

**UNITED NATIONS UNIVERSITY – INSTITUTE OF ADVANCED STUDIES
REGIONAL CENTER OF EXPERTISE
IN EDUCATION FOR SUSTAINABLE DEVELOPMENT**

RCE Greater Portland

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United Nations University–Institute of Advanced Studies**

Contact details:

Kim Smith, Ph.D.
Sociology Instructor
Department of Sociology SS 217
Portland Community College–Sylvania
12000 SW 49th Avenue
Portland, Oregon 97219
USA
kdsmith@pcc.edu
Office: 971-722-4097
Fax: 971-722-4959

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~~Educate, Empower, Engage~~

Contact Information

PRIMARY CONTACT:

Kim Smith, Ph.D.
Sociology Instructor
Department of Sociology SS 217
Portland Community College–Sylvania
12000 SW 49th Avenue
Portland, Oregon 97219
USA
kdsmith@pcc.edu
Phone: 971-722-4097
Fax: 971-722-4959

ALTERNATE CONTACT:

Angela Hamilton, M.S.
Education and Student Programs Coordinator, Institute for Sustainable Solutions
Instructor, Leadership for Sustainability Education
Portland State University
P.O. Box 751
Mail code: SUST
Portland, OR 97207-0751
USA
ahamilt@pdx.edu
Phone: 503-449-9140
Fax: 503-725-2690

"We resolve to promote Education for Sustainable Development and to integrate sustainable development more actively into education beyond the United Nations Decade of Education for Sustainable Development (2005–2014)."

United Nations, The Future We Want

Application Committee Members

Ratna Adhar, Geography Student, Portland Community College–Sylvania
Cassie Bellamy, Teacher, The International School
Randy Black, Community Development Student, Portland Community College–Sylvania
Nancy Bond, Portland Public Schools
David Cohen, The Intertwine Alliance
Douglas Cohen, Change Leadership Adviser; Chair, National Youth Initiatives for the US Partnership for the Decade of Education for Sustainable Development
Angela Hamilton, Education and Student Programs Coordinator, Institute for Sustainable Solutions and Instructor, Leadership for Sustainability Education, Portland State University
Amy Higgs, School Sustainability Advisor
Erin Kenzie, Systems Science Doctoral Student, Portland State University
LeRoy Patton, Independent Consultant, Social Sustainability Grant Committee, Portland State University
Bruce Podobnik, Sociology Professor, Lewis and Clark College
Jake Pollack, Program Manager, Sustainability Leadership Certificate, University of Oregon
Deidre Schuetz, Lanyi Fan NGO and Graduate Student, University of Oregon
Marion L. Sharp, Program Manager/Specialist, Continuing Education in the Graduate School of Education (CEED), Portland State University
Kim Smith, Sociology Instructor, Portland Community College–Sylvania
Jamie Stamberger, Consultant, Stamberger Outreach Consulting
Judy Walton, Sustainability Consultant

Additional Editing Support:

Kathryn Axton Hardin, Retiree
Laura Feldman, Cascadia Sustainability Educator
Steve Kolmes, University of Portland
David Kunz, Oregon Department of Environmental Quality
Katrina Shum Miller, Council of Educational Facilities Planners International

Introduction

The greater Portland region has a wealth of resources—both natural and social. From our abundant forests, rivers, and mountains to our high level of civic engagement and numerous green industries, buildings, bike culture, and innovative policies, we pride ourselves in being sustainability leaders. This is no exception when it comes to education for sustainable development. With nine regional colleges signed on to the American College and University Presidents' Climate Commitment, multiple environmental schools, and a wide array of community-based formal and nonformal educators, there is no shortage of opportunities for students and lifelong learners to engage in sustainability education. However, such a plethora of sustainability resources makes facilitating collaboration challenging. We hope that the creation of a Regional Center of Expertise (RCE) on Education for Sustainable Development (ESD) in the greater Portland area will help us network together, discover synergies, support each other's efforts, and increase our collective impacts in order to address the ecological, economic, and social challenges in our region.

Development of Proposed Greater Portland RCE

The journey toward creating a Greater Portland RCE has been a fortuitous process with participants across sectors expressing interest in collaborating on behalf of education for sustainable development. The journey began with the United Nations Conference on Sustainable Development in June of 2012, in Rio de Janeiro (Rio+20). Dr. Kim Smith, a Portland Community College (PCC) sociology instructor, attended Rio+20 as a delegate of the Association for the Advancement of Sustainability in Higher Education (AASHE). She worked with higher education representatives from around the world to promote the role that education plays in helping achieve sustainable development goals. Her colleagues introduced her to the UNU system and the RCE model. Upon returning to the United States, Dr. Smith shared the RCE concept with her colleagues at Portland Community College, other Portland-area colleges and organizations, and at the AASHE conference in Los Angeles, in October of 2012, where a session was held to develop international sustainable development goals (SDGs) for the United Nations. [See Appendix H for list of SDGs] Everyone expressed a clear interest in developing a framework that would facilitate collaboration on sustainability projects within the region.

Angela Hamilton, instructor and Education and Student Programs Coordinator at Portland State University (PSU), was particularly interested, as she had begun envisioning the formation of an RCE in Portland in 2009 while studying Leadership for Sustainability Education at PSU. She recommended ways to engage across institutions and with other groups in the community. Through a mutual commitment to ESD, and representing the state's largest community college and largest university, with the potential to reach over

124,000 higher education students each year in the greater Portland region, Ms. Hamilton and Dr. Smith decided to work together.

Beginning with the first stakeholder meeting in November, 2012 [see Appendix A for timeline], the thirteen original members of the organizing group began gauging interest among the greater Portland area and found broad support among educational institutions, nonprofits, industry, and government agencies expressed to pursue RCE designation through the UNU-IAS. This was followed by research on the RCE system and outreach to RCEs around the world to assess the benefits of becoming an RCE and to identify best practices in governance and structure. We received significant guidance from RCEs in Australia, Canada, England, Scotland, and the United States. The RCE application process alone has already opened up pathways to collaboration and we look forward to seeing how becoming an RCE will create new opportunities for advancing education for sustainable development in the greater Portland region.

Members of the application committee have been diligently building bridges with nonprofit and industry leaders, government officials, educators, students, and community partners. We have received continued encouragement for the RCE to discover synergies in resources, support existing efforts and coalitions, and increase our collective sustainability impacts. While collaborative groups focused on conservation education exist in the greater Portland region, the multi-sector networking framework offered by the RCE model provides much potential for future partnerships to support education for sustainable development.

