

BOYER SUDDUTH ENVIRONMENTAL CONSULTANTS

Grassroots Fund Young Leaders Grant Application

BHS EAC APPLICATION -- DRAFT FOR SCHOOL COMMITTEE APPROVAL

BACKGROUND INFORMATION

The New England Grassroots Fund focuses on five issue areas:

- Climate change and energy (minimizing carbon emissions)
- Food (resiliency, equitable access, health, composting)
- Environmental health (pollution control)
- Land and water (sustainable built environment and protecting natural environment)
- Living Economies (environmentally-conscious consumption and living practices)

Grassroots Fund Values:

- "Those who are being impacted by a problem are part of the solution"
- "Just Transition" framework, changing from a consumer-based economy to a regenerative and equitable one (<https://climatejusticealliance.org/just-transition/>)
- Direct contact outside of the application with each group to get a better sense of contextualization
- "Address causes, not symptoms" of problems

The Young Leaders Grant (range: \$5,000 - \$7,500)

The Young Leaders grant program seeks to support initiatives that allow young adults to design, lead, and engage a community-based effort from inception. Deadline: Letter of Interest deadline is March 1 and Full Application Deadline is April 15. Apply for a Young Leaders grant if your group:

- has a project led by young adults between the ages of 15-25 years old
- is seeking to substantively incorporate youth into governance and program design/delivery

Additional Background Links

[Boyer Sudduth Environmental Consultants](#)

[National Wildlife Federation Eco Schools Waste Pathway](#)

[What is a Waste Audit? Slides from BSEC November 2018 presentation to EAC](#)

PROJECT TIMELINE

- April 15, 2019
 - Submit grant application
- June 19, 2019
 - Grant decisions announced
 - Recruit two teacher advisors for the project
- September 2019
 - Assign two teacher advisors for the project
 - Reconvene student leaders and adult advisors
 - Plan Waste Audit & get approval for all detailed steps
- October 2019
 - Stakeholder meeting #1 (BHS admin, custodial, food service, EAC etc.)
- November 2019
 - Attitude survey (pre-test)
 - Waste Audit (pre)
- November/December 2019
 - Analyze results & draft a plan to improve and expand compost at BHS
- January 2020
 - Stakeholder meeting #2: students to present audit results and draft plan
- February 2020 - April 2020
 - Implement plans. Ideas include:
 - Expand composting to UA building, spillover rooms & courtyard
 - Implement strategies to address problems identified in the audit and survey. Optional ideas: advisory activity, assembly presentation.
 - Help K-8 schools to introduce composting via EAC Ambassadors, video tutorials, site visit at BHS
 - Additional NWF Eco Schools requirements: community engagement, create bulletin board, draft an eco code, social media
- April/May 2020
 - Attitude survey (post)
 - Waste Audit (post)
 - Apply for National Wildlife Federation Eco Schools Bronze Award
- June 2020
 - Stakeholder Meeting #3 (optional)
 - Announce Bronze Award in newspaper, school committee
 - Grant report on results due to Grassroots Fund

GRANT BUDGET: Request for \$7,500
[Link to Budget Document](#)

GRANT NARRATIVE:

Project Name: Composting for Climate Action

A. Please summarize your project request in 2 to 3 sentences.

The Grassroots Fund's review process invites grant readers to share their perspectives and insights on all applications. This brief summary is shared with readers to help them organize their different reading assignments (300 characters).

Brookline High School's (BHS) Environmental Action Club (EAC) will improve and expand composting at BHS and in Brookline schools. The club will conduct a waste audit, meet with stakeholders, teach other district schools how to compost and apply for an National Wildlife Federation Eco Schools Award.

(294 characters)

B. Primary Issue Area: Please review Grassroots Fund's program issue area page for more detail. Select the issue area that best describes the focus of this application:

- *Climate Change & Energy*
- *Food*
- *Environmental Health*
- *Land & Water*
- *Living Economies*

Food

Creating a resilient, healthy, safe and equitable regional food system through local food efforts)

Project Types:

Community composting collecting and composting organic materials, promoting home composting and supporting professional haulers managing larger-scale composting facilities.

C. Town:

Please determine which town or city is most impacted by the proposed project. If the project spans multiple towns, please answer this question appropriately but remember that Grassroots Fund's focus is on community-level work.

Brookline, MA

For reference: www.city-data.com or www.census.gov/quickfacts/.

