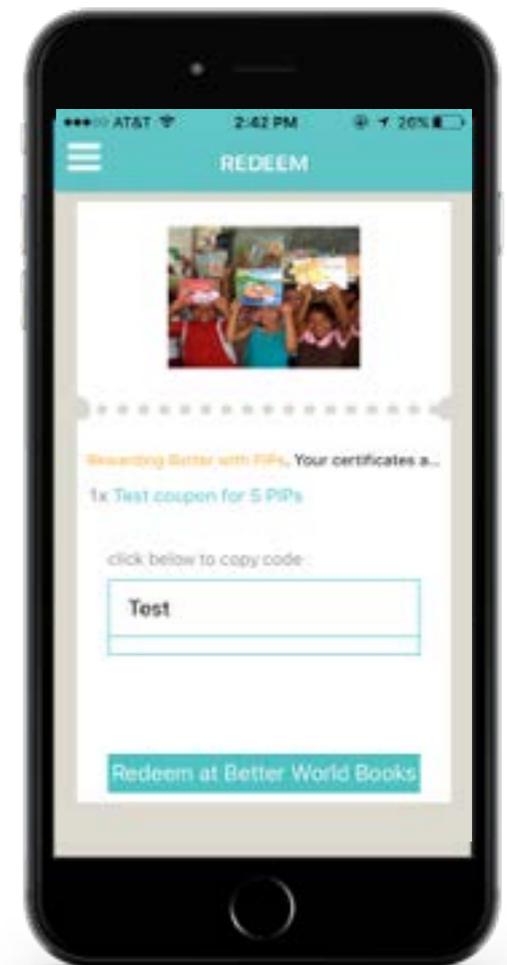
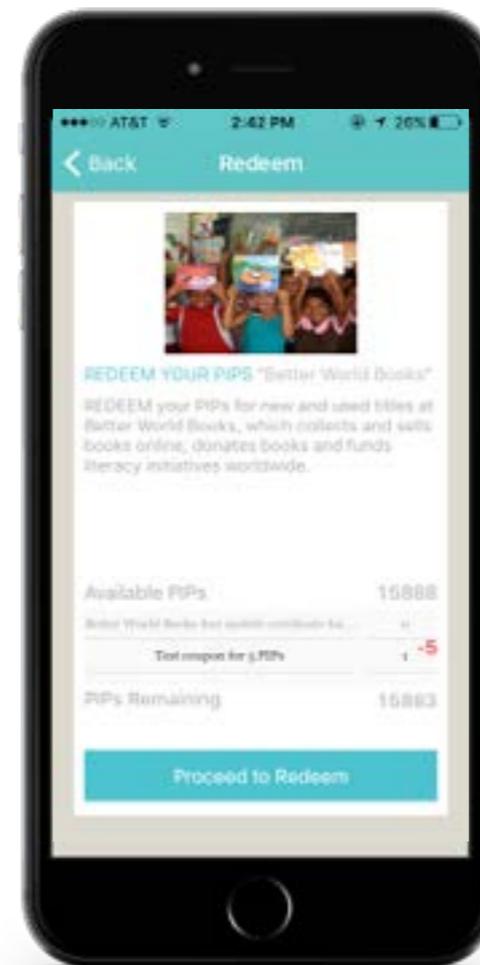
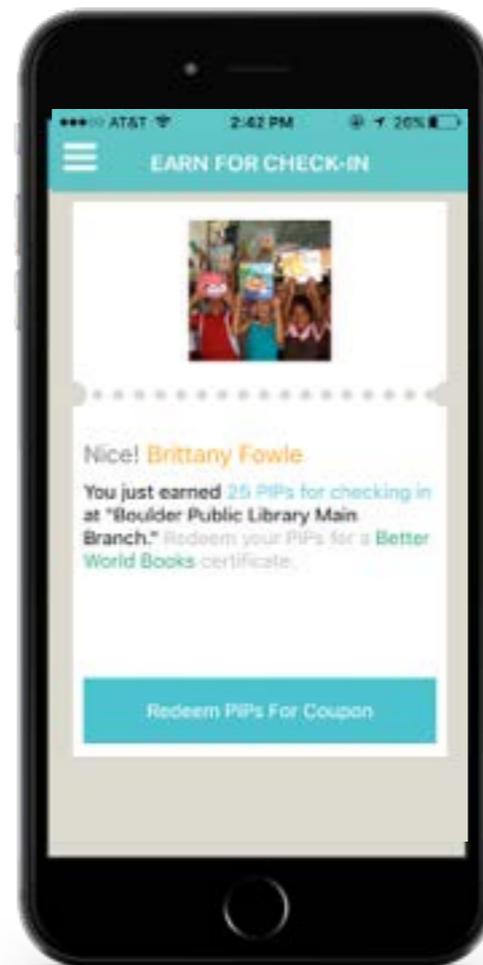
Discovery -> Action -> Impact

Check In

Earn

Learn

Coupon





PIP'n up in Boulder

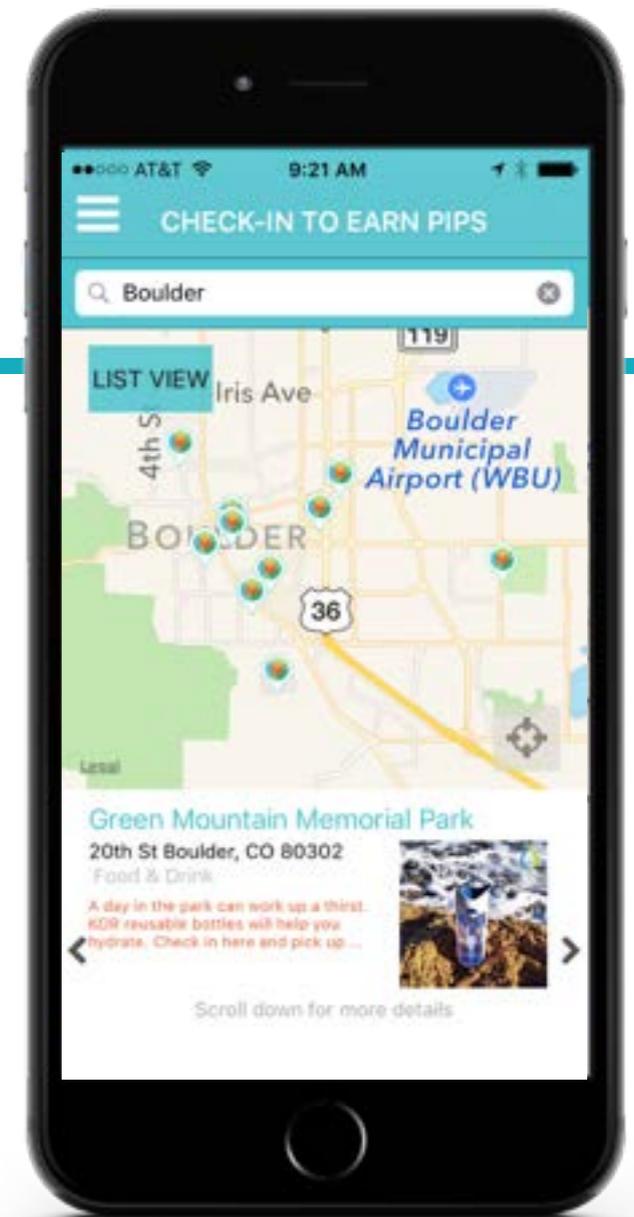
Hop off the bus, get pinged "Earn PIPs checking in here" & use those PIPs for coupon to bike share program near by (coming soon).

Pass by CU's LEED Certified athletic facility and get pinged to check in. Discover the building was designed with energy and water saving features, etc, and that you can reduce your personal footprint by exchanging PIPs for a coupon to Climate Store, loaded with footprint-reducing products for your home and office.

