

Salmonpeople Tour

The Indicator Conversation

How to Measure Sustainable Prosperity
in our Community

Peter Donaldson, 206-236-8114, peter@peterdonaldson.net

***Our economy is based on the health of our ecosystem.
How can we measure this relationship?
Are there tools we can work with?***

Fascinating Current Models

Facilitator Peter Donaldson presents an overview of the best indicator models currently in service throughout the bioregion. The review will be followed by an informal charette on how our local community might develop or extend its own system for measuring sustainable prosperity as a way of informing local policy, integrating academic excellence in our schools with service to community, and leading ourselves towards sustainable prosperity for generations unborn.

Who should attend?

Business people, student body officers, civic leaders, community historians, educators, homeowners, landowners, developers, people of faith and finance, farmland and fishing, all citizens called to care for the long-term prosperity of our shared community. Teachers are encouraged to arrange for this presentation as a classroom seminar. Understanding and measuring sustainability is the curriculum of the future.

Sustainability Defined

"Sustainable means to be able to continue. We say a society is sustainable if it can continue for a long time. A sustainable society does not borrow resources unfairly from other parts of the planet or from future generations. A sustainable society recognizes that people, the economy and the environment are all connected." — *From the City of Seattle Sustainability Report.*

About Peter Donaldson

Peter Donaldson is a national facilitator for Open Space Technology and Founder of Salmonpeople Projects, working with communities throughout the bioregion to awaken watershed wisdom and deepen the behaviors of citizen stewardship. Mr. Donaldson is an educational consultant serving numerous school systems by grounding curriculum design in the big stories of our time and by opening up possibilities for students to apply academic excellence in service to the watershed community in which they reside. Mr. Donaldson is a consummate storyteller with two one-man shows that tour the Pacific Northwest annually; Salmonpeople and Leonardo da Vinci. For more information visit: www.peterdonaldson.net

The Main Idea is to Measure Sustainable Prosperity

Cascadia Scorecard THE SIGHTLINE INSTITUTE www.sightline.org

The Sightline Institute has developed the Cascadia Scorecard, an index of seven key trends that are shaping the future of the Northwest. The Scorecard takes the long view and spotlights the questions that most matter over time: Are we living longer, healthier lives? Are we building strong human communities? Are we handing down to our children a place whose ecosystems are regenerating? The Scorecard also identifies the most important solutions for Cascadia to adopt. See www.sightline.org.

Cascadia Scorecard Seven Trends

1. Health: Are northwesterners getting healthier? Sightline is answering this question by studying lifespan, the best single measure of human health because it integrates all of the widely varying factors that shorten our lives, such as traffic accidents, cancer, suicide, and heart disease. Initial data show British Columbia leading the Northwest in longevity by two years.

2. Economy: During the past 20 years, incomes have skyrocketed for the wealthy but stagnated for the poor. Sightline has created a gauge of the economy's real-world effects on working families by measuring median income, unemployment, poverty, and child poverty. Economic security is important to track not only because it indicates how we're faring financially but also because long-term poverty is linked to social problems ranging from poor school performance to crime, and from teen births to child abuse.

3. Population: Population trends are an excellent gauge of women's—and families'—well-being. Around the world, as women's opportunities improve, birthrates decline, family size shrinks, and women postpone childbearing. Population also drives most increases in ecological harm; as our per capita consumption

has stabilized, increases in environmental harm are largely tied to population growth.

4. Energy: Of all the commodities produced and consumed in the region, none casts a longer shadow than energy; it affects everything from national security to economic development, and from salmon survival to climate stability. The Scorecard indicates that Cascadia's worst score is in energy efficiency, and points to renewable energy and conservation as key solutions.