Geographical Scope and Major Characteristics of the Region

The proposed Greater Portland RCE encompasses the Portland Metro region, which is mainly in the state of Oregon, with one county in southern Washington. The RCE will include four counties: Multnomah, Washington, and Clackamas Counties, in Oregon, and Clark County, in Washington. These counties are part of the Willamette Valley ecoregion and the even larger Cascadia bioregion. The greater Portland region lies at the confluence of the Willamette River and Columbia River and is characterized by its forested hills, agricultural flatland, and lush wine country, intersected by rivers and highways. Dotted with extinct volcanoes and rising to a high point of 1,073 at Council Crest Park in the West Hills, much of the Metro area is near sea-level. As of the 2010 census, there were 2,226,009 people in the greater Portland region, or the Portland Metropolitan Statistical Area (MSA). The largest cities are Portland, Gresham, Beaverton, Hillsboro, and Vancouver, Washington. The region contains the bulk of Oregon's population, industry, and commerce. The population is anticipated to double by 2050, projected to rise to close to four million people, which will increase pressure on the region's ecosystems and infrastructures.

The region's racial and ethnic representation is made up of 81% White, 10.9% Latino, 5.7% Asian, 2.9% African American, 0.9% Native American, and representations of other groups and those of mixed race (US Census Bureau 2010). The relative lack of racial and ethnic diversity in the region is a result of a legacy of discrimination and continues to limit



Figure 1. Map of the United States, Oregon highlighted



Figure 2. Greater Portland RCE and Metro Region

engagement of a wide variety of groups in public discourse. The proposed Greater Portland RCE would facilitate participation and inclusion of all groups in our sustainable development and restoration efforts, recognizing that all voices and experiences are valuable and needed.

Culturally and economically, the region is a land of contrasts. Bustling urban areas are nestled within productive rural farmland, with Interstate-5 running the length of the region from Washington through the Willamette Valley to California. The local economy is shaped by the flow of goods through and from the fertile valley and urban centers that line the I-5 corridor, in addition to the shipping of various goods to Portland by barge and train down the Columbia and then out to the world on ocean-going ships leaving the Port terminals. Known for its abundant forests, fisheries, and agriculture, the region has a long history of reliance on resource-based industries, especially up through the 1950s. The fertile Willamette Valley remains a major producer of grass seed, fruits, nuts, vegetables, and grains, as well as poultry, beef, and dairy products. There also has been significant growth in urban farming initiatives and community gardens within the cities. This is contrasted with the growth of computer technology and alternative energy industries; the region serves as the headquarters for Intel, Tektronix, Vespa, and Solar World, plus well-known recreational companies, such as Nike, Adidas, and Columbia Sportswear. The Portland Metro area is now known as the "Silicon Forest."

The emergence of a strong environmental movement in the 1960s and 1970s led to the creation of 1000 Friends of Oregon (a nonprofit dedicated to conserving the state's natural resources), the highly recognized urban growth boundary, the protection of farmland in the Willamette Valley, innovative policies such as extensive recycling and composting programs and the famous Bottle Bill, which created incentives for recycling aluminum cans and glass and plastic bottles. The Portland region is noted for its superior land use planning and the urban growth boundary has succeeded in focusing density within the urban core, in order to protect our valuable fertile areas and limit sprawl. Because of its efficient land use planning, high number of LEED-certified buildings, and public transportation networks, with extensive light rail lines that continue to expand, Portland has been referred to as one of the most environmentally friendly, or "green" cities in the world (Shepperd 2007), while also facing some significant ecological challenges.

As indicated on the following map of ESD providers and potential RCE partners (in development), the greater Portland region has a wealth of groups committed to sustainability. While the region does face challenges, including depopulation and migrant farm labor in our rural areas, gentrification and strains from growth in our urban areas, and poverty, hunger, and a legacy of industrial waste in both, we are fortunate to have a lot of dynamic groups that are interested in addressing issues of social, economic, and environmental sustainability. Residents and visitors alike have a great love for the natural beauty of the region, with a vast number of people regularly engaging in recreational activities and organizing to protect the health and integrity of the environment and its many inhabitants. The dynamic nature of the human-environmental interactions in our region is highlighted by a tremendous number of groups working on sustainability education and environmental literacy within this rich geographical context, but much more needs to be done to better coordinate our efforts.



Map by Peter Rugh, Source: Portland Metro RLIS and Google Maps

Figure 3. Google map of sustainability providers in the greater Portland Metro region, within the Willamette Valley.

Regional Challenges

Greater Portland is known as one of the greenest metropolitan areas in the United States. Yet our green reputation does not mean the region is free of challenges. In fact, we struggle in at least four major areas of sustainable development: environment, education, economics, and equity.

Environment

Water and Air Pollution

Greater Portland is defined significantly by our rivers, with the Willamette and Columbia Rivers transecting Portland and Vancouver, as noted in the maps above. While the rivers are valuable amenities, they face pollution challenges and dwindling species, such as our iconic wild salmon. A section of the Willamette in North Portland is a priority US EPA Superfund Site, after more than a century of industrial use (EPA 2013). Few Portlanders dare to swim in the river and certain types of fish pose a significant health risk to those

who eat them. This is particularly problematic for a number of immigrant groups and low-income residents who depend on fishing as a food source (PBES 2013).

The Columbia River also faces significant threats. This region has been designated for massive fossil fuel movement through the Columbia River Basin and is also home to the most toxic site in the western hemisphere, the Hanford Nuclear Reservation. Located on the Columbia River just 160 miles from the Portland metro area, Hanford has been polluting the region since its creation in the 1940s (Hanford Watch 2013).

Air pollution is another concern. Oregon has the third largest population in the country at risk of cancer due to toxic air pollution, with 19 known or suspected carcinogens in Portland's air alone (EPA 2011). Air toxics (such as diesel exhaust, benzene, and metals) continue to be pollutants of concern throughout the Portland region (ODEQ 2013). Sources of air toxics in Portland include cars and trucks, wood stoves and fireplaces, businesses, and products that emit fumes, such as paints. In addition, despite the nearby Bonneville Dam, "only 27 percent of Portland's electricity comes from hydro (e.g., dams on the Columbia River), while the remainder largely comes from coal or natural gas" (Portland Bureau of Planning and Sustainability 2009).

The activities of the proposed Greater Portland RCE will address these challenges by building partnerships between education providers, business, and/or government, and the media in order to help raise awareness about these issues. We believe these partnerships will allow us to develop pathways for conducting and working together to identify potential solutions.

Land Use and Transportation

In conformance with state law (SB 100, 1973), the Portland Metro area created an Urban Growth Boundary (UGB) in 1973, which directs growth into certain areas, promoting increased density within the boundary and reducing sprawl. Portland's UGB is used as a model for communities around the world to protect surrounding farmland and wilderness while localizing effects of traffic in urban areas. The region has built a reputation for innovative transportation, including four light rail lines, two streetcar routes, and more than 300 miles of bicycle pathways.

Yet congestion and air pollution from traffic remain problems. Traffic continues to increase, and with an estimated doubling of the population over the next 50 years, urban planners struggle with how to address our "collective carbon footprint" (Holman, 2008). Large proposed projects, such as freeway and bridge expansions, the extension of light rail to other counties, and the building of coal terminals are contentious and face huge political battles.