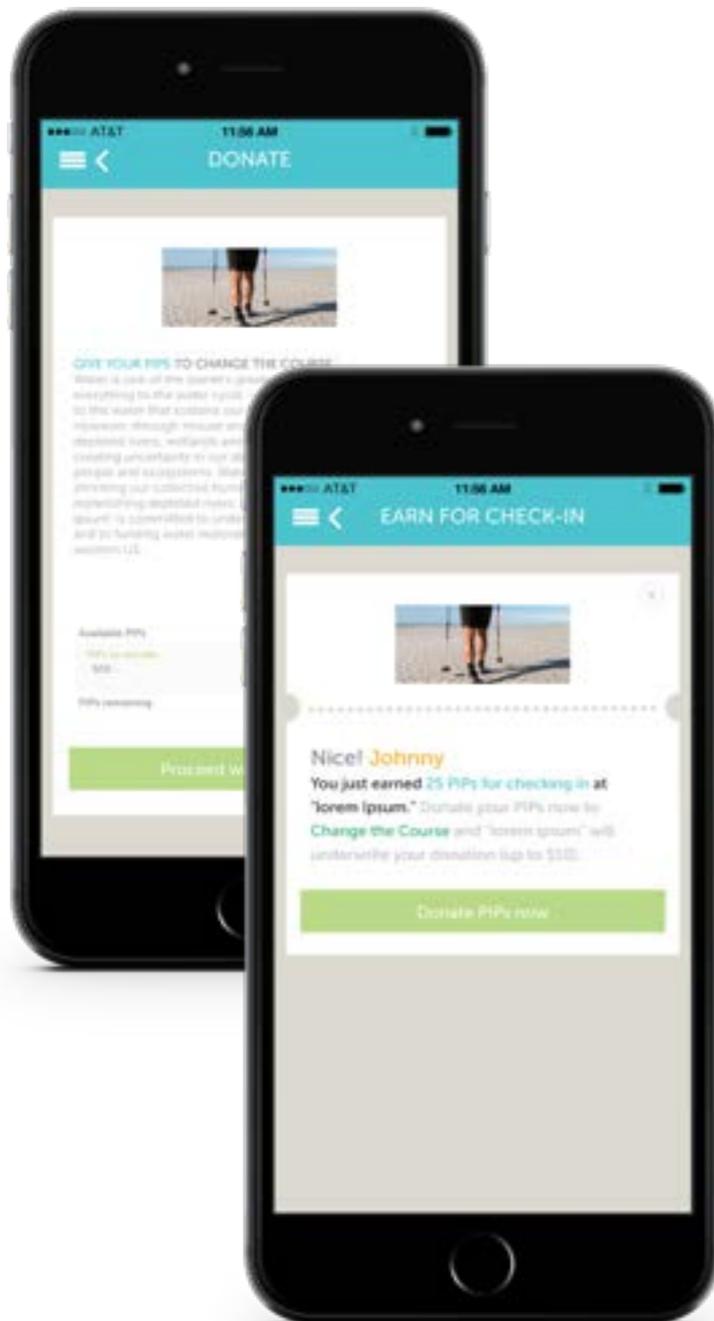
Check in at a yoga studio to discover the benefits of yoga and get a coupon usable for a yoga class (coming soon).

Pass by a repair shop, get pinged "Check in here." It explains that rather than buy new, you should repair those shoes or fix that computer bag strap. Then it explains that when you check in you'll get a coupon to the shop.

Near the CU Boulder Museum of Natural History, you're prompted to explore the world of science and nature, then to pack your bag with 'good gear' from Cotopaxi, a Certified B Corp that makes outdoor gear, leads adventures and makes grants to poverty alleviation initiatives around the world.



2 Check in for charity



- ▶ **Action pathway** - Same as #1, but instead of a coupon offer, user is invited to donate their PIPs to a cause
- ▶ **Partners** - cause-marketing brands, NGOs
- ▶ **Impact** - Increase loyalty among sponsoring brands; increased awareness and support for cause



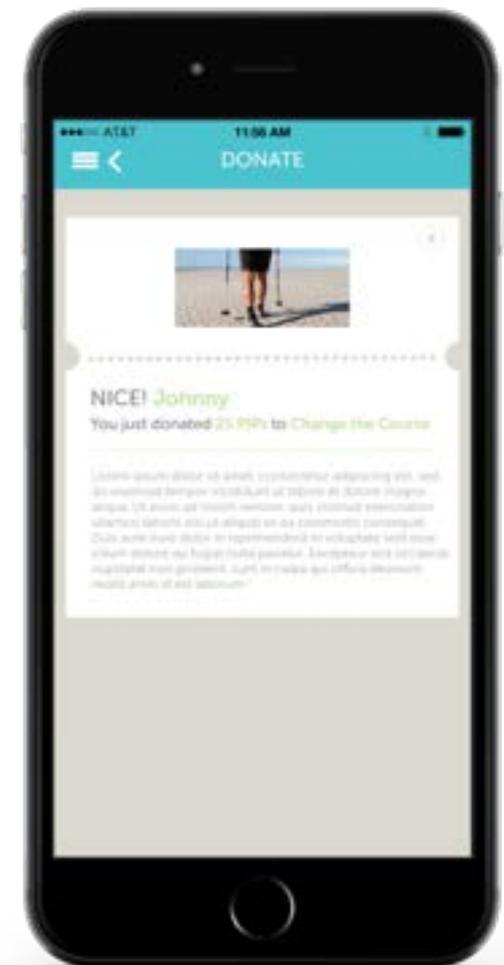
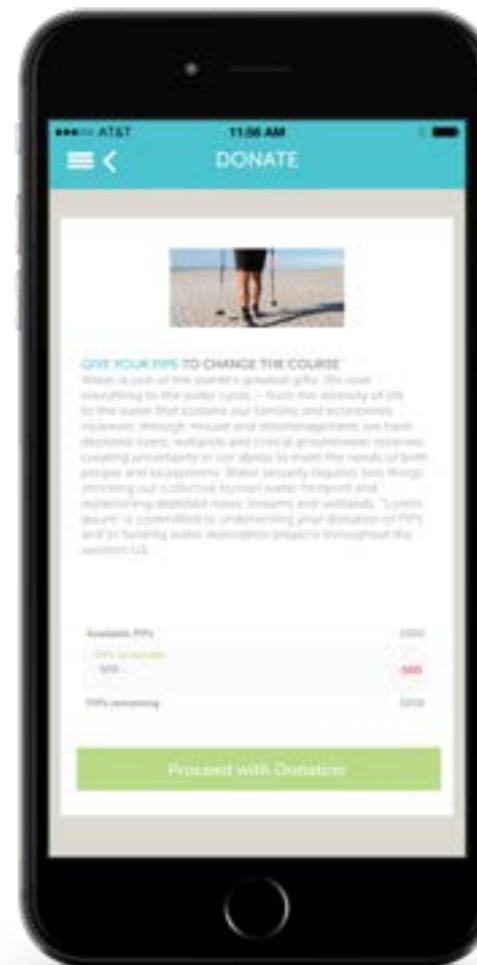
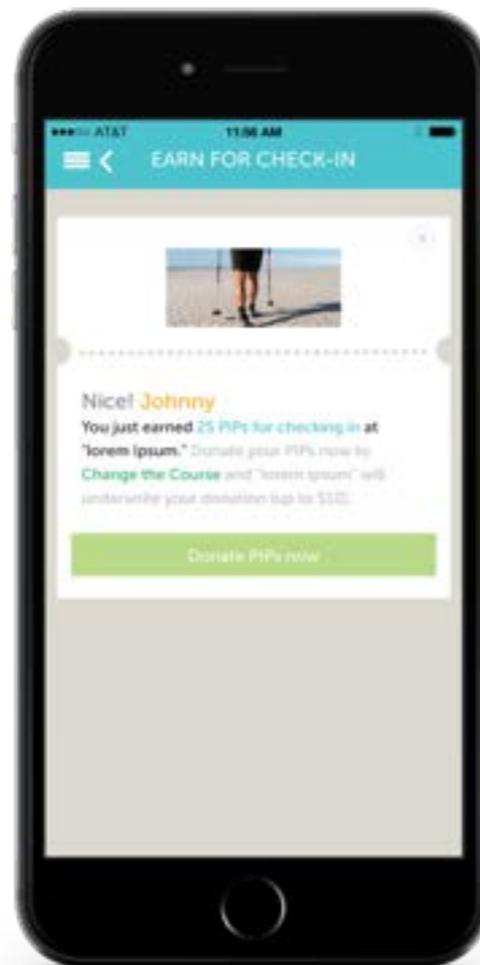
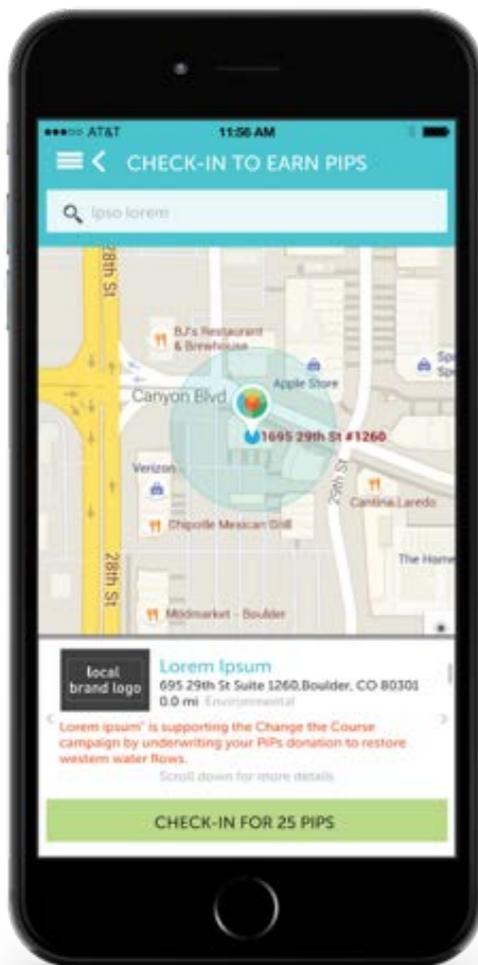
Discovery -> Action -> Impact