5. Sprawl: To see which Northwest communities are doing the best job at curbing sprawl and its impacts, Sightline maps growth in the region's large and mid-sized cities, including Seattle, Portland, and Vancouver, BC; and Boise, Victoria, Spokane, and Eugene. Sprawling development consumes farmland and open space, limits transportation choices, and increases taxpayer burdens. It has also been increasingly linked to health problems such as obesity and higher risk of car-crash fatality.

6. Wildlife: Tracking the health of our Northwest wildlife also the health of larger ecosystems. Sightline tracks the current populations of five emblematic species in Cascadia: gray wolves, mountain caribou, greater sage-grouse, orcas, and Chinook salmon. Comparing current numbers to the historical populations reveals human impacts over time and helps identify key habitats for recovery. The wildlife index also identifies effective policies for protecting these species like dam removal and curbing sprawl.

7. Pollution: Humans and other creatures contain within their tissues a thin soup of chemicals that didn't exist a century ago. The Cascadia Scorecard has analyzed breast milk from 40 Northwest mothers for three of the most worrisome toxics affecting humans: dioxin and PCBs, which have been linked to health problems ranging from intellectual impairments to cancer; and PBDEs, chemicals used as flame retardants whose levels appear to be rising exponentially in the breast milk of North American mothers.

Learn more:

www.sightline.org

Sustainability Fundamentals

www.sightline.org

A look at the values, principles, and action strategies that underlie the idea of a more sustainable way of life. Sightline's mission is to foster healthy, lasting prosperity grounded in place. To this end, Sightline stands for these values, as well as the principles listed below:

I. Strong Communities. We stand for communities that create opportunity and promote responsibility, that are neighborly and safe, that engage citizens in democracy, that guard human rights, and that celebrate diversity.

II. Fair Markets. We stand for a market economy governed by rules that ensure fair play. Well-governed markets yield widely shared prosperity. They are open, competitive, accountable, and transparent. They honor work, inform consumers, and reveal hidden effects of production such as pollution.

III. Responsible Stewardship. All of us are trustees for a common inheritance: our forests, climate, and other ecological systems, and our schools, streets, and other public institutions. We stand for sustaining and improving this heritage.

Sightline's research shows that five action strategies best support these values:

1. Measure what matters. What gets measured gets fixed. Better yardsticks of progress focus attention on the slow-changing trends that are shaping our future: the health and well-being of our families, the strength of our communities, and the integrity of nature.

2. Build complete, compact communities. Growth in well-planned neighborhoods safeguards our health and economy, saves our time and farmland, strengthens our communities, and conserves our natural areas. Poorly planned growth wastes all those things.

3. Make prices tell the truth. Prices influence decisions every day. But they often ignore social and environmental effects, yielding prices that are sometimes too high and sometimes too low. To correct these flawed economics, we can tax "bads" such as resource depletion rather than goods such as paychecks; make the polluter pay through fees and permits; and align markets with public goods to stimulate creative solutions.

4. Ensure every child is wanted. Preventing unplanned pregnancies brings compounding benefits: far fewer abortions and infant deaths, less child abuse, and more sustainable future populations. And a future of wanted children is within reach if we combat poverty, guard against sexual abuse, and expand access to reproductive healthcare.

5. Put safety first. Human action often risks human health and our natural heritage—from wildlife to the global atmosphere. Putting safety first means taking a precautionary approach to decisions that may cause serious, long-term, or irreversible harm. It means evaluating risks and alternatives, and it means preserving options for the future.

Salmon Nation Seminar

**Inquiry adapted for college guest lecture
& for highly motivated middle and high school students**

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Overview

The Salmon Nation Seminar is a solutions-oriented inquiry on sustainable prosperity and systems thinking using salmon as an indicator species. The seminar connects broad solutions to local initiatives and personal choices, integrates multiple disciplines and aligns with academic standards. The seminar is flexibly designed as either an introductory lecture or multi-day series in partnership with local educators.