Such issues will require civic participation and opportunities for education and collective dialogue. The proposed Greater Portland RCE would facilitate events that raise awareness about sustainability issues and foster collaborative discussions around contentious topics.

Education

Organizations providing services or programs aligned with ESD in our region reflect the diversity of community sectors including higher education, K-12, preschools, non-profit

organizations, advocacy groups, government agencies, neighborhood coalitions, and businesses. More than 450 formal and informal organizations alone offer conservation education resources in the greater Portland region. This is fueled by demand from community members, businesses, and voters who place a high value on civic engagement and our region's abundant and distinct natural resources. There are also twenty-nine colleges and universities and twenty K–12 school districts, within greater Portland, each with their own strengths and weaknesses. From this network of sustainability education providers comes an array of talent and innovation in ESD research and practices. The challenge and opportunity in our region is to coalesce and leverage so many groups from different organizations, disciplines, and sectors, with varying experiences, diverse ideas, and limited resources, in order to improve the effectiveness, efficiency, and reach of local efforts to deliver education for sustainable development.

A daunting reality is that Oregon and Washington schools and higher education institutions have faced tighter budgets for years, while costs continue to escalate. There are a few model schools and some innovative teachers in the region, but relatively few school districts and public higher education institutions have meaningfully integrated sustainability into their operations and curricula. In addition, K-12 teachers face competing demands on their classroom teaching time, making it difficult to adopt material that is defined as outside the scope of standardized outcomes and assessment tools.

While our state and local governments have established environmental literacy goals, such as the 2010 Oregon Environmental Literacy Plan (stemming from the “No Oregon Child Left Inside Act,” HB 2544), we still struggle to align sustainability curricula with state and industry needs, implement HB 2544 goals in clear articulation pathways, and provide multiple avenues for student engagement with sustainability education. Further, the challenge for educators at all levels is to develop the capacity and knowledge to integrate sustainability and associated pedagogies into their teaching.

While coalitions are growing around sustainable economy goals and a variety of industry advisory boards exist to nurture green certificate programs and internship models, we could benefit from increased formal curriculum development and collaboration among ESD sectors. For example, we need more instructors trained to meet the demands of students who want to develop skills for careers in “green” industries. A current model through Portland Community College, funded by the National Science Foundation, is the Summer Sustainability Institute (SSI). The SSI trains instructors in the fields of green building design and construction in order to help them develop new curricula and update their courses. A similar “train the trainer” model has been developed through the Association for the Advancement of Sustainability in Higher Education (AASHE), which strives to infuse sustainability across the curriculum. Even with such trainings, however, there are not enough “green jobs” available for students once they graduate. Therefore, financial resources for public and private groups to work together need to be sought in order to develop trainings and create jobs that meet the needs of the future.

An important objective of the proposed Greater Portland RCE is to support the development of partnerships within the non-formal education sector and between sectors.

There is a plethora of groups working on conservation education in the region, yet so often they work independently and duplicate efforts. We need more partnerships between groups, across disciplines and issues, and among sustainability professionals from nonprofits and business. We hope to work with existing coalitions in formal and non-formal education and develop avenues for educators and other professionals to work together, across institutional and disciplinary boundaries. For example, OregonACE (Adult Conservation Educators) and the Intertwine Alliance are intentionally working toward expanding their ESD education and partnership development to increase their collective impact. By collaborating across sectors, we can engage in sustainability efforts that maximize shared initiatives, use resources efficiently, and accelerate sustainable development in the region.

Economy

As is a problem throughout the United States and around the world, the Portland Metro region was hit hard by the recession, affecting regional and state government budgets and household incomes. The region has faced struggles with living wages, food security, and unemployment, with marked differences in these areas between counties and groups.

While the Portland Metropolitan Statistical Area (MSA)'s average wage was above the national average for metropolitan areas through the late 1990s, it began to fall in 2000 and as of 2011 was about 97 percent of the US metro average. Of the four counties in the greater Portland region, Washington County has consistently had the highest average wage, experiencing the most dramatic change during the past twenty years. In 2000, the average wage in Washington County was 121 percent of the US metro average wage. In 2011 it dropped to 113 percent. In 1990, Clackamas County had the lowest average wage of the four counties in the greater Portland region, at 85 percent of the US metro average wage. In 2011, Clark County had the second lowest average wage, at 87 percent of the US metro average wage (Greater Portland Pulse 2011).

The unemployment rate for the Portland-Vancouver-Hillsboro MSA was higher than the national rate from August, 2008 to April, 2011. Recently, the gap between the two rates has lessened. In March, 2013, the unemployment rate for the United States was 7.6 and the rate for the Portland MSA was 7.7. Unemployment rates for every racial and ethnic group increased in both the Portland MSA and the United States from 2006-2008 to 2009-2011. During both time periods, the unemployment rate for African Americans and Blacks, American Indians and Hispanics were greater than those of Whites and Asians in both the Portland MSA and the United States (Greater Portland Pulse 2013). [See Appendix G for Unemployment Data]

While the proposed Greater Portland RCE cannot commit to influencing average wages or employment rates, we do hope to tap into existing industry partnerships in order to help facilitate educational connections in sustainability capacity-building, industry expertise, and vital community conversations. Furthermore, we plan to encourage educational efforts that help shift the focus from short-term economic growth to long-term economic security. With an emphasis on the creation of "green jobs" that address climate change, clean-up and restoration of damaged ecosystems, and broader guardianship of the region for future

generations, workforce training and community-based participatory research are both potential pathways to help support a sustainable economy in the greater Portland region.

Equity

Unfortunately, we also face serious social problems in the greater Portland region that contradict our reputation for being a progressive, welcoming environment. A comprehensive report on Multnomah County, the largest county in the Metro area, highlights the inequities faced by people of color in the region, including lower incomes, higher poverty levels (at least double those of whites), higher unemployment rates, higher school dropout rates, and higher rates of incarceration (Curry-Stevens et al. 2010). Some of these disparities also affect other groups, including women, people with disabilities, immigrant groups, people in poverty, and children. Further social inequities are documented in the recently-released Regional Equity Atlas (Coalition for a Livable Future 2013).

Inclusiveness and social equity in Oregon and Washington have been long-term challenges. With a history of racism and discrimination in the region, many communities have not been included in broader dialogues about environmental justice issues. In addition, Oregon is often ranked first in the nation in homelessness per capita, and the homelessness rate is increasing. Food insecurity is growing, with Oregon ranking among the hungriest states in the country, and Washington is not far behind (Northwest Harvest 2012).

School systems in Portland and Vancouver are particularly in crisis with low high school graduation rates and a low percentage of high school graduates considered “college ready,” particularly among low-income families. Plus, there are many environmental justice issues throughout the greater Portland region, such as gentrification, food deserts, and higher pollution rates in poor neighborhoods.