Check In

Earn

Learn

Donate



Possible campaign - Water for the West

- ▶ **To build awareness**, particularly among college communities, about water resource issues in American West
- ▶ **To generate support** for Change the Course, a national water restoration initiative
- ▶ **To motivate** behaviors that conserve water





#3 Other app features

With PIPs app, users also can:

- ▶ **Earn** PIPs making 100s of positive impact choices online
- ▶ **Redeem** PIPs for dozens of beneficial products and services
- ▶ **Donate** PIPs to a favorite charity
- ▶ **Gift** PIPs for acts of kindness (to thank one's team for a day of community service or a friend for helping out in a pinch)
- ▶ **Earn more** PIPs answering trivia questions correctly





Focus group questions

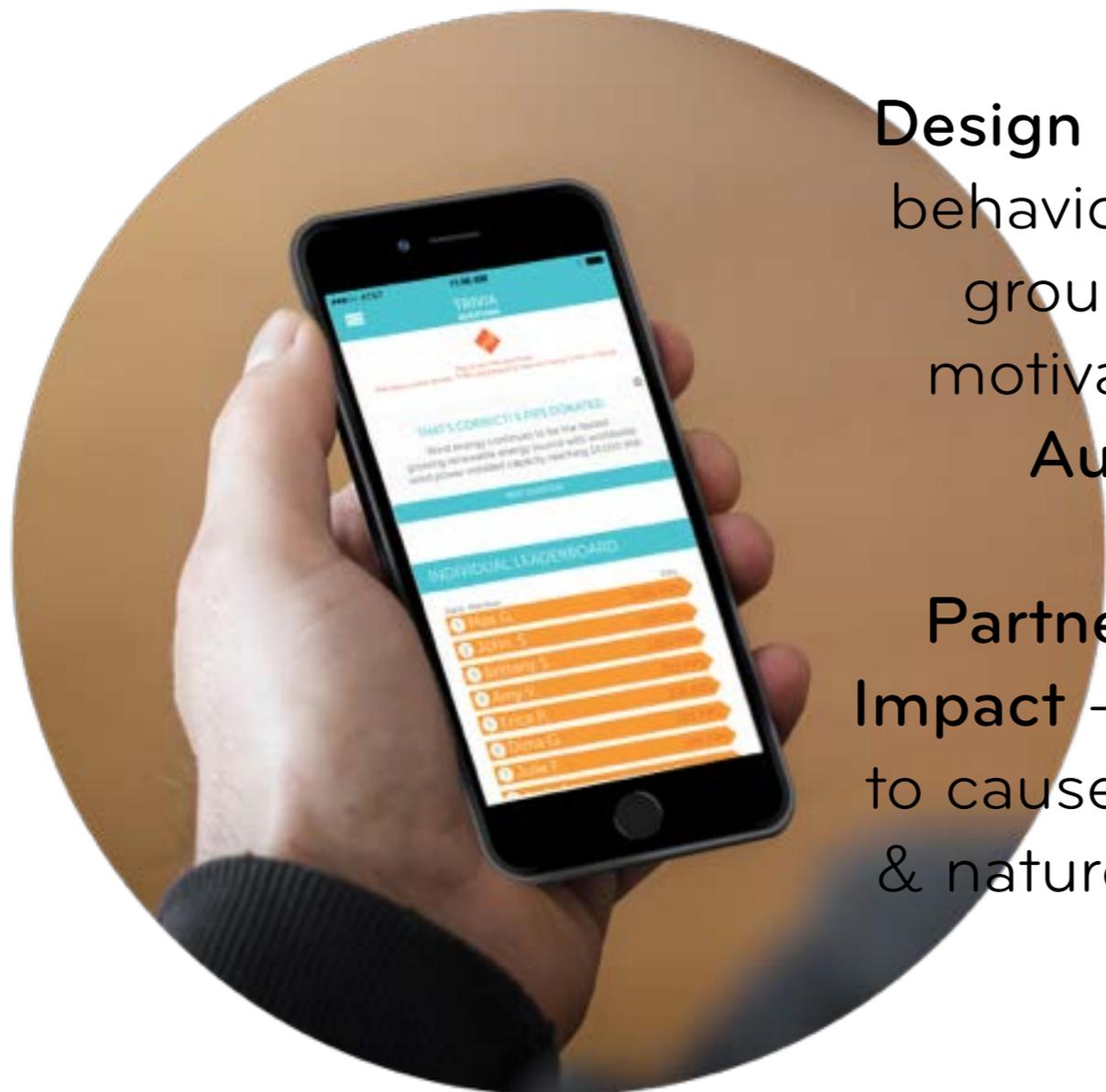
- ▶ What do you like/not like about the PIPs app?
- ▶ Would you download it?
- ▶ Would a cause-marketing campaign like W4W that used the PIPs platform hook you?
- ▶ Would a competition between university towns drive up your engagement? (See next set of slides)
- ▶ What partnerships (local merchants, national brands) would add/take away value? (Should explain that some merchants could participate by offering discounts on water-saving products or services - meatless menu items, landscaping services, water efficient appliances, water meters, etc, while other brands may participate by underwriting the PIPs donated).
- ▶ What other causes might you see engaging you and your friends?
- ▶ ...