Data from Census Reporter (2017):

D. Population Size:

59,246 (2017)

E. Estimated median household income:

\$111,289

F. Percentage of residents considered "minority":

30.1% (based off city data)

G. Percentage of residents living below poverty level:

11.4%

H. Percentage of households where a language other than English is spoken:

Language at home, children 5-17: 33%

Language at home, adults 18+: 32%

I. Describe your group's project in a few sentences. Tell us more about the project for which the group seeks funding. We want to hear about the full project, not just the part that would be funded with Grassroots Fund support (2000 characters).

In 2017, BHS's Environmental Action Club members overcame obstacles to launch a successful cafeteria compost effort that diverted 33 tons of food waste during the first year. Even with two successful years of composting completed, future support for the program is uncertain.

With a grant from the New England Grassroots Fund, we will raise our youth voices and advocate for the power of compost as climate action. To build community support for food waste diversion and ultimately improve and expand composting at BHS and within the school district, the EAC will: engage stakeholders in our efforts; dive deeply into our school's waste through a pre and post audit; showcase our work by hosting a site visit for other schools; and celebrate all we accomplish by applying for a Bronze Award from National Wildlife Federation Eco Schools USA.

To build engagement and support, we will convene several stakeholder meetings to include school administrators, teachers, custodial and food services, SWAC, and MOF. The EAC will conduct a waste audit with experts from BSEC to learn about the contents of the waste stream at BHS. The experiential learning opportunity of weighing and sorting one day's cafeteria waste will be valuable for the members of the EAC, but will also be shared through bulletin boards, presentations and social media to engage our whole school community. We'll also share research on the environmental, social, and economic benefits of the school's composting efforts. The audit will help to identify strategies to limit compost contamination, reduce waste at the source, and evaluate the potential impact of a food recovery effort.

EAC Ambassadors will host a site visit at BHS to teach district school students and teachers how to set up and run a cafeteria composting program. With our help, several elementary schools already launched pilot composting programs. The EAC will follow the Eco Schools USA seven step process and apply for a Bronze Award in June 2020.

(1986 characters)

J. (How) Does your proposed project have environmental, social and/or economic impacts? Please describe how your project is contributing to a shift toward procedures and strategies that ensure ecological and social well-being, cooperation and regeneration in your community (1000 characters).

This community-based project will foster sustainable behavior and mindset among young people within the Brookline community and build social capital through stakeholder engagement. The student-led waste audit and EAC ambassador efforts will involve direct contact with students, an effective approach according to Community-Based Social Marketing.

Expanded composting within Brookline's school district will lead to large-scale, positive environmental impacts, as composting effectively reduces greenhouse gas emissions. Composting is also part of the zero waste section of Brookline's 2050 Climate Action Plan.

Composting is also cost effective. By removing nutrient-rich food waste from the solid waste stream, Brookline saves landfill tipping fees and puts this valuable resource back into the ecosystem. In fact, our project fits the Department of Public Works' FY 2020 objective to research methods to reduce food waste from the municipal solid waste stream.

(964)

K. Describe your group's overarching vision for your community. This is a huge question to ask, and this is a space to share a little more about the full vision group members have for the community. If resources weren't an issue, what do you ultimately hope for your community? (1500 characters)

Schools are at the center of community learning, and we aim to make this true in regard to sustainability. Our group raises awareness about food waste and how we--and young people especially--can take steps such as composting to mitigate these issues. We hope that by introducing students to a system of composting and recycling in their school, they are encouraged to develop similar habits at home and spread greater awareness throughout the community. Through comprehensive environmental education, we can push for sustainability measures throughout Brookline, such as greater renewable energy usage. Brookline has the potential to be a leader for other communities wanting to make similar changes in their environmental impacts, and this process begins with teaching our students how to be effective collaborators, communicators, and leaders.

The EAC wants Brookline to reduce its climate impact and lead the fight for our futures. Our student group advocates passionately at a local, state and national level for a livable planet and we get results! In addition to presenting recently to our local and state elected leaders on the Green New Deal (unanimous Select Board vote after our impassioned pleas!) and renewable energy, we're focused on reducing emissions associated with food waste. Composting is an important aspect of this work, but our vision for a sustainable Brookline is broad and includes energy, transportation, waste and all aspects of a livable planet and community. (1489 characters)

L. Please describe how young leaders make decisions and set(s) priorities for the proposed project. We want to understand how young leaders have input on the direction and priorities for this work (1000 characters).