Through education, empowerment, and civic engagement opportunities, the RCE will strive to create pathways to examine the structural and cultural foundations of these equity problems in order to move beyond simply responding to the superficial symptoms. Problems currently include data collection issues (poor or inconsistent data categories, undercounting, etc.), challenges with research (often conducted by those outside the community without input or participation from the community itself), services designed and delivered by mainstream providers rather than by community of color providers, and programs themselves (lacking an accountability structure). A key plan of the proposed Greater Portland RCE is to facilitate education, research, and dialogues that help move toward a region where inequities are honestly examined and environmental, social, and economic benefits and burdens are shared in a fair and equitable way.

RCE Vision, Mission, Values, Goals and Objectives

Vision

We envision a healthy, just, and thriving region where sustainability education is prioritized and integrated across sectors; and where everyone has opportunities to shape a more sustainable future.

Mission

The Greater Portland Regional Center of Expertise connects diverse organizations in a collaborative network that multiplies our collective capacity to educate for a more sustainable future.

Core Values

Sustainability: We embrace practices that support care for self, care for each other, and care for Earth. We commit to using a systems-based approach that honors interdependence, nurtures meaningful relationships and networks, and fosters synergies, allowing our communities, environment, and economies to thrive.

Inclusive participation: We commit to living our values by working together to ensure a resilient and thriving Greater Portland, both now and into the future. This involves respect for diversity of all ages and generations, nationalities, educational levels, and socioeconomic groups. We value and draw from the knowledge and wisdom of all participants, locally and globally, and recognize that expertise comes from lived experience. All voices must be involved, welcomed, and fully heard to create a community that is not only sustainable but also flourishing.

Equity and Environmental Justice: We promote equity and social and environmental justice, in order to help create healthy, vibrant, and thriving communities. Inequities must be honestly examined so that environmental, social, and economic benefits and burdens are shared in fair and equitable ways.

Transparency and Accountability: We commit to being open and honest in our governance and practices, providing access to our records, creating feedback loops for improvement, and modeling true learning as an organization, through our mistakes and successes.

Innovation:

We value and invest in visionary processes, technologies, and solutions-based strategies that empower lifelong learners to critically examine the foundations of social issues and engage in their communities. Through innovation, dialogue, resource sharing, community-based research and transformative, lifelong learning, we will offer avenues to help develop local and global solutions,

Core Goals and Objectives

To address the above challenges and integrate our vision, mission, and values into our actions, we propose the following goals and objectives. We define sustainability to include social, economic, and environmental dimensions that promote healthy, just, and thriving communities where sustainability education is prioritized and integrated across sectors and where everyone has opportunities to shape a more sustainable future.

Goal 1. Build a vibrant and diverse regional cross-sector network of individuals and organizations advancing sustainability education together

Objective a. Stakeholders will have easy access to an array of quality ESD information and resources through our regional ESD information hub

Objective b. Stakeholders will convene regularly to discuss and share ideas related to ESD and social equity issues

Goal 2. Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal contexts

Objective a. Schools, colleges, nonprofits, and other stakeholders will incorporate ESD into their organizational framework.

Objective b. Create and support opportunities for ESD capacity-building and workforce development

Goal 3. Increase public awareness about social, economic, and environmental sustainability and the role of ESD in shaping a more sustainable, healthy, and just future

Objective a. Determine and implement RCE's political advocacy policy

Objective b. Create and implement an outreach strategy to raise public awareness and increase involvement in ESD

Objective c. Create opportunities for public dialogue on ESD policies and issues

Goal 4. Model sustainable, innovative, cooperative, and inclusive practices and processes across sectors and emulate our values within the RCE organization

Objective a. Establish partnerships that facilitate collaboration across non-traditional lines

Goal 5. Share research and innovative practices in sustainability education to promote partnerships, learning, and advancements in ESD across the region

Strategies to Achieve Vision and Goals

Ongoing Development Strategy

In order to meet the above goals and objectives, the following four-part strategy serves as an organizational development tool. It has been adapted from permaculture design, which is a continuous cycle that is repeated at regular intervals to facilitate reflection and foster improvement (Hemenway, 2013).

Observe and Map Assets

The RCE uses a systems approach to identify provider needs, activities, and resources. We will gather and utilize data about the effectiveness of specific programs and observe patterns and changes that occur over time and adjust our strategy accordingly. Based on gathered data, opportunities for replication and scalability will become apparent. The work of pioneering leaders will be recognized and built upon. We will make a concerted effort to work directly with existing groups and identify ways to honor their wisdom and experience and find ways to support each other's efforts. The RCE's asset mapping results become a new point of observation for setting benchmarks, evaluating progress, and creating continuous improvement loops.

Re-envision

As the RCE develops we will integrate regular reflection to assess our vision and determine whether it continues to align with the goals of the group. We will create innovative online and in-person opportunities for connecting to each other and exchanging ideas in order to maintain a collective vision. While holding the collective vision on the horizon, the RCE and its stakeholders can support a culture of discovery and experimentation to achieve our objectives. We will use inclusive means to facilitate agreement in order to ensure support from diverse stakeholders.

Plan

The planning stage is two-fold, beginning with identifying the general functions and elements necessary for reaching the agreed-upon vision then defining more specifically which functions and tools will be utilized to create a strategic plan for our governance practices and action plans. At all of our stakeholders meetings, general objectives and activities have been recommended and continue to evolve. In alignment with permaculture strategies, we will strive to design each activity so that it performs multiple functions and is supported by multiple elements to increase our efficiency and collective impact. We will continue to engage in strategizing meetings over the months ahead to align our needs with our activities.

Develop

Once the plan is clear and agreed upon by the stakeholders, it can be developed by drawing upon permaculture principles such as connecting, catching, and storing existing energy and resources, allowing us to determine how existing initiatives can be leveraged for newly identified objectives. We want to ensure that stakeholder energy and interests are not

being wasted or unrecognized, so we will strive to identify and avoid common pitfalls. To maximize efficiency and nurture community, we will create action plans that support change for the greatest effect, use small-scale intensive systems, and celebrate our successes.

Implement

In a permaculture process, using systems-level thinking and biomimicry, we will model natural practices by honoring our inter-connectedness and integrating resiliency and adaptability, allowing for long-term feedback loops that recognize mistakes and facilitate improvement. Even a well-developed plan could create unintended consequences with effects that could undermine our overall mission. We will be cognizant of these challenges and will support each other to achieve our objectives by creating pathways that model preparedness and offer opportunities to improve in the future.

Key Priorities

Outreach, transformative education, and research and development are key priorities for the proposed Greater Portland RCE.