HOW IT WORKS - GAMES



Amp up giving with games



Design strategy - uses PIPs trivia game plus behavioral hacks (leaderboards, individual & group competition, rewards, prizes etc) to motivate players; duration TBD by partners

Audiences - fans, students, employees, members, etc

Partners - cause-marketing brands; NGOs

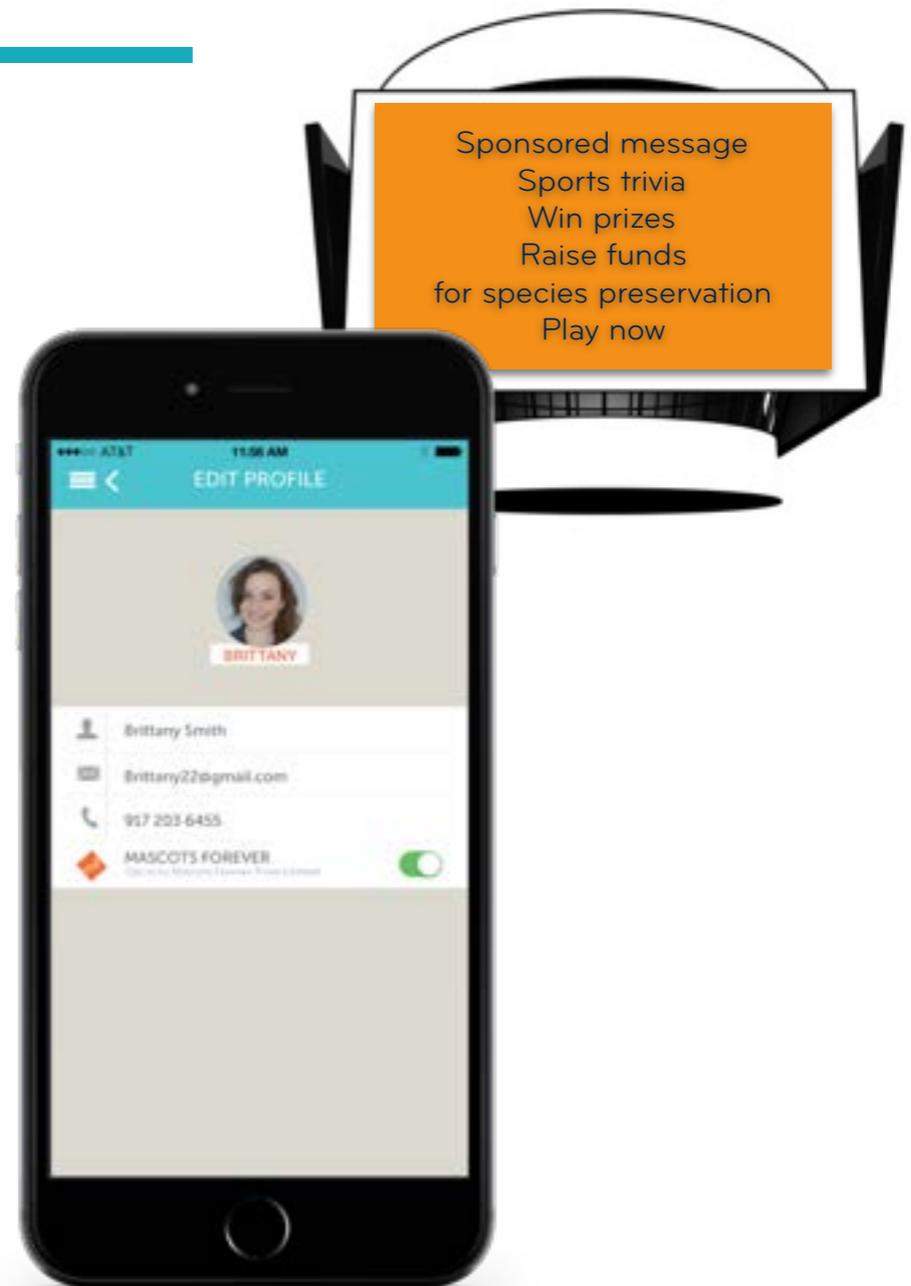
Impact - correct answers generate donations to cause; trivia increases knowledge (science & nature, STEM, history, pop-culture, cause-specific, etc)



Players “get ready, set...”

Fans (at home and in venue), students, employees, etc:

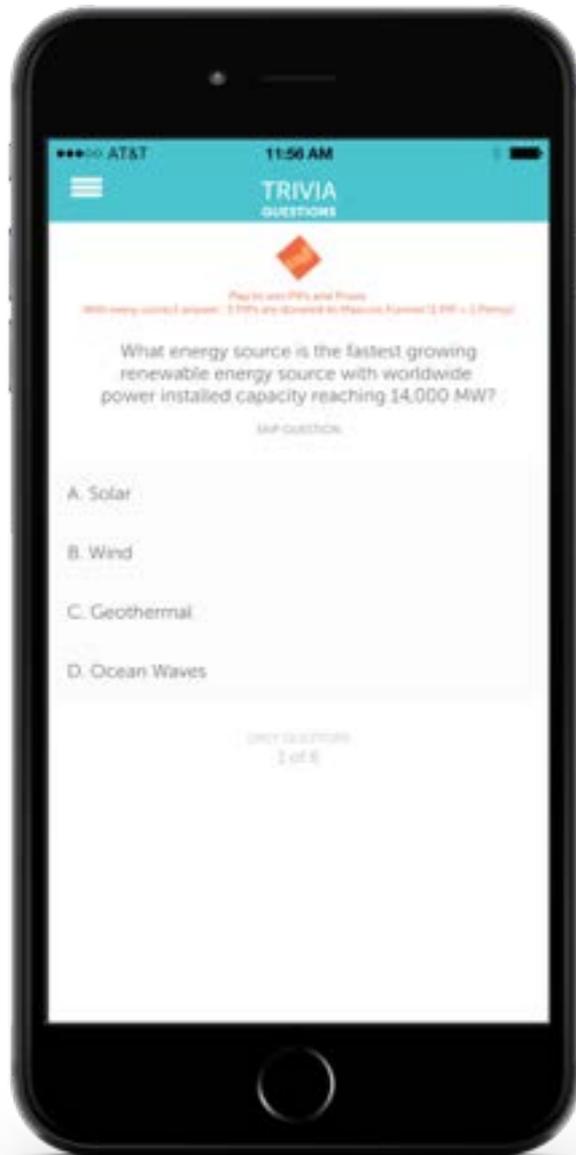
- ▶ Are prompted (via multiple media channels) to play
- ▶ Download the FREE app
- ▶ Sign up and opt in to play





"...and go!"

Players shown trivia questions



Correct answers generate donations



Players prompted with new question





Competition drives engagement



Inter-group competition

The PIPs 'gamified' platform makes it easy to amp up the fun and the impact by engaging multiple groups (schools, dorms, departments, fans, etc).

Ex. Check in for Charity (W4W) - university towns vie for most check ins, most dollars donated, most impact, etc

Ex. Amp up Giving with Games (trivia contest) - schools vie for most correct answers, most dollars donated, most impact, etc



Leaderboards, messaging, prizes drive up engagement.

Possible campaign - Mascots Forever

- ▶ To drive awareness and engagement among sports fans everywhere around the urgent threat posed to at-risk species
- ▶ To generate revenue for Global Forever Fund

More than 60% of animals that serve as sports mascots are endangered in the wild





Focus group questions

- ▶ Would students be attracted to a trivia game that generated donations to a cause? Gauge their interest in various causes, including Mascots Forever?
- ▶ What kind of questions would most engage them?
- ▶ Would a competition between universities drive up engagement?
- ▶ When would they be most likely to play?
- ▶ What sponsors (local merchants, national brands) would add/take away value?
- ▶ What other causes might interest them?
- ▶ Would they download the app to play the game knowing nothing about PIPs but that it was the game platform?



About PIPs

Positive Impact Points/PIPs is a 'social good currency' created by 3P Partners, a Certified B Corp. PIPs award-winning mobile engagement platform leverages the power of smart tech, games and rewards to nudge people to make better, healthier, more responsible everyday choices. Using the latest in location-based and behavior-tracking technology, PIPs mobile app makes it easy and fun for local and responsible businesses to attract, lift spending and increase loyalty among today's "impact" shopper. The app works equally well as a cause-marketing platform and also features a number of games and challenges that are ideal for groups. PIPs redemption catalog boasts hundreds of beneficial products, services and experiences as well as donation opportunities.

In 2015, PIPs piloted its Fitness Challenge (described here: http://www.huffingtonpost.com/wendy-gordon/mash-up-of-tech-games-and_b_8408242.html) that combined fitness tracking, loss aversion and other behavioral hacks to turn workplace fitness into fun...AND improve daily physical activity by 10% among all participants, 33% among the least active quartile.