The EAC prides itself on being student led. Our priorities reflect current events and the passions of our members. In weekly meetings, student members work with adult advisors to discuss project progress and next steps. The Compost Team, a group of five to eight students, met weekly to plan the timeline, budget, and waste audit, and to write this grant narrative. This group of students will also present the draft grant to the School Committee for approval.

For our current cafeteria composting system, students are the ones who respond to and remedy inefficiencies, such as contamination and a lack of participation from the remainder of the student body. Our students also engage in communication with upper administration, including cooking teachers, the school headmaster, custodial and lunch staff, and even our previous Brookline public schools to engage them in the composting process. Students identify the areas of need within our project, and then follow through in that direction.
(994 characters)

M. What lived experiences do current decision-makers offer that will help with the project? We are interested in the perspectives and diversity (however you choose to define that) of the core group of decision makers (1000 characters).

Student members of our group bring experiences from living in different countries and communities to our efforts to build a more sustainable future in Brookline. For example, in her home city of Tehran, one of our student leaders, Saya, saw activists immobilized by strict censorship and severe punishments for speaking against the government in support of the environment. Our adult advisors also bring important experience and perspective to the project. Our teacher advisor has supported the EAC's activism for over 20 years. Boyer Sudduth Environmental Consultants has experience assisting schools in Pennsylvania, Delaware and Massachusetts with sustainability initiatives, including performing waste audits. A dedicated team from Mothers Out Front Brookline helped start the compost program and works in our cafeteria daily helping students correctly sort their waste. The Chair of the Solid Waste Advisory Council, a former school principal, knows our community as a leader and volunteer.
(996)

N. Describe how the group makes efforts to understand and address barriers to participation in this project. We are interested in understanding how the group advances (or plans to advance) equitable access to resources, events, information and participation in the project (1000 characters).

In regard to engaging with elementary schools in the area, the EAC ambassadors reach out to their own alma mater, therefore accessing a range of different schools within the area. Also, by having an already established relationship with these schools, they are more likely to be

receptive to learning about composting and sustainability initiatives. Our group is working on creating a materials packet to give to these schools, like a how-to guide for composting implementation. We don't want to keep composting all for ourselves; we are deeply invested in sharing this mission with the entire Brookline community.

The EAC recruits new student members in the fall. Advisory activities, assemblies and presentations also connect us to students who want to learn about the projects, but don't have time to support our work directly.

(831)

O. Will this project build upon previous or parallel efforts (either initiated by your group or by others) or is this a new organizing strategy for the community? We would like to understand the community context. Are there other groups nearby that do similar work? Is this project re-invigorating previous efforts? (1000 characters)

This project builds upon the high school compost program the EAC, MOF and the SWAC started in 2017. Our efforts created interest and excitement about composting in the community. Yet, each year we advocate for the value of our high school cafeteria compost program to keep it in the town budget and make the case for improving and expanding the program. Since we started, other schools and business in the area, such as the Lincoln School, Rifullo Cafe, and Clear Flour Bakery, have begun composting initiatives. Now, the town of Brookline, through the Department of Public Works, the Solid Waste Advisory Committee, and Mothers Out Front, is expanding its offerings to households who wish to compost. Households are encouraged to sign up for reasonably priced (\$4 per week) curbside pickup of food waste. Thanks to the DPW, households also have the option of dropping off their food waste for free at the Brookline Teen Center and at the town's municipal waste facility.

(972)

P. How does the group plan to learn about the project's social, environmental and economic impact(s) and understand whether this project's continuation meets a need within the community? Please describe how the group plans to monitor the impact of the work. What protocols/processes exist to adjust the work based on feedback from community members? (1000 characters)

We aim to understand the nature of waste at BHS and analyze the value of composting as an economic and environmental solution. Within BHS, not many people outside of the club think about the environmental impact of what they are throwing away. Guided by the principles of Community Based Social Marketing, we aim to understand the barriers that prevent students from properly sorting their waste and will collect data from pre and post surveys. Waste audits in the fall and spring will provide actual data on waste volumes and sorting behavior in our school community before and after our interventions. The seven step process required by the Eco Schools USA waste pathway ensures that we engage stakeholders and build social capital, gather data, plan and monitor each intervention based on feedback and connect with the community. The entire project will serve as a model for the town and school district composting interventions.