Guiding Questions

- What is the relationship in this bioregion between ecology and economy?
- What is the history of this relationship?
- If salmon are an indicator species, what are they indicating?
- What are the most intriguing human adaptations now underway?
- What are the probable scenarios for our lifetime? Which are most desirable?
- How do we measure progress from here? What indicators can we use?
- What's my responsibility?

Primary Learning Outcome

Students understand that we are witnessing the end of the industrial economy and the birth of an exciting new way of doing business, the sustainable economy. It is their generation inventing this path, shifting to a new kind of economic system, one nested within ecological principles.

What is Salmon Nation?

Salmon Nation is a geographic landscape as well as a landscape of the mind. It is a cultural identity built around the soil and streams, fields and forests touched by Pacific Salmon. Salmon Nation is a place where the economy is not in conflict with the ecological health of the land, indeed they are mutually beneficial. (See www.salmonnation.org)

About Peter Donaldson

Known as the Pied Piper of Salmon Nation, Peter's spirited campaign is based on his ancestral relationship to salmon. His grandfather, Lauren Donaldson, Professor Emeritus of Fisheries at the University of Washington, was world renown as a salmon expert. His father, Jack Donaldson, directed Fish and Wildlife agencies in the State of Oregon and the Columbia River Basin for two decades. Peter is a master storyteller, educational consultant, and innovative facilitator, with twenty-four years experience in supporting learning communities, managing non-profits, designing curriculum, building partnerships and promoting new forms of organizational learning. Peter has authored fourteen plays, produced some sixty others, and self-publishes his poetry in an annual collection. He has created numerous public school partnerships integrating history, the ecological sciences, excellence in writing, drawing and theatre. Peter is well known for his one man touring shows, *Leonardo da Vinci* and *Salmonpeople*. Visit: www.peterdonaldson.net

Meeting Educational Standards for Citizenship in Salmon Nation

Teaching for *sustainable prosperity* means inspiring students to meet the standard that informs all standards... ***citizen stewardship***.

- Voting with knowledge
- Consuming with ecological foresight
- Inventing systems-solutions to systems-challenges
- Engaging in the creation of civil society

see-it

Social-Environmental-Economic Integration Toolkit

Take the online tour at: <http://real-livingsolutions.com/solutions/toursee-it1.html>

see-it™ is a triple bottom line dashboard and score-carding software tool. It allows organizations, cities or other planning jurisdictions to build every aspect of their operations around the triple bottom line, creating a platform for sustainable value generation and enabling genuine learning dialogue with all stakeholders in real time.

The system links values, vision and metrics into an electronic roadmap with auto-reporting capability to catalyze value generation around the triple bottom line. **see-it** is non-prescriptive, highly customizable, quick and easy to set up. It empowers all participants to create value through your triple bottom line performance.

Benefits of see-it

see-it helps your organization, city or planning group to:

- Transform your triple bottom line from a retrospective reporting initiative to your organization's key fundamental operating principle.
- Build every aspect of your organization's operations into a balanced triple bottom line roadmap that will drive sustainable value generation.
- Provide your employees or citizens with clear understanding of your values, vision, metrics and management – show them where you're going and what they need to do to get you there, building sustainable value in every action, every day.
- Translate responsibility for Social, Environmental and Economic excellence from the CSR/Sustainability department to every employee or citizen.
- Integrate seamlessly Planning, Management and Reporting around the triple bottom line.
- Transform your communications to genuine two-way learning dialogues with all key stakeholders.
- Break down corporate or bureaucratic barriers to build understanding, trust, ethics and efficiency into every action.
- Move beyond bullet-points and PDF's to communicate your values, vision and ethics in compelling media such as story telling, pictorial images and video.

see-it is not another data mining system – it works as a communication tool that transforms data and information into knowledge people can understand and work with on a daily basis, all in a matter of weeks, not years!

See it for yourself: <http://real-livingsolutions.com/solutions/toursee-it1.html>

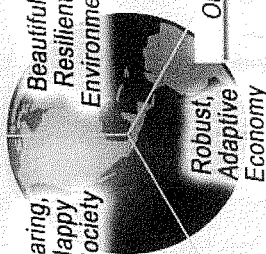
Link vision to action ...