WENDY GORDON, CEO
PIPsRewards (in App Store)
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917 754 1617

Summary

Two focus groups were held in April 2016 to determine the appeal of a PIPs-like platform within the community of Boulder, CO and on the University of Colorado campus. Groups lasted two hours each and garnered responses from 17 total participants, 59% of which were female. Five out of 17 participants indicated environmental studies as either their primary or secondary area of study, the rest were a good representation of the school's academic offerings. Participants' mean age was 20 years old, but this was slightly skewed up due to fourth and fifth year students. Sixty-five percent of participants reported they were upperclassmen (junior or higher). When asked how involved they currently are in campus life, participants rated themselves fairly high with an average ranking of 3.7 on a scale of five, five being most involved. See appendix A for a full breakdown of the participant profile.

This report details key take-aways brought to light by the focus groups. Examples of such insights include: One, a sense of community is important to college students and peer-to-peer is the best way to get someone to download the app. Second best is the argument that you can get rewarded for things you already do. A customizable platform and discreet friend groups will make the platform personalized to the user and easier to manage. Students were also very helpful in generating ideas for app functionalities that would make it both beneficial and easy for them to use. Whether or not competition will be a help or a hindrance is still questionable, but there is optimism that it can be used in a positive way.

Values

Students were instructed to choose their top four core values out of a general list of 50 values. The top value was happiness with seven out of 17 possible selections (41%). The second most popular core value was respect with six out of 17 possible selections (35%). See appendix B for a breakdown of all core value selections.

Next, students were asked to think about what they value most in regards to their time at CU. They were instructed to choose three out of 18 possible school-related values. The top value was education with 12 out of 17 possible selections (71%). The second most popular school-related value was a tie between community and new experiences, both received seven out of 17 possible selections (41%). Competition received zero selections. See appendix C for a breakdown of all school-related value selections.

Student Impression

When asked to rate the PIPs platform overall, on a scale of 1 to 10 where ten is the highest, the average ranking was 6.9 (median and mode were both a 7). Getting the app as a freshman scored slightly higher with an average ranking of 7.9 (median 9 and mode split at 7 and 10). See appendix D for ranking breakdown.

Things that students **liked** about the app are:

- Incentives to check in places, particularly food rewards.
 - There are tons of apps for this, need one that gives grocery rewards.
 - Can get points for things on campus and then rewards for use in the community (and vice versa).
- Information that is made available by the app.
 - Getting to know the area
 - Tying into community—being connected—aware of what’s around you.
 - Learning about locations; the history of a place
 - Might use it more of a Yelp when looking for a place to go; not necessarily for a rating or review, but as a list of socially conscious/sustainable places
 - Event notices
 - Like Snapchat, like the potential for a live update of what’s going on
- Doing good.
 - Donating to worthwhile causes was very well received in the first focus group, but not so much in the second.
 - Like the option of being able to donate PIPs instead of money, this is good for those without a lot of extra cash to donate.

Things that students **disliked** or would not want the app to do are:

- Advertisements
 - These would put people off, particularly if from a non PIPs-worthy company
- Functionality
 - I hate logging in with FB
 - It keeps taking me to website—that needs to be optional.
 - Need to be able to adjust notifications frequency.
 - It should not have a status update feature
- Don’t want it to be a required download
- Loss aversion
 - Overall dislike of the idea
 - Some students said it might good if you can set up your own motivators/goals, maybe it gives suggestions on what you could do instead.

The idea of **competition** evoked mixed reactions from participants. If there is a competition-based aspect, this is best done in a CU-specific platform. For example, this is where something like the CSU-CU rivalry could be leveraged. PIPs based on shopping behaviours is a turn-off for competition, students said: “I don’t care where you shop”. It’d be better to make actions like using the Rec center, eating right, and composting the source of competition. Also, a way of holding friends accountable versus competing against them might be a better tactic.

Things that students were **concerned** about in regards to the app are:

- Notifications and emails

- They don't like getting too much communication from apps on their phone. It is annoying. This needs to be able to be turned on or off, but would be best if it never overwhelmed with notifications in the first place. One notification per day is the maximum.
- Data usage
- CU vs. Boulder
 - Don't want it to be just a CU app
 - Too many events that are not relevant to student would overwhelm - this is where being able to specify preferences would help.
- Usability
 - See dislikes above
 - Tutorial is helpful
 - The app needs to be constantly refreshed so as to not become something that is used for just a week
- What makes something PIPs worthy? Who decides what's good?
- Convenience is key.
 - "Love companies that do something for society; however, I am not going to drive out of my way to get local coffee when Starbucks is on the corner. Not going to make extra effort."

The Hook

When asked on a scale of one to five how likely they are to use a platform like this, students rated 3.4, five being most likely. When asked how frequently they saw themselves using something like this, students averaged 3.1 out of five. See appendix E for the full breakdown of these questions' results.

Qualitative responses revealed four possible areas that would encourage a person to download, the most effective of which is alignment with current habits. Short-term competitions could be a useful way of getting users, but not the only way as some are not motivated by competition at all. The app would then need to address other student needs in order to encourage continued use after the competition is over. Incentives and the information-delivery aspects are also possible things that would get students to download the app.

- Rewarding existing behaviors
 - Bus ride rewards
 - Keep them hooked by introducing new opportunities that align with their interests
- Competition
 - CU-CSU rivalries
 - Rec Center competitions against other Pac-12 schools
 - Greek life competitions vs other houses/sororities. Points for everything you do on greek week. Can drive points.
 - Competitions where you can see your standing in real time.

- Bet your points on who does the most for the day.
- Incentives
 - Free snack
 - A lot of people are using it, so there is the feeling that “I need to know about it.”
- Information
 - Learning more about companies (more relevant for people that are already dialed in and looking to know more.)
 - Ratings of products/services for environmental/social characteristics. Rating scale would include things like:
 - How far it travelled.
 - Economics from where it came from.
 - Environmental impacts.
 - Fair trade.
 - Labor practices.
 - Food: what’s in season? Sustainably sourced.

Campus Application

A second goal of the focus groups was to determine how a PIPs platform would specifically affect student life and a student’s contentedness with their time at CU. It is recognized that the app has some potential to help improve student retention, so its application and usefulness to students -particularly as freshmen- was given extra attention.

When asked how likely it is that a CU-PIPs platform would improve the campus experience, students said 3.25, five being most likely. When asked how likely it is that this platform would increase participation in campus events, students said 3.7, five being most likely. See appendix F for the full breakdown of these results.

The following were identified as “**student needs**” and should definitely be addressed by any platform that is rolled out:

- Incentives
 - Food!
- Ease-of-Use
 - Low maintenance—automatically checks in for you
 - Settings control what you see
 - Navigation categories need to be more geared for student life. These buckets would be things like: work category, study spots, learning, exercise, social, sleep, clubs/involvement, food
 - It needs to be part of my daily habits in order to use it often, a competition would not get me to start using it.
- Community
 - It would be cool to have friends doing it with me. Need to know that others are doing it.

- Advices good companies, activities, and services

Students came up with the following **potential uses and ideas** for a PIPs platform that should be considered for inclusion into the app as they would make the app most relevant for the target audience:

- Customization
 - Like Pinterest, check off interests and then it only shows you those things
 - Things categorized in student-specific buckets, ie: work, study, social, food, exercise
- Community
 - An invite feature that if you are going to do something you can ping friends
 - Broadcast I am going to do something and meet new people, etc.
- Get PIPs for:
 - Using campus resources, visiting offices
 - Compost, bottle filler, etc
- Redeem PIPs for things on campus:
 - Dining hall
 - Text books
 - School supplies
 - Rec center classes
- Activities
 - Passport of things to do/places to go around town (or on campus)
 - A CU craigslist to reuse stuff
 - Link to bus pass
 - Competition, ie. across schools, greek life, dorm halls
 - Lose PIPs for being in Taco Bell-like places

Value Propositions

Students were asked to rank value propositions from 1 to 3.

56% of participants marked “Fostering ties with the local economy, beneficial brands” as the most preferred value offered by the app. Although this is not an overwhelming majority, compared to the ranking of the other two values, this is the clear #1.