Outreach

We are committed to engaging all voices in the RCE process, recognizing that diversity is a key source of community-building and success. While we have much room for improvement, we have developed a plan to model our core value of inclusive participation. The RCE Application Committee has conducted the following outreach to date:

- Five public stakeholder meetings have been conducted to collect input, ideas and needs from the Greater Portland network of ESD stakeholders.
- To date, 72 ESD providers are formally engaged with the Greater Portland RCE [see Appendix E for organizations]
- A list of regional ESD providers and stakeholders has been created and continues to grow. Providers are able to add their information to the list via an online form which populates a Google Excel spreadsheet. Over 430 stakeholder groups are currently entered, with many groups identifying multiple interested individuals.
- Two GIS students from Portland Community College have used the spreadsheet to create GIS maps to identify and locate ESD providers within the region.
<http://www.pcc.edu/about/sustainability/regional-center-expertise/get-involved/map.html>.
- Targeted outreach has been conducted to known ESD providers and key stakeholders to ensure representation by as many diverse community sectors as possible during the RCE development process.
- A list of potential ESD partner organizations for outreach has been developed by asking for recommendations from committee members and key regional partners.

This list has been sorted by sectors, sustainability issues, and whether or not the group is a current partner with the Greater Portland RCE. ESD providers lacking RCE representation will be prioritized in outreach efforts. See the RCE partner list in Appendix E.

- Greater Portland RCE announcement and discussion listservs have been created through PSU to share information among ESD stakeholders. To date, there are 197 individuals registered for the listserv. <https://www.lists.pdx.edu/lists/listinfo/un-rce-esd>
- A Greater Portland RCE newsletter has been developed, and is sent monthly to ESD stakeholders via the listserv, with current news, events, and resources.
- A Greater Portland RCE website has been created (hosted on the Portland Community College website) to provide information and updates: <http://www.pcc.edu/about/sustainability/regional-center-expertise/>
- Development of a Partnership Pledge Form, allowing stakeholders to document their commitment to supporting the mission of the RCE through a variety of self-selected methods, advisory work, event planning and promotion, resource commitments, etc. Signed Partners will be recognized on the Greater Portland RCE website. [See Appendix B for Pledge Form]

Our plan for continued outreach includes:

- Continued use of GIS software to identify ESD providers within the region for addition to the interactive ESD providers' map. The map will help inform outreach efforts to ESD providers to ensure outreach to as many providers in the region as possible.
- Continued expansion and improvement of the list of RCE stakeholders to include as many and diverse stakeholders as possible, including community groups, low income communities, communities of color, businesses, government agencies, educational institutions, and individuals.
- Development and implementation of an outreach and engagement strategy to stakeholders identified in the list mentioned above, including direct emails, phone calls, and face-to-face meetings to ensure representation of all groups throughout all portions of the RCE: Stakeholder group, Coordinating Committee, Task Forces, and committed Partners
- Continued broad public and grassroots outreach and engagement through stakeholder websites, email communication, newsletter, listservs, social media, meetings, and community forums to seek community expertise and encourage participation from additional ESD stakeholders and providers.

- Development of a communication plan for continued RCE outreach to signed Partners to promote continued engagement in ESD and RCE efforts.
- Continued, bi-monthly or quarterly stakeholders meetings to collect feedback on Coordinating Committee and Task Force activities and ideas for improvement or new initiatives.
- Continued monthly newsletter and listserv availability to facilitate forum-style discussions about ESD, encourage input into RCE efforts, distribute information and opportunities, organize the ESD providers for advocacy efforts, and identify volunteers to help with specific RCE efforts
- Development and delivery of professional development opportunities for the regional ESD provider community (symposiums, topic dialogues, continuing education credits, certifications, brown-bag lunch presentations, social networking events, etc.)
- Organizing or hosting of one or more summits or conferences per year to facilitate collaboration, resource sharing and networking among ESD providers

[See Appendix E for list of ESD providers that have agreed to engage with the RCE and potential future RCE ESD partners.]

Transformative Education

Transformative education encourages us to reimagine our ways of living and learning and motivates us to make the changes necessary to create a more sustainable community and world. It encourages us to rethink some of the fundamental assumptions of our economic and social systems and to create new mental models and paradigms.

To foster transformative learning, we commit to promoting and engaging in ESD efforts that reflect the following values:

- To foster the use and creation of innovative and flexible mental models and ESD approaches, rather than prescribing “one-size-fits-all” solutions
- To prioritize participatory, collaborative processes and to actively seek out and incorporate diverse perspectives
- To harness the potential of ESD as a reorienting framework for schools, organizations, and communities, rather than an add-on program

Achieving meaningful systemic change at the regional level depends largely on learning and change at the individual, organizational, and community levels. At the individual level, we plan to create opportunities for people to expand their consciousness and frame of reference, and to participate in institutional and systemic change. At the organizational level, we want to support organizations in creating opportunities for transformative learning of their staff or target audience. And at the systemic level, we hope to encourage reorientation of our public school systems toward ESD and to advance cross-sectoral

efforts to advance sustainability through education. We believe that this kind of multi-level strategy has the potential to foster social learning about sustainability, and ultimately contribute to meaningful systemic reform.

Research and Development

The third priority of our RCE is research and development. The proposed Greater Portland RCE is committed to research that is innovative, collaborative, trans-disciplinary, and practice-oriented—research that especially focuses on addressing the challenges facing greater Portland. Our intention is to support and connect researchers and practitioners, including students and community members, in research and development projects that span all sectors. This allows us to move forward with our vision of creating a network where ideas, research, knowledge, and experience are shared and multiplied, creating a culture of synergies and inspiring action towards a more sustainable and equitable future.

As our initiatives for research and development will continuously adapt and flex with the introduction of many community resources and partner organizations, a statement of our values, intent, and desired processes in the research field is an essential first step.

We commit to promoting and engaging in research that reflects our values by:

- Pursuing research and applied projects that are led/co-led by community members as equal partners and reflect the values and needs of the community
- Ensuring research outcomes SERVE the community and are OWNED by the community
- Recognizing that expertise is a function of knowledge, experience, and wisdom and does not require academic degrees

We intend to support community capacity-building that enriches our understanding of ESD and develops resources, programs, and practices. We also plan to create opportunities for collective impact and increased funding through grant proposals in which we collaborate, rather than compete. Our research and development efforts will emerge from the following processes:

- Collaboration across all disciplines and sectors (including universities, K–12 schools, community, business, governmental and non-governmental organizations)
- Incorporation of traditional and nontraditional research methods, including community-based participatory research, ethnography, empirical studies, GIS (data-mapping), and participatory action research
- Encouragement of active participation, peer-led and peer-supported initiatives that share knowledge, reflect practical and theoretical perspectives, and develop citizen science and expertise
- Promotion of bold and community-supported research agendas around education for sustainable development at our research institutions
- Facilitation of knowledge sharing between academic researchers and community-based ESD providers about best practices and successful approaches with the goal of developing more accurate models that are both theoretically supported and field tested

We commit to participatory research and development that involves, includes, and serves the community, the region, the planet, and all the peoples therein. Out of this work, we hope to create an incubator, a creative, safe space (virtual and physical) where people gather, where they bring ideas (at any level of development) to germinate—a space where they receive support, encouragement, and feedback to further develop, implement, and initiate action based on their ideas. We hope to create open-source structures in which the intellectual property belongs to the community and financial benefits come back to the community. We want to use innovative research models, technology, and social media that collaboratively broaden and heighten the participatory nature of research that serves the region. We also envision a technical assistance/training arm that, like Community Health Workers (CHWs),¹ spreads this knowledge through popular education approaches both within the community/region and beyond.