Our Story Evaluation Planning Action You can help!

Values
 Vision
 Our Story
 Our Future

① Fulfillment
 ② Connectedness & Belonging
 ③ Safe & Secure
 ④ Healthy & Fit

⑤ Caring, Happy Society
 ⑥ Beautiful, Resilient Environment
 ⑦ 100% Renewable Energy
 ⑧ Zero Waste



② Diversity & Innovation
 ③ Opportunities for All

Our Story Evaluation Planning Action You can help!

Goals

③ Economy
 ④ Thriving Ecosystems
 ⑤ 100% Renewable Energy
 ⑥ Zero Waste

Strategies

① Information
 ② Reduce our Use
 ③ Produce Energy Locally
 ④ Store Energy Locally

Actions

① Information
 ② Pilot Wind Energy Production
 ④ Evaluate Tidal Potential
 ⑤ Increase Solar Production Capacity
 ⑧ Identify Geothermal Opportunities
 ⑩ Decreasing Environmental

...and make things happen!

Everything you need to see.
 In one place.
 In as little as 2 days.

see-itSM

Our Story Evaluation Planning Action You can help!

Action: Increase Solar Production Capacity

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Goal Statement

Our goal is to increase solar production capacity from 3 to 28% of total energy demand by June 1, 2009

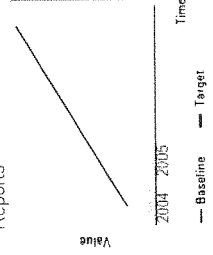
Financial Services
 749,709,257.36
 Canadian Dollars
 Energy Produced
 3,748,546,368
 Mega Watt Hours

[Send Feedback re: status...](#)

Action Summary

On May 10th 2003, Council agreed to support a comprehensive community-wide project to accelerate the uptake of solar energy technologies in order to meet our Kyoto commitments. Our approach includes a blend of initiatives, including consumer education and support for local training programs in manufacturing and installation of solar hot water and photovoltaic (solar) panels

Reports



[View Information](#)

Status Report

In 2005, our solar energy production was at 1% of total energy demand for the community, slightly below our target of 13% for the year. This gives us a score of 8 out of 10

Click on View Information to learn more and find out how you can help!



THE SUSTAINABLE OREGON SCHOOLS INITIATIVE

Preparing our students and schools for tomorrow, today

Imagine...

- ***Oregon schools on the leading edge of environmental stewardship***
- ***Students learning to care for our precious, interconnected environment and global community***
- ***A future workforce prepared to meet the demands of businesses in a sustainable world***

Oregon's schools are a key to this future for our children!

They can provide students with knowledge and experience to be responsible citizens, who treasure and protect the world around us. Students learn these values and skills in the classroom and through their interactions both with the school's operations and with the community. Studies show our society is creating an imbalance of the natural systems that provide us with clean air and water. A new understanding and updated practices are imperative for a future in harmony with nature's cycles, one that honors the interdependence of fiscal, community and environmental issues and is therefore, **SUSTAINABLE**.

The Sustainable Oregon Schools Initiative provides the opportunity for school districts and schools to successfully meet current needs while ensuring a thriving future by incorporating sustainable practices into their operations and classrooms. It creates a voluntary program that covers key topic areas (see back of this page). The Initiative will:

- **Increase knowledge** of school personnel and supporting organizations about sustainability practices and opportunities through training, events, a comprehensive website and an annual awards program.
- **Create a practical toolkit** that helps school districts and schools assess their sustainability, access resources and implement projects that increase their sustainability.
- **Market the program** to the school community and support its use.

This is a multi-stakeholder effort.