75% of participants marked “Recognizing and rewarding participation, engagement, action, etc” as the 2nd preferred value offered by the app. 81% of participants marked “Allowing users to “pay it forward” with PIPs for acts of kindness (helping a friend, volunteering, etc)” as the least preferred value offered by the app. See appendix G for the complete ranking breakdown.

Key Take-Aways

As the concept was originally cast, participant reception was lukewarm. The two hours felt like a two-hour time period to talk them into it and this was slightly more than mildly effective. In the real world, we won't have any facetime to talk someone into downloading and using.

Students suggest various amenities and functionalities to make the app more attractive and useful. See "potential uses and ideas section". Things need to be organized with the ability to narrow and customize what is presented to each person.

Once downloaded, use of the app will have a shelf life. Before roll out, will need to have a month-by-month plan for frequency of notifications, activities, and incentives. Students will need to be prompted with some sort of increased value in order to stay engaged, but not too much where it becomes annoying. To do this, the platform will need to be dynamic so as to seem new and improved and promote use outside of friend groups.

Friend groups, however, are key to adoption. Users need to be able to create their own affinity group (connection/community value) and invite others to join. If someone can get rewarded for something they are already doing, then they are more likely to start using the app. Actions and uses can then grow incrementally from that via competitions, prompts, activities, etc.

The PIPs "rating system" needs to be clearly defined. Many people are concerned with what makes something PIPs-worthy. Information about what the criteria is and who is making the decisions should be stated somewhere. Examples of "rating system": if something meets all thresholds in a certain set of categories, score on a scale or report card, red/green/yellow, etc.

Theme of the day(s):
Eat good, do good! Do good, eat good!

Follow-up

Next, the concept should be tested on incoming freshmen and/or graduating high school seniors to gauge their desires.

Example questions: Should things link to facebook? Are incoming freshmen burned out on brands? Do they want unique things or convenient things like Starbucks? What are their demands? CSR expectations?

Appendix

Appendix A.

Participant Profile

Total - 17

Year in School

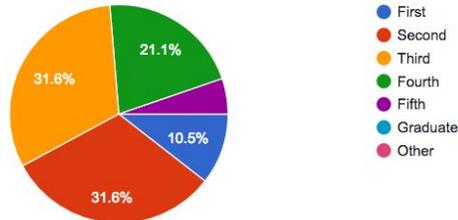
Freshmen - 2

Sophomore - 4

Junior - 6

Senior - 4

Fifth year - 1



Age

Mean - 20.29

Median - 20

Mode - 19

Gender

Male - 6

Female - 10

Other - 1

Majors/Areas of Study

Broadcast News

Business

Computer Science

Dance

Ecological Biology

Economics

Electrical Engineering

Environmental Studies

Finance/Accounting

Geography

IAFS/PSCI

International Affairs

Marketing

Operations Management

Political Science

Sociology

S4TS

Involvement

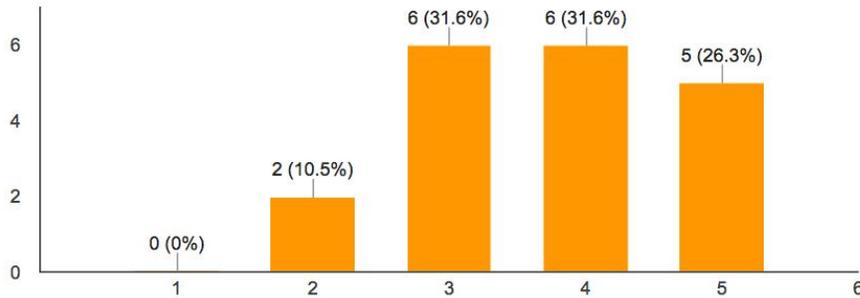
Participants reported fairly high involvement with campus life.

Mean - 3.74

Median - 4

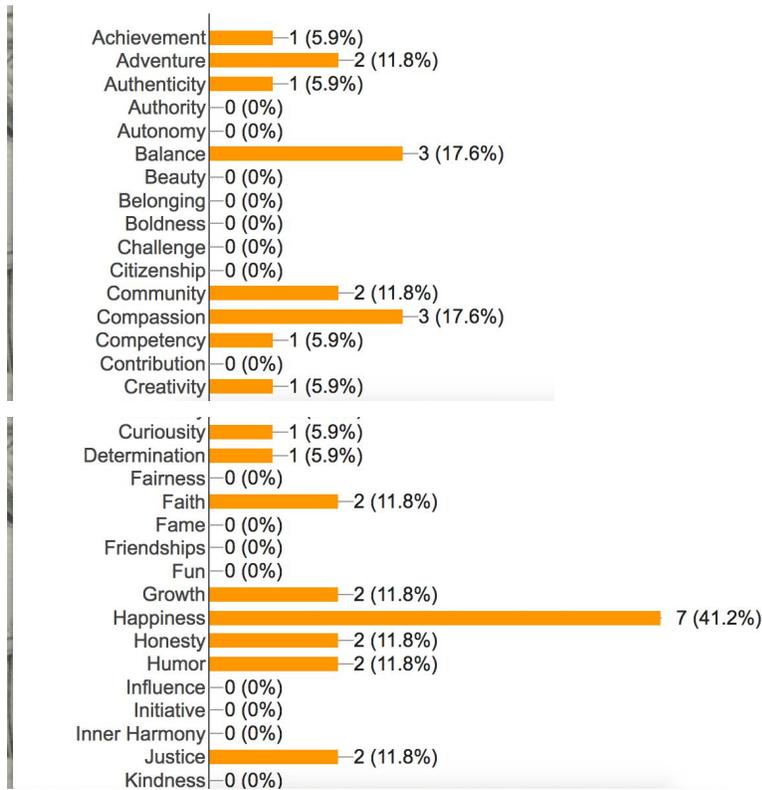
Mode - 3.5

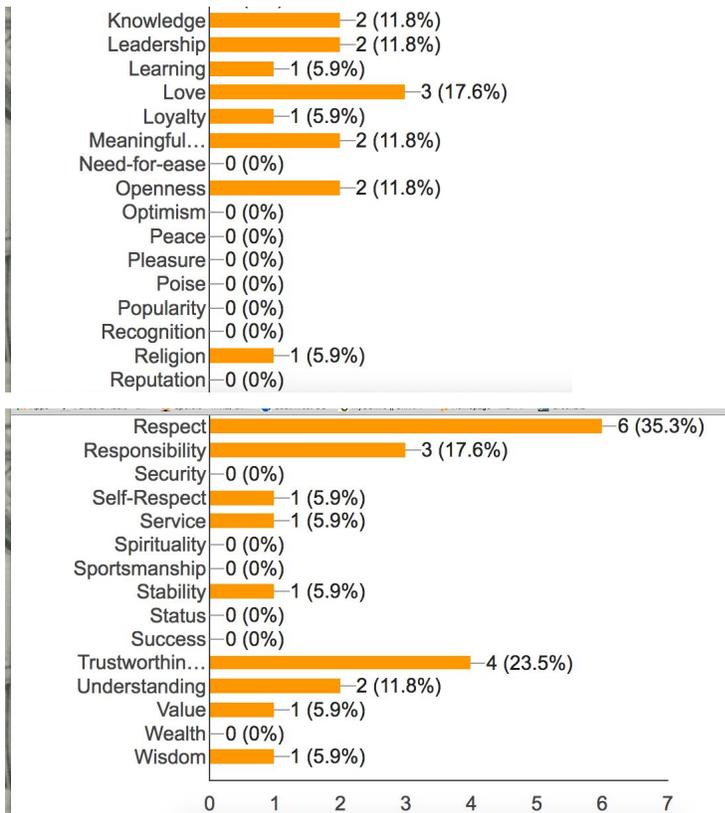
How involved would you say you are with campus life? (19 responses)