Programs and Activities to Achieve Goals and Objectives

To achieve the goals and objectives outlined above, we have developed the following list of proposed programs and activities, organized according to the time frame in which we plan to implement them. Activities are categorized as existing and ongoing, short-term (within six months of RCE approval), medium-term (with a year of RCE approval) and long-term (within three to five years of RCE approval). This working document represents some examples of activities; the list is by no means comprehensive and will be edited to reflect emerging opportunities and priorities. The Coordinating Committee will manage the overall communication and convening processes and specific taskforces will be designated to develop the activities identified to achieve the goals and objectives.

Existing and On-Going

Goal 1. Build a vibrant and diverse regional cross-sector network of individuals and organizations advancing sustainability education together

- Manage and continually update website
- Foster idea-sharing on discussion listserv
- Create newsletter and share information on announcements listserv
- Convene regular stakeholder meetings

¹ Community Health Workers (CHWs) are frontline public health workers who are trusted members of and/or have an unusually close understanding of the community they serve. [They] build individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy. (American Public Health Association, 2008). [Taken from the Oregon Community Health Worker Association (ORCHWA) website.]

Goal 5. *Share research and innovative practices in sustainability education to promote partnerships, learning, and advancements in ESD across the region*

- Advertise grant opportunities via the newsletter and website

Short-Term

Goal 1. *Build a vibrant regional cross-sector network of individuals and organizations advancing sustainability education together*

- Improve and update interactive GIS stakeholder map
- Turn current database of stakeholders into searchable, more complete database
- Coordinate regular ESD socials for networking, idea-sharing, and peer feedback
- Secure several central meeting spaces that stakeholders can use for ESD
- Create calendar of regional ESD events and opportunities on website
- Promote ESD gatherings and events organized by stakeholders through newsletter and announcements list-serve

Goal 2. *Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal contexts*

- Create a directory of professional development providers and their specialties
- Create a calendar of ESD capacity-building, workforce development, and networking opportunities on website
- Promote existing cross-sectoral capacity building opportunities in our newsletter and listserv

Goal 3. *Increase public awareness about social, economic, and environmental sustainability and the role of ESD in shaping a more sustainable, healthy, and just future*

- Determine and implement RCE's political advocacy policy

Goal 4. *Model sustainable, innovative, cooperative, and inclusive practices and processes across sectors and emulate our values within the RCE organization*

- Post all meeting minutes on website
- Create and implement annual process for incorporating feedback from annual survey

- Identify local and regional experienced facilitators and models of inclusive dialogue with a track record of success in our region

Goal 5. Share research and innovative practices in sustainability education to promote partnerships, learning, and advancements in ESD across the region

- Promote training and familiarity with the Regional Equity Atlas 2.0 tool provided by the Coalition for a Livable Future (CLF)

Medium-Term

Goal 2. *Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal contexts*

- Coordinate workshops to support stakeholders in incorporating sustainability into their organizational frameworks, including their operations, facilities, governance, and culture
- Offer professional development opportunities for educators to teach ESD and transformative learning methods
- Create a forum to share models of sustainability training
- Implement measures to reduce cost of ESD professional development in our region
- Work with industry advisory groups to identify training needs for instructors and students

Goal 3. *Increase public awareness about social, economic, and environmental sustainability and the role of ESD in shaping a more sustainable, healthy, and just future*

- Create and implement an outreach strategy to raise public awareness and increase involvement in ESD
- Convene virtual or physical ESD policy dialogues via meetings, newsletter, or website
- Facilitate discussions on challenging issues in our region, e.g., Portland Community College's Center for Civic Engagement

Goal 4. *Model sustainable, innovative, cooperative, and inclusive practices and processes across sectors and emulate our values within the RCE organization*

- Create and implement annual survey that rates RCE’s success in living up to our organizational values (with the goal of statistically significant improvement in overall rating each year), and implement process for incorporating feedback

Goal 5. *Share research and innovative practices in sustainability education to promote partnerships, learning, and advancements in ESD across the region*

- Compile existing data or conduct an audit across sectors to identify regional ESD strengths and successful projects/practices in our region, areas of needed improvement, and needs not yet being met
- Create an online evaluation resource list to assist stakeholders in monitoring and evaluating their ESD efforts
- Develop a research directory with ESD-focused literature, program reports, best practices, success stories, and lessons learned
- Support training in community-based participatory research (CBPR) and popular education

Long-term

Goal 1. *Build a vibrant and diverse regional cross-sector network of individuals and organizations advancing sustainability education together*

- Compile stories (and possibly videos) of how local ESD efforts are contributing to social, economic, environmental, and educational change in our region

Goal 2. *Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal contexts*

- Work toward inclusion of sustainability education in Oregon K-12 and college curricular standards
- Offer workshops for nonprofits, industry, and others who may implement ESD methods with their target audiences

Goal 5. *Share research and innovative practices in sustainability education to promote partnerships, learning, and advancements in ESD across the region*

- Create an online evaluation resource list to assist stakeholders in monitoring and evaluating their ESD efforts
- Develop a research directory with ESD-focused literature, program reports, best practices, success stories, and lessons learned, relevant to the challenges facing the Greater Portland area, including a methodology section with strong resources on community-based participatory research (CBPR)

- Conduct or actively promote research and applied ESD projects that are led/co-led by community members as equal partners and reflect the values and needs of the community
- Identify an appropriate framework for monitoring and evaluating sustainability efforts in our region
- Develop and share strategies for schools and organizations across all sectors to periodically assess the sustainability literacy of the community
- Create a matching tool for interested partners, projects, and funding sources

Governance and Management Structure for the RCE

In order to meet these objectives, the RCE will need to be organized in an efficient and collaborative structure. The intention of the governance and management model is to serve as an effective and engaging platform for pursuing the mission of the proposed RCE by being inclusive, transparent, democratic, and efficient. While the Greater Portland RCE will continue to evolve over time and require flexibility and openness to adapt to changing partnership engagements and future community needs, we are currently functioning under the following governance and management structure.

Governance Structure

As encouraged by Louis Sullivan in the design of buildings, we are applying the principle of “Form follows function” to our organization. We intend to address the regional education for sustainable development (ESD) challenges by actively engaging with groups across sectors to develop a common agenda and achieve shared objectives. We hope by creating an open network that we will be able to think and act strategically and collaboratively, pursue measurable strategic outcomes, define new opportunities by connecting our assets, and recognize leadership as a shared responsibility (Purdue Center for Regional Development 2013). ESD stakeholders from across the region are in the process of identifying our unique functions and how best to work together and share responsibilities.