The toolkit will be created with participation from schools, school districts, educational service districts, school associations, non-profit organizations, businesses, government agencies and parents -- building on existing knowledge and already established examples. A steering committee will guide the Initiative, with staff support provided by the Zero Waste Alliance, a program of the International Sustainable Development Foundation, an Oregon-based non-profit organization.

The Initiative offers multiple benefits.

Oregon will be a national leader in sustainability, providing a unique model for the nation. Incorporating sustainability concepts into operations and classrooms will:

- Save money
- Protect student and staff health
- Support academic success
- Protect our ecosystems
- Prepare today's students to be wise leaders tomorrow

"The Initiative fills a gap between what we know is needed for our schools to be successful and how to actually achieve it."

*Pam Brown,
Facilities Director,
Portland Public Schools*

For more details see <http://www.zerowaste.org/schools> or contact Lori Stole, 503-307-4067.

3/27/06

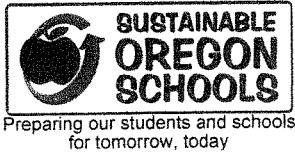
K-12 School Sustainability Topics

Many areas impact school sustainability. The Sustainable Oregon Schools Initiative will create stakeholder topic teams for each of the topic areas listed below, that will develop the contents of the toolkit.

Category	Topic Area	Examples of what the Topic Area can include
<i>RESOURCES</i>	Energy	Equipment efficiency, occupant behavior, alternative energy sources
	Material Waste	Waste prevention, reuse, recycling, composting, product stewardship
	Water	Landscaping uses, domestic water use, storm water management
	High Performance, Sustainable Facilities	New design/construction, facility planning/needs assessment, best practices for facility operations and maintenance
<i>HEALTH and ENVIRONMENT</i>	Landscaping	IPM (integrated pest management), native plants, wildlife habitat
	Toxics	Pesticides, cleaning chemicals, janitorial practices, IAQ (indoor air quality), chemical and hazardous materials management
	Food and Wellness	Choices and sources for foods in the school, vending machine options, food as incentive, food gardens, student fitness
	Transportation	Vehicle fleet purchase and operation, vehicle maintenance shop practices, alternative transportation options
<i>FISCAL ISSUES</i>	Purchasing	Consideration of recycled content, energy efficiency, reduced toxics content, packaging, recyclability, local suppliers, product end-of-life issues, product stewardship; Bulk and cooperative purchasing
<i>COMMUNITY & CULTURE</i>	Community Involvement	Service learning, parent involvement, volunteering, internships, school as community center
	Cultural Proficiency	Honoring student diversity, understanding global cultures
<i>ACADEMIC</i>	Sustainability Education for Students	Formal (classroom), Non-formal (instruction outside classroom) and informal education (school environment)
	Sustainability Education for Staff	Opportunities and needs for sustainability education of staff (operations, administrative, teachers)
<i>MANAGING SUSTAINABILITY</i>	Model System for Schools and School Districts	Framework within a school or district that guides progress toward sustainability by setting goals, tracking, reporting progress and reassessing. Could include advisory committee, sustainability coordinator and policy

School sustainability is also impacted by other areas including: school funding, school budget issues, land use planning, equity, non-sustainability-related curriculum, student performance, student readiness for kindergarten and much more.

- Provides the knowledge, thinking, and skills that students will need to join the workforce and lead the move toward a sustainable future.



Sustainable Oregon Schools Initiative **BENEFITS for Businesses**

Oregon's Businesses Benefit from the Initiative

Workforce

- Helps meet demand for an educated workforce that understands and can apply sustainable practices.
- Complements simultaneous sustainability efforts within Oregon's community colleges and universities to ensure excellent preparation for tomorrow's workforce.
- Fosters internship programs that provide businesses with student and teacher interns, who can assist those businesses in their move toward sustainability.

Markets

- Product and service needs of sustainable schools will increase Oregon's markets for sustainable products and services.

Recognition

- It will help Oregon's schools be recognized nationally for excellence, which will attract businesses and workers.