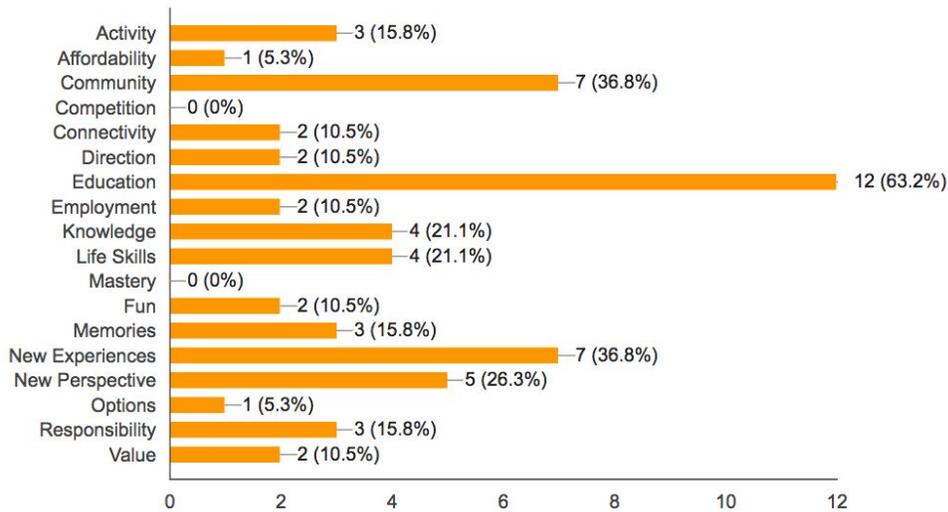
Appendix B.

Core Value Results



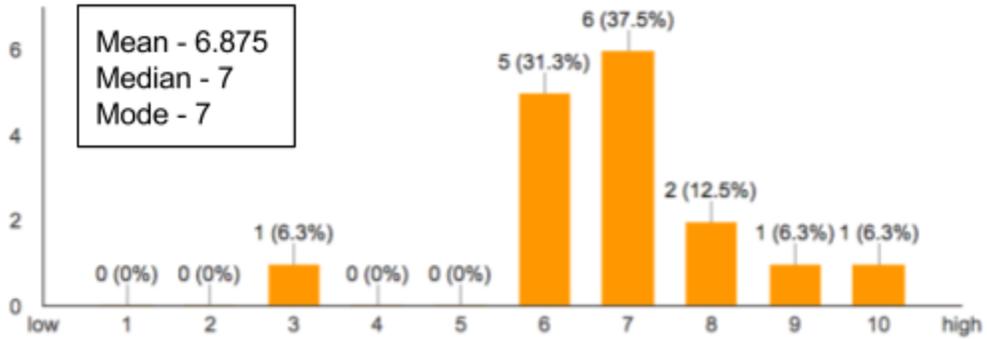


Appendix C.
 School-Related Value Results

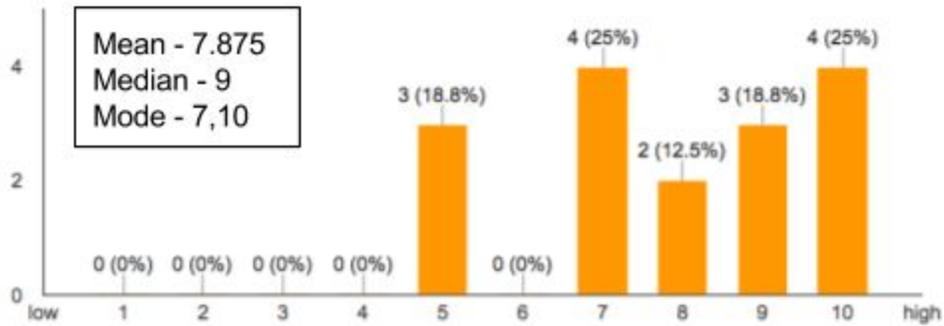


Appendix D
Student Impression

Rate the PIPs platform overall (16 responses)

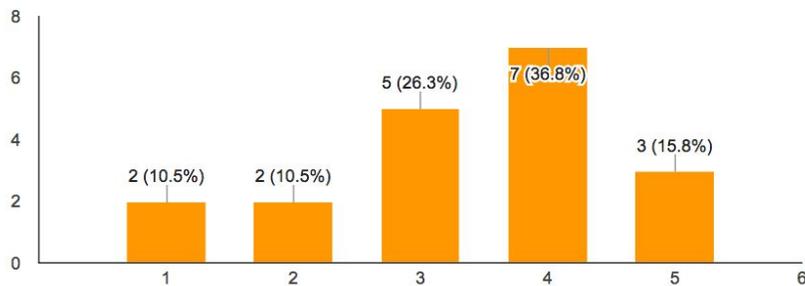


How do you like the idea of getting an app as a freshman? (16 responses)

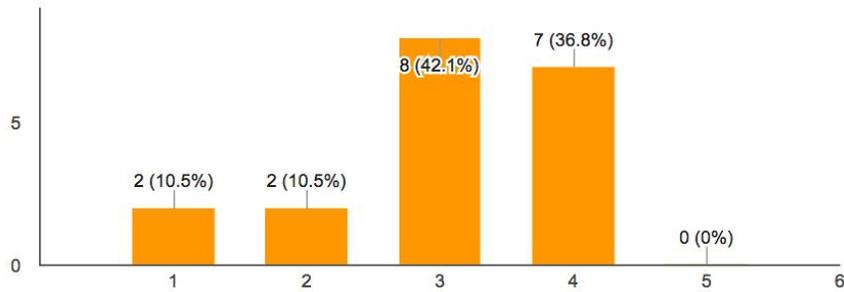


Appendix E
The Hook Results

How likely are you to use a platform like this? (5 is highest) (19 responses)



How frequently do you see yourself using something like this? (19 responses)

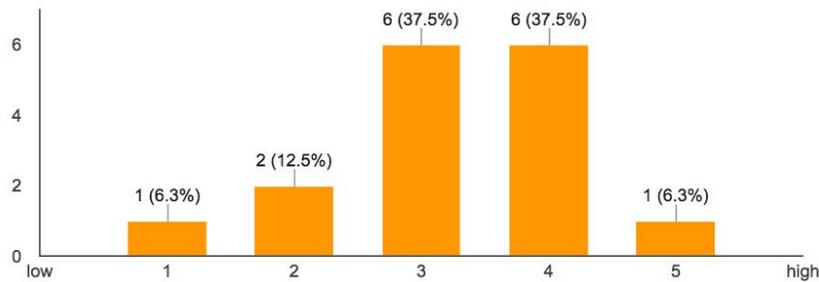


Appendix F

Campus Application Results

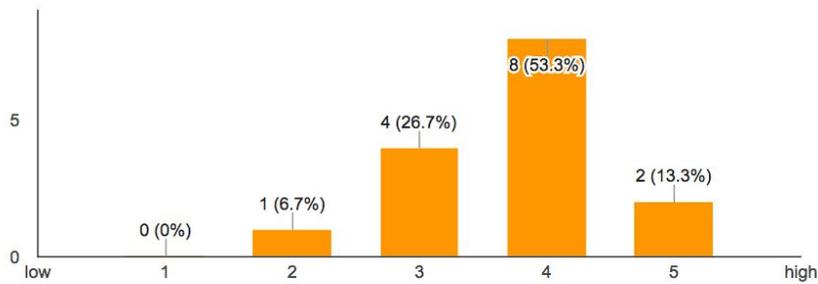
How likely is it that a CU-PIPs platform would improve your campus experience?

(16 responses)



How likely is it that this platform increases your participation in campus events?