The coordinating committee (formerly the application committee) has proposed an organic model of governance (see diagram below), incorporating different levels of participation (Wenger, McDermott, & Snyder, 2002). The coordinating committee has led the application writing process, with support from sub-committees, and convened bi-monthly stakeholder meetings to discuss our vision, values, needs, objectives, projects, and resources [See Appendix C for worksheets]. This committee has met biweekly to review the UNU-IAS guidelines and prepare the application, in consultation with our stakeholders and RCE mentors. Subcommittees facilitate core management efforts, with taskforces developing

specific projects. There are opportunities for individuals and organizations across the region to engage in varying levels of governance efforts and implementation of activities. Invitations to participate on all levels are open to the public, with some targeted outreach to specific members to insure cross-sector representation and the involvement of individuals with needed skill sets.

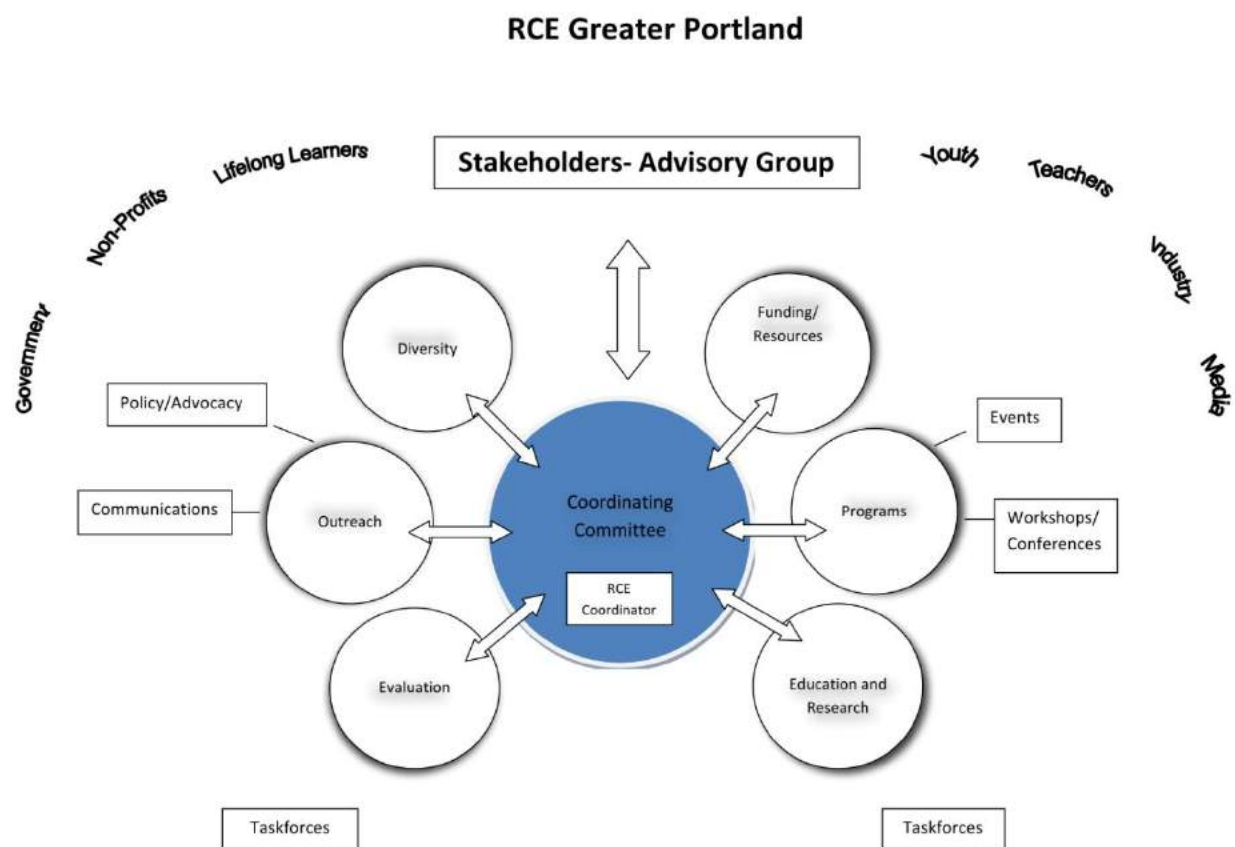


Image by Kim Smith

Figure 4. Proposed RCE Governance Model

Based on recommendations from our stakeholders, with discussions still open to determine the best model to meet our collective needs, the following list summarizes current roles and responsibilities:

- The larger stakeholder group serves in an advisory role and has met bi-monthly to encourage engagement, garner feedback, and offer networking opportunities.
- The coordinating committee meets biweekly to develop and revise the RCE application, discuss outreach and resource efforts, and establish policies. Currently, the coordinating committee makes executive decisions on organizational and program development, in addition to working on the RCE application.
- Sub-committees have emerged from the stakeholder meetings based on interest in collaborative initiatives. Sub-committees have met as needed to develop plans for projects and programs.
- The coordinating committee designates and oversees taskforces and requests and incorporates regular feedback from the stakeholders group.
- Core members of the coordinating committee have met with lead coordinator Kim Smith to develop and facilitate agendas for the coordinating committee and stakeholder meetings.
- The lead coordinator, or Secretariat, Kim Smith, is responsible for general day-to-day activities for the application process, engages in stakeholder development and partnership outreach, and reports to the coordinating committee and the stakeholder group.

Taskforces

The following are the proposed taskforces, with recommended tasks:

1. Governance Task Force
 - Keeper of mission, vision, values, goals, and objectives
 - Develop organizational structure/internal policies to meet mission and goals
 - Engage in strategic planning
 - Seek out and implement funding opportunities
 - Develop strategic partnerships with other regional efforts
 - Model accountability and transparency
 - Maintain accountability of RCE on issues of diversity, equity, and justice as they relate to sustainability education
2. Program Development Task Force
 - Develop ongoing programs for members focusing on professional development and capacity building, including conferences, workshops, leadership development, internships, etc.
 - Foster collaboration and connections among members, including formal and informal educators
 - Develop networking opportunities, including socials and symposiums
 - Facilitate discussions about regional issues and challenges

3. Resource Development Task Force
 - Collect best practices and resources to be shared on website and in newsletters
 - Keep updated calendar/opportunities list for members/public
 - Identify and apply for funding and grants to support staff and project capacity
4. Curriculum Development Task Force
 - Support curriculum development
 - Facilitate articulation agreements
 - Develop service-learning opportunities
5. Research Task Force
 - Identify existing research
 - Promote collaborative research opportunities
 - Promote and help disseminate research
 - Work with Resource Development team to keep research visible on website
6. Public Outreach and Communications Task Force
 - Manage website, listservs, and newsletter
 - Work on organizational branding and messaging
 - Develop and implement plan for outreach, member cultivation, and retention
 - Facilitate transparency on RCE goals and actions
 - Develop and participate in programs for public engagement to raise public awareness about education for sustainable development, including presentations and tabling
 - Insure diverse representation and messaging and actions based on equity and justice as they relate to sustainability education
7. Policy/Advocacy
 - Develop and implement policy on organizational and political advocacy
 - Influence broader policy development related to education for sustainable development
8. Evaluation
 - Research and post best practice tools on website
 - Develop assessment tools that support transparency and accountability
 - Assess outcomes and document results

Decision-Making

The decision-making model varies based on the level of participation, with stakeholders serving in an advisory role with some decision-making power on broader issues and the coordinating committee and subcommittees doing the necessary research to make informed decisions on specific management issues. We will strive to support participatory and consensus-based decision-making, when possible, in order to include a wide-range of voices and address dissenting opinions, recognizing that some decisions will be time-sensitive and will need to be made by the coordinating committee for efficiency.