Oregon's Businesses can help the Initiative

Provide Knowledge

- Identify knowledgeable employees to participate on topic teams.
- Provide sustainability mentors for local school districts.

Provide Opportunities for Experience

- Provide sustainability-related internship opportunities for students and staff, to deepen their understanding and provide experience they can use in their schools.

Provide Resources

- Provide meeting space, teleconferencing, web design and support, or graphics and marketing expertise.



Preparing our students and schools
for tomorrow, today

Sustainable Oregon Schools Initiative **BENEFITS for Schools**

Supports Academic Performance

- Reduced energy, water and material needs leave more money for instruction.
(In 2004-5 the Gresham-Barlow School District saved over \$1 million, the equivalent of 22 teaching positions, with energy conservation measures¹)
- Better-designed classrooms (i.e. daylighting, proper HVAC) improve academic performance².
- Environment-based programs improve student performance, particularly in science areas^{3, 4}.
- Improved student and staff health increases attendance and concentration.
- Sustainability education provides rich opportunities for critical thinking, complex decision-making and community service.

Benefits Health

- Improved indoor air quality decreases student and staff absenteeism⁵.
- Leads to healthier transportation opportunities.
- Leads to healthier food choices.
- Leads to safer chemical choices and handling within schools.

Provides Financial Benefits

- A district-based approach to resource conservation optimizes cost savings.
- Maintained buildings avoid costly future repairs.
- Increased staff satisfaction means lower staff turnover rate.

Makes Sustainability Accessible for Schools

- Provides a single point source for information and resources related to the multiple, interconnected aspects of sustainability.
- Provides a common understanding about what sustainability is and how to achieve it.

Produces Students Ready for the Future

¹ Oregon Department of Energy case study: <http://egov.oregon.gov/ENERGY/CONS/RCM/docs/GBSD.pdf>

² Hescong Mahone Group Studies, 2003, <http://www.h-m-g.com/projects/daylighting/summaries%20on%20daylighting.htm>

³ Bi-annual report 2001-2002, Environmental Learning in America, National Environmental Education and Training Foundation, www.neetf.org/pubs/NEETF_Annual_Report_2001.pdf.

⁴ Understanding Environmental Literacy in America, May 2004, www.neetf.org/roper/ELR.pdf.

⁵ EPA School Indoor Air Quality site, <http://www.epa.gov/iaq/schools/scfaqs.html>



Sustainable Oregon Schools Initiative Talking Points – DRAFT 3/29/05

1. Description and Goal

- A 3-year project to engage stakeholders, develop resources and materials, and provide outreach, education and support, which will lead to a permanent program to help schools become more sustainable in all phases of their activities.
- **Goal:** Oregon's K-12 school districts and their schools are moving toward a comprehensive state of sustainability, guided internally by a system for its implementation and management and supported externally by resources from a statewide program.

2. Sustainability

- It has become clear that society's current interaction with nature is not sustainable in the long run. Climate change, increasing pollution and resource shortages will impact our children's ability to live as safely and comfortably as previous generations.
- It is necessary for all people to understand the issues surrounding living sustainably - in harmony with the environment upon which we depend for our air, food and water and the need for social stability to avoid disruption and strife.
- The coming generation must be more prepared than previous generations to deal with the very difficult issues – not only reducing the current problems, but also reversing their effects.
- The result will be a truly sustainable world with a healthy natural and social environment.