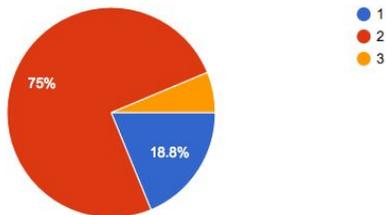
(15 responses)



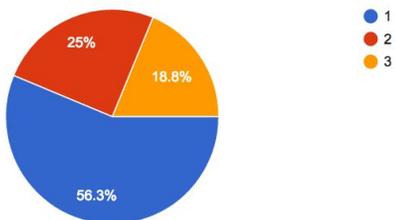
Appendix G Preferred Value Proposition Results

PIPs draws us together as a community by -

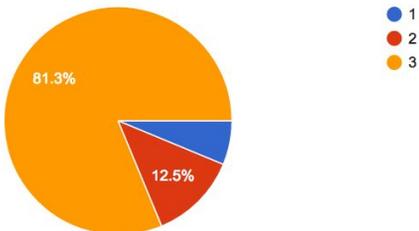
- Recognizing and rewarding participation, engagement, action, etc



- Fostering ties with the local economy, beneficial brands (**PREFERRED VALUE**)



- Allowing users to “pay it forward” with PIPs for acts of kindness (helping a friend, volunteering, etc)

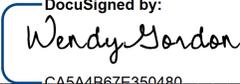


3P Partners Inc. Letter of Intent

This Letter of Intent ("LOI") dated as of February 14, 2017 is by and between 3P Partners, Inc. ("3P") and The Regents of the University of Colorado ("CU"). This LOI serves to outline the terms of an arrangement between 3P and CU pursuant to which the parties can commence development of the *PIPs for Schools* App (the "App"). The basic terms will be as set forth on the Term Sheet attached hereto unless otherwise agreed by the parties. The Parties agree that any services to be provided by 3P in connection with the development of and subscription to use the App (the "Project") will be subject to (i) mutually agreeable documentation (including a CU Purchase Order) and (ii) the appropriation, budgeting and availability of the funds from CU for the Project. For the sake of clarification, financial obligations of CU in connection with the Project are contingent upon funds for that purpose being appropriated, budgeted, and otherwise made available. These funds will be confirmed prior to development work beginning in full and will be validated by the issuance of a CU Purchase Order. The parties further agree that they will continue to discuss the possibility of forming a jointly-owned company to pursue the PIPs for Schools opportunity and they may decide to form such company, but until they so agree, the terms outlined in this LOI will allow them to commence development of the App.

If this Letter of Intent is acceptable to you, please sign in the space provided below and return a copy to me. We look forward to working with you.

3P Partners, Inc.

DocuSigned by:


CA5A4B67E350480...

Name: Wendy Gordon

Title: President

AGREED AND ACCEPTED:

The Regents of the University of Colorado,
on behalf of the University of Colorado - Boulder

DocuSigned by:

FD23CCD2E9FF494...

Name: Sean Myers

Title:

IT Commodity Manager

App	<ul style="list-style-type: none"> ➤ PIPS for Schools App – CU Boulder Version – a PIPS for Schools App that is integrated into the existing robust 3P Partners, Inc. PIPs platform (the “PIPS Platform”) and branded for CU Boulder.
Software Development	<ul style="list-style-type: none"> ➤ Upon receipt of the required approvals, CU contributes a Fixed Fee of \$150K towards the development of the PIPS for Schools App. The PIPS for Schools App is integrated into the existing PIPS Platform and CU Boulder -branded version is created. ➤ Parties to agree on CU branding/customization. ➤ Upon approval, CU make payments as follows: a \$50K payment of the \$150K upon approval of the funds for the Project, the second \$50K payment on May 1, 2017 and the third \$50K payment on July 1, 2017. ➤ All developed software will be owned by 3P and licensed to CU as set forth herein.
Software License	<ul style="list-style-type: none"> ➤ Following development of the App, CU will have the right to use the App pursuant to a Subscription model. 3P will provide CU with a license to use the PIPS for Schools App as part of an annual Subscription (see below). ➤ The number of seats and users is unlimited. ➤ User pricing will be as set forth below and will be billed quarterly.
Software Maintenance and Support	<ul style="list-style-type: none"> ➤ Maintenance and Support will be provided with the annual Subscription. ➤ Maintenance will include front and back end maintenance, including updates, patches, and fixes. Support will be provided through online help desk. Hosting will also be provided as part of the Subscription. ➤ The Subscription will auto renew for 1-year terms until cancelled. ➤ Annual Subscription fees are based on the following: <ul style="list-style-type: none"> ○ Use by up to 1,000 Users: \$6.50 per user ○ Use by 1,001-5,000 Users: \$5.00 per user ○ Use by 5,001-10,000 Users: \$3.50 per User ○ Use by 10,001+ Users: \$2.50 per User <p>Notwithstanding the forgoing, the Subscription Fee for each User who is a member of the freshman class during the inaugural year (the Class of 2021) shall be \$2.50 during the first three years of the Subscription. The Subscription Fee shall be calculated and paid at the beginning of the Subscription Term based on CU user estimates.</p>

2.1.3 Supplier Relationship Term Sheet (Licensing)

<p>App <i>Briefly Describe the App to be Developed or Customized</i></p>	<ul style="list-style-type: none"> ➤ PIPS for Schools App – CU Boulder Version – a PIPS for Schools App that is integrated into the existing robust 3P Partners, Inc. PIPs platform (the “PIPS Platform”) and branded for CU Boulder.
<p>Objectives <i>Describe the relative objectives and benefits of this arrangement</i></p>	<ul style="list-style-type: none"> ➤ Student Retention – Promote community engagement around environmental sustainability through use of the App on campus ➤ Thought Leadership – CU is credited as a thought leader in the area of student retention around environmental engagement.
<p>Parties <i>Your legal name</i></p>	<ul style="list-style-type: none"> ➤ 3P Partners, Inc., a New York public benefit corporation (“3P”) ➤ The Regents of the University of Colorado, contracting on behalf of the University of Colorado Boulder (“CU”)
<p>Software Development <i>Describe the payments required by CU and the terms of the development (T&E or Fixed Price). Specifically note any advance payments required</i></p>	<ul style="list-style-type: none"> ➤ CU contributes a Fixed Fee of \$150K towards the development of the PIPS for Schools App. The PIPS for Schools App is integrated into the existing PIPS Platform and branded for CU Boulder. ➤ Parties to agree on CU branding/customization ➤ CU makes a \$50K advance payment of the \$150K
<p>Software License <i>Describe the licensing model (per seat, per named user, concurrent, etc). Is licensing perpetual, termed, or some other model?</i></p>	<ul style="list-style-type: none"> ➤ A Subscription model will be used. 3P will provide CU with a license to use the PIPS for Schools App as part of an annual Subscription (see below). ➤ The number of seats and users is unlimited.
<p>Software Maintenance and Support <i>Describe the support offered by your company and the annual cost</i></p>	<ul style="list-style-type: none"> ➤ Maintenance and Support will be provided with the annual Subscription. ➤ Maintenance will include front and back end maintenance, including updates, patches, and fixes. Support will be provided through online help desk. Hosting will also be provided as part of the Subscription. ➤ Annual Subscription Fees are based on the following: <ul style="list-style-type: none"> ○ Use by up to 1,000 Users: \$6.50 per user ○ Use by 1,001-5,000 Users: \$5.00 per user ○ Use by 5,001-10,000 Users: \$3.50 per User ○ Use by 10,001+ Users: \$2.50 per User <p>Notwithstanding the forgoing, the Subscription Fee for each User who is a CU first year student during the inaugural year (starting summer 2017) shall be \$0; for CU first year students starting 2018 and 2019, the Subscription Fee shall be \$2.50 per User. If CU wishes to extend use of the app to upperclassmen, the Annual Subscription fees listed above would apply. The Subscription Fee shall be calculated and paid at the beginning of the Subscription Term based on CU user estimates.</p>
<p>Additional Incentives <i>Describe any incentives specific to this model, including any stock options or ability to influence future development</i></p>	<ul style="list-style-type: none"> ➤ CU will have the right to appoint one person to the 3P Advisory Board. In exchange for its Advisory Board Services, CU shall be issued a Non-Qualified Stock Option. Number of shares TBD.
<p>Software Escrow <i>In the event that your proposed solution is</i></p>	<ul style="list-style-type: none"> ➤ Yes, 3P is willing to keep all source code in a software escrow at CU’s expense.

discontinued or otherwise no longer available, are you willing and able to provide access to your source code?