The governance sub-committee has recommended not to incorporate as a nonprofit at this time, but rather to serve as a network of member organizations. We are working with a variety of educational institutions, nonprofits, and government agencies, which can serve as fiscal sponsors on collaborative projects and grant applications. To highlight the cross-sector nature of the group, the proposed Greater Portland RCE is not housed within nor affiliated with any one organization. Relationships with partners and fiscal sponsors will be sought that offer low overhead costs, align with ESD goals, and foster reciprocal relationships that help achieve a greater collective impact through RCE collaboration.

Short- and Long-term Resource Arrangements

In addition to in-kind participation from schools, non-profits, government, and industry and funding support from the International School to cover substitute teachers for a committee member to attend meetings, a core group of three institutional partners—Portland Community College, Portland State University and the University of Oregon—has provided resources to the RCE throughout the application process. This includes funded faculty, staff, and student participation in the planning and application process, as well as meeting spaces, website and listserv support, and GIS mapping. The three higher education institutions continue to provide a variety of short-term resources, with requests submitted for long-term resource arrangements, as identified below.

Portland Community College (PCC)

PCC has provided course release time to allow Kim Smith to serve in a lead coordinator role for the RCE application process and through next year, as well as some funding to attend an RCE conference. Other instructors and staff from PCC have served in advisory roles around governance and curriculum development, with PCC curriculum oversight provided by the Sustainable Practices for Academics and Resources Council (SPARC). In addition, PCC has offered in-kind support with meeting space and the development of an RCE website, hosted at: <http://www.pcc.edu/about/sustainability/regional-center-expertise/>. Several PCC students with backgrounds in community development, GIS mapping, and event planning are also supporting the project.

Portland State University (PSU)

PSU has offered staff time and other resources to support the development of the proposed RCE. Angela Hamilton, who serves as the Assistant Coordinator for the application process, receives time to work on the RCE through her Solutions Generator position at PSU's Institute for Sustainable Solutions. She has involved a number of students, including a systems analyst and a club coordinator. She also developed the RCE listserv, to which members can subscribe. Announcements of regional news, events, resources, and workshops have been posted on the listserv.

The University of Oregon (UO)

UO has also provided staff support and in-kind resources. Jake Pollack, the Coordinator of the Sustainability Leadership Program, has received some time to offer staff support, which has allowed him to coordinate meeting space at UO's Portland campus and provide guidance about communications technologies and program development. UO will also offer workshops through the Sustainability Leadership Program in the future.

Meeting Spaces

Meetings of the Coordinating Committee and Stakeholder group have been held at each of these member organizations, with the location rotating and hosting costs covered as needed. This sharing of facilities has eliminated the need to pay for meeting space and will be rotated to other organizations in the future, in order to engage other sectors and receive their support.

The shared, participatory governance and management structure has also eliminated the requirement for office space. The proposed Greater Portland RCE will be a virtual center in the short term, with a possible permanent office down the road. The Oregon Zoo, for example, is building a bond-funded Education Center committed to conservation education and has suggested partnering with the RCE on programming, displays, meeting rooms, and even possible office space.

While it is envisioned that the RCE can manage with a minimal budget and staff in the short term, it is likely that funding needs will be higher in the future. We recognize that other RCEs have received funding from their local governments and foundations and we will pursue additional funding sources in the region, including developing inter-agency or inter-governmental agreements where partners can pay a share of costs to support a common interest or event.

From surveys from our stakeholders and committee members, potential future resources available to the RCE include:

- Consulting, organizational development and planning support
- Cross-marketing promotion and outreach

- Curriculum development and virtual learning communities
- Speakers and expertise
- Cross-cultural exchange programs
- Volunteers, service-learning, and interns
- Rituals and retreats
- Event management
- Fundraising and grant-writing
- Leadership development
- Graphic and web design skills
- Resource archives
- Policy advocacy
- Evaluation outreach tools

Potential costs and budgets still need to be developed for short-term and long-term goals and will be addressed in a formal strategic business plan. We will work with different institutions and nonprofits to apply for grant funds from foundations and government agencies as needed to support particular projects and on-going ESD activities, and hopefully in collaboration with different stakeholder groups, in order to decrease competition. With tight state and public school and college budgets, we will have to carefully assess how best to spend RCE funds.

For now, we are dependent on a few paid part-time staff, volunteers, student interns, and community partners. Students, in particular, are valuable in the RCE work. They provide a powerful voice in the process, and have time to engage in sustainability work. Whether they participate in service-learning or enroll in more formal cooperative education or internship programs, they will have opportunities to engage in applied learning opportunities, demonstrating true transformative education.

Collaboration among Local and Regional Stakeholders

The greater Portland region has a long history of collaboration, exemplified by efforts coordinated by 1,000 Friends of Oregon, the Coalition for a Livable Future, the Environmental Business Council, the Sustainable Schools Collaborative, the Intertwine Alliance, the Oregon Built Environment and Technologies (BEST) Center, Oregon Adult Conservation Educators (ACE), and the Environmental Education Association of Oregon. These collaborative efforts have developed state-wide and regional initiatives, offered networking and training opportunities, identified and passed shared standards and practices, and established indicators and metrics for their organizations and industries and the region. The higher education institutions have collaborated less often with each other, beyond specific programs, and are looking to the RCE to help them engage in more cross-sector efforts. Representatives of many K-12 schools pursuing environmental education have also been collaborating through the Sustainable Schools Collaborative, Oregon Green Schools, and The Portland EcoSchool Network.

Of the nearly 450 identified potential RCE member organizations in the region, the network currently includes over 120 participants from 72 groups representing key stakeholder sectors: 1) formal education, 2) Non-formal education providers and nonprofits, 3) informal education (media), 4) providers of ESD, 5) supporters of ESD, and 6) students and life-long learners. [See Appendix E for complete list]

Collaboration among RCE stakeholders will be fostered in a variety of ways, with an eye on the goals of the United Nations Decade of Education for Sustainable Development, as well as the sustainability objectives set by our respective organizations and commitments established by agencies in the larger region. Taskforces and joint projects will be launched with a focus on awareness-raising and sharing of resources to advance ESD initiatives. Collaborative efforts will aim to develop coalitions, cross-promote events, align with institutional and government