(933)

Q. How much money is needed in total to complete the full proposed project? Please break down/categorize the total project costs:

Amount:

Item:

Covered by Grassroots Fund?

Type of Expense:

- *Materials*
- *Marketing Outreach Materials*
- *Expert Assistance*
- *Events*
- *(Coordinator) Stipend*
- *Other*

See budget for responses

R. Tell us how the group is prepared to manage a Grassroots Fund grant? For example, does the group have a 'treasurer'? How do you currently keep track of group expenses? Does the group have a bank account in the group's name? (1000 characters)

The BHS EAC will work with the school district's grants administrator, Ms. Maccini to manage the grant. The Club will appoint a member as treasurer to work directly with Ms. Maccini and our faculty advisors will support this work. The group currently tracks its expenses using an excel spreadsheet. There is not a bank account in the group's name. Club funds are managed through the high school.

S. Has your group fundraised or accessed resources in the past? Y/N

The club has received an annual budget of \$500 for speakers and events. We have done a little fundraising selling water bottles, stickers and t-shirts, but fundraising has not been a major area of focus for our work.

T. Does the group have a (long-term) fundraising plan to bring in diverse sources of funding?

No

U. Describe any specific challenges and opportunities your group faces in accessing resources for your work? These can range from skills & capacity to group tax status to competition for local resources. Please give us some insight in to the group's specific context (1000 characters).

We face two main challenges: aversion to change and competition for town resources. For example, our club needs to convince the head of custodial services to support our plan, in particular our wish to expand recycling and compost to the overflow cafeteria area. He is concerned this will mean extra work for his staff. With this grant, we can overcome these challenges by bringing people together to discuss the barriers and plan solutions together.

Another challenge is that waste collection in our exterior quad, where students eat outside in nice weather, is managed by the Parks and Recreation Department; unfortunately, they have not done composting before, so this makes it difficult to establish buy-in and an effective system. In addition, even though we've been successfully composting at the high school since 2017, the town funding for the compost hauler service is uncertain. We need data to make the case that this should be an essential aspect of waste management and climate action.
(999)

V. Please select which of the following RootSkills training topics would be useful for members of your group as they start implementing the project Below are the overarching track topics offered during RootSkills workshops and conferences (learn more by clicking here). Please select as many topics as relevant and use the "Other" option to suggest additional topics.

- *Equity/inclusion*
- *Fundraising*
- *Asset mapping & communications*
- *Co-creating with young leaders*
- *Group resilience & governance*
- *Other*

W. Is there anything else we should know about this project (1000)

INSERT MORE INFORMATION HERE

Part 3

A. What is the purpose of the group? By purpose, we mean the overarching reason why the group has decided to become active. What do you see as the overall goal of your work? Some groups have a formal mission, other groups work under a more loosely defined set of goals. Either way, we would like to learn why you formed your group or this project. Why do you want to do this work? (1500 characters)

Our purpose is to promote and work on grassroots issues that will ensure a livable climate for our generation and future generations. We are a group of Brookline High School students (approximately 12 students in grades 9-12) who meet weekly to plan and execute our goals. Our goals sometimes change over the academic year depending on the pressing environmental issues and students' interests. However, our work in composting has been a multi year effort that began in the spring of 2017. At our weekly meetings we break into sub-groups to work on the current issues. For example, this semester the sub-groups are: composting and legislative activities to further the Green New Deal. We frequently work on educating and recruiting other students. In February 2019 we planned and organized three consecutive assemblies for the student body: part one focused on local environmental initiatives of Mothers Out Front and the Environmental Action Club (with a focus on the high school's composting program); part two addressed state environmental legislative initiatives;

and part three involved the national and international environmental challenges. We are a group of impassioned youth community members, committed to learning and taking action.

(1245)

B. How does your group ensure that the voices present in the decision making process are shared with and broadly representative of community stakeholders? How are new volunteers recruited, how is leadership shared, where and how often does the group meet and how are decisions made? (1000 characters)

Our club is formed from a diverse group of people across Brookline High School, and new members are recruited from our school's annual club fair. We have several student leaders and teacher advisors at any given time who lead different groups. Our decisions are made by consensus, and if club members agree with a decision that requires the cooperation of other people, we consult with them. With the current composting system in our cafeteria, we talked to administration to get their approval for the project. We then discussed the details of the composting pick-up with the janitors and the composting company. Additionally, we educated teachers on sorting waste so they could help students compost into the proper bins. Finally, we taught the student body how to compost through signs and videos, and recruited adult volunteers to oversee the system and prevent contamination. In this way, every member of the Brookline High School community was involved in the decision-making process.

(990)

April 9, 2019

Dear Brookline School Committee,

The members of the Brookline High School Environmental Action Club seek your permission to submit a \$7,500 grant application for the New England Grassroots Environmental Fund's Young Leaders program.

The Young Leaders grant program supports initiatives that allow young adults to design, lead, and engage in a community-based effort. Our group's composting project is appropriate for this grant because our student group is leading the project's governance, design and implementation.

We have support from our adult advisors including: Mary Minott and Eric Colburn, our BHS teachers and EAC advisors, Deane Coady and Marga Dieter of Brookline Mothers Out Front, John Dempsey and the Brookline Solid Waste Advisory Council and Anne Sudduth from Boyer Sudduth Environmental Consultants (BSEC).

Our project has three parts:

Waste Audit

We will conduct a waste audit to learn about the contents of the waste stream at BHS and the environmental, social and economic benefits of our school composting efforts. With our adult advisors and volunteers, we will weigh and analyze cafeteria waste from one day. A stakeholder team of school administrators and others will review and approve our audit plan in advance. After the audit, we'll present our results and recommendations to the stakeholder team.

EAC Ambassadors

With three years of experience, the BHS compost program can serve as a model for other Brookline schools. We will arrange a site visit for K-8 school representatives to learn about our program and ask questions. We'll also serve as "EAC Ambassadors" by visiting a few K-8 schools during the year to share "how to" information with student environmental clubs.

National Wildlife Federation Eco Schools Bronze Award

We will follow the seven steps outlined in the NWF Eco Schools Waste & Consumption pathway. This includes convening a stakeholder team, conducting an audit, developing a plan and monitoring outcomes. In addition, we'll communicate about the project through presentations, a bulletin board and social media. At the end of the year, with support from our outside experts at BSEC, we'll submit the documentation needed to receive a Bronze Award from NWF.

We submitted an initial letter of interest on March 1, which was accepted unanimously. The Full Application is due April 15. The grant range is \$5,000 - \$7,500 and we are seeking \$7,500.

Along with this letter, we're sharing the following documents:

- A budget for our project
- A draft timeline
- The draft grant proposal narrative due April 15th
- The approved Letter of Interest dated 3/1/19

Signed,

Asli Topuzlu
Catalina Sieh
Emily Guo
Paul Yang
Yuna Sato

Tuesday, April 9, 2019

Approved by Mary Ellen Dunn
Deputy Superintendent for Administration and Finance
Brookline Public School District

BOYER SUDDUTH

ENVIRONMENTAL CONSULTANTS

Principal Bios

Mary Ann Boyer

With over 30 years in the environmental field, Mary Ann is Co-Founder and Principal of Boyer Sudduth Environmental Consultants, where she works with educational institutions and businesses to craft sustainable solutions. Mary Ann earned her master's degree from Yale School of Forestry & Environmental Studies. After serving as a Presidential Management Fellow and environmental scientist with EPA (Region 3), Mary Ann taught high school, middle school, and lower school science for sixteen years. She has achieved the Garden Club of America's "Elizabeth Abernathy Hull Award" for outstanding contributions to environmental education. Mary Ann received the 2017 Distinguished Service Award from the Chestnut Hill Community Association for her leadership in community tree planting efforts. Mary Ann is a frequent presenter at national and regional conferences including at events by the National Business Officer's Association, National Science Teachers Association, Green Building United and the Post Landfill Action Network (PLAN).

Anne Rouse Sudduth

As Co-Founder and Principal of Boyer Sudduth Environmental Consultants, Anne draws on her background in the non-profit and corporate sectors to develop and implement sustainability initiatives for K-12 schools in Pennsylvania, Delaware and Massachusetts. Anne was previously National Director of Community Involvement at Deloitte, the global accounting and consulting firm, where she developed the U.S. firm's award-winning community involvement program. Prior to joining Deloitte, Anne was Senior VP for Education and Workforce Development at the Partnership for New York City, the city's leading business and civic organization. Anne received the New Hampshire 40 under 40 Award recognizing the state's emerging young leaders in 2010 after founding the Seacoast Women's Giving Circle, a philanthropic and civic leadership organization. She is a LEED Green Associate and a certified Zero Waste Associate through the U.S. Green Building Council. She also holds a certificate in nonprofit management from LaSalle University's School of Business. Anne recently served as Vice Chair of the Board of Directors of the Sustainable Business Network of Greater Philadelphia. A graduate of Brown University, Anne recently moved to Brookline, Massachusetts with her family where she is a participant in the Executive Education for Sustainability Leadership program at the Center for Health and the Global Environment at the Harvard T.H. Chan School of Public Health.

BOYER SUDDUTH

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Selected Testimonials and Client List

"Boyer Sudduth's project management skills were essential to SCH and kept us on track. This was critical as I have a full plate with many other projects competing for my attention. Anne and Mary Ann clearly defined what needed to be done to achieve our goals and prioritized next steps. They helped us achieve results including high profile third-party award recognition. Anne and Mary Ann bring deep knowledge of environmental sustainability issues and curriculum, particularly for K-12 schools. This has helped us stay abreast of current standards of excellence and to innovate. Anne and Mary Ann also helped promote our "green" initiative through marketing efforts using the local paper and social media outlets." - *Frank Aloise, Chief Financial Officer, Springside Chestnut Hill Academy*

"About three years ago, we created a Sustainability Affinity Group for our members out of our belief in the topic's importance to our schools, their students and the earth. Mary Ann and Anne have provided great guidance and resource material to this newly created Affinity Group. They've contributed their time, technical knowledge, experience and organizational skills in helping to build our program. From my experience, they have always done more than I asked for and with excellence. I think that such standards are in their DNA. It has been gratifying for me to have the opportunity to work with them in building something of value." - *Al Greenough, Associate Director, Philadelphia Area Independent School Business Officers Association (PAISBOA)*

"The school-wide sustainability training provided by Mary Ann Boyer and Anne Sudduth has helped to engage and educate our community as we unite behind the shared goal of fostering a global consciousness that creates a more sustainable world. They presented a framework for the strategic evaluation of what was and was not working in our sustainability efforts, and their expertise provided the information and inspiration to motivate our community and heighten our awareness that our thoughts, our choices, and our actions matter in building a better world." - *Amy Lintner, Director, Ancillae-Assumpta Academy*

Partial Client and Partner List

The Shipley School, Friends Central School, Springside Chestnut Hill Academy, Norwood Fontbonne School, Ancillae Assumpta School, Cooke Elementary, Mt. Pleasant Elementary, The Philadelphia School District, Derby Academy, National Wildlife Federation, Pennsylvania Green and Healthy Schools Partnership, Climate and Urban Systems Partnership, Haverford College, Fairmount Water Works, The Philadelphia Environmental Film Festival

Please visit our website www.boyersudduth.com for additional [testimonials](#) and highlights of [client projects](#).

Our Services: Educational Institutions

Boyer Sudduth Environmental Consultants (BSEC)

helps schools and universities define and achieve their sustainability goals.

Schools can best achieve sustainability goals when operations, institutional behavior and curriculum are aligned to support a shared vision.

We work with school leaders, faculty, staff and the extended community to:

- Co-create a vision to reduce environmental impacts, save resources, and achieve specific educational outcomes
- Assess current sustainability efforts using best practices and national standards for green schools
- Develop a plan that addresses program gaps and specific needs
- Guide the team through the details of project implementation

Our process focuses on project management, professional development, communications and engagement.

Project Management

BSEC provides hands-on project management to guide every aspect of a client's project. Whether a school's goal is to achieve green certification, incorporate sustainability into the curriculum, or obtain a grant, we use a step-by-step process. We gather data, create and implement an action plan, evaluate results, and celebrate success through communications and community engagement.

Professional Development

Professional development is a key ingredient to the success of the programs we lead. Our high-energy presentations and interactive training sessions for faculty and staff promote enthusiasm, create a collaborative team, and develop a shared sense of purpose that yields results. We train your team to use a process that can be replicated for any environmentally sustainability projects the school undertakes.

Communications & Engagement

BSEC accelerates and deepens the impact of sustainability projects by engaging the whole school community. We work with teachers to connect sustainability projects to school curriculum. We collaborate with the marketing team to increase visibility through feature articles and conference presentations that celebrate successful school sustainability projects. We partner with development departments to provide guidance on grant opportunities.