3. Features of the project

- **Engage stakeholders.** A broad, inclusive group of stakeholders will be identified and linked via both a regular e-newsletter that will facilitate education and information exchange, as well as an annual event.
- **Comprehensive vision of sustainability.** Develop a comprehensive vision of sustainability for K-12 school districts and schools. Stakeholders will identify school-related activities that impact sustainability, from such diverse categories as buildings, curriculum for students and staff, purchasing, cultural diversity, transportation, food, resource use and much more.
- **Resources.** The stakeholders will form into Topic Teams of specialists to develop sets of sustainability criteria, metrics, and best practices materials, to provide support in the implementation of these materials and to identify existing case studies for each of approximately 15 key topics.
- **Assessment Tool.** The Topic Team criteria results will be combined to create an assessment tool that will help schools and school districts understand the key issues, assess their current status, select pathways to move ahead and measure progress.
- **Web Site.** Project staff will develop a web site that will serve as a focal point. It will provide general information, outline the comprehensive vision of school sustainability, contain the resources developed including the assessment tool and provide links to relevant projects, organizations and other resources. It will serve as a comprehensive clearinghouse for people looking for more information on nearly any topic and will help connect schools and the people who help them..
- **Pilot Projects.** Project staff will create models for sustainability implementation and management systems at both a school district and a school level. The pilot projects will confirm the effectiveness of the models and assessment tool.
- **Award Program.** A state-level sustainable schools award program will be created and awarded annually.
- **Outreach and Support.** After the pilot phase, project staff will provide direct support to schools with tools, education, and resources.

4. Key aspects of the project

- **Broad Inclusive Stakeholder Group.** A broad, inclusive stakeholder group and the topic team activities will enable many people to feel included in the overall development and to contribute to the initiative based on their individual areas of expertise.

- **Voluntary.** The program will be voluntary to schools and stipends are planned to help the schools get started.
- **Full time staff support.** To ensure success, paid staff support will be provided throughout the development and implementation period.

5. Organizational Structure

- **Core Support Team.** A core team will include the Zero Waste Alliance providing staff support, Dave Van't Hof and Danny Santos of the governor's office, the Oregon Sustainability Board and its liaison to the project, Bill Blosser and Ed Dennis of the Oregon Department of Education.
- **Steering Committee.** A group of volunteer stakeholders will guide the project. The SC members will represent diverse stakeholder groups and geographic regions in Oregon. The SC will approve project direction, goals, review the annual report, strive to engage stakeholders, etc.
- **Stakeholders.** All interested stakeholders will have an opportunity for participation. The project staff will identify as broad a group as possible. Participants can choose to work within a specific topic area, or more generally with the overall project.
- **Topic Teams.** Topic Teams of key stakeholders will be created initially for about 15 specific areas. These teams will include professionals in the specific topic area willing to provide their own time. The mix of topic teams may change over time, as dictated by the project.

6. Benefits of the SOS program

- **Cost savings**
- **Healthier schools and reduced environmental impacts**
- **Reduced liability risk**
- **Experience.** Students growing up in sustainable schools will learn about the elements of sustainability. They will see correct decisions and operations in action and will carry them throughout their lives as they become tomorrow's leaders.
- **Increased individual school pride**
- **Increased community confidence and support of their schools**
- **Oregon will be a leader in yet another field**

7. Endorsements

- Office of the Governor
- Secretary of State, Bill Bradbury
- Oregon Sustainability Board
- Oregon Department of Energy
- Oregon Department of Education
- Oregon Department of Environmental Quality

8. Funding for the Project

- A combination of foundation, corporate and other funding is being arranged

9. The Zero Waste Alliance

- The ZWA has successfully done a similar broad, inclusive multi-year development and implementation program with stakeholders on a national level with a development team and subcommittees working on specific areas, such as purchasing, transportation, etc. See <http://www.epeat.net/>
- The Zero Waste Alliance, founded in 1998, is a program of the International Sustainable Development Foundation, a 501(c)(3) non-profit organization.

10. Add: How Will It Be Done? The 3.5 year Initiative has three phases: a six-month engagement phase for identification of stakeholders; a one year development phase; and a two year phase for education, outreach and implementation support. When it concludes, a permanent Sustainable Oregon Schools program will have been created, with continued staffing sufficient to maintain it. Subsequent outreach needs will be assessed at that time. An established sponsorship program will fund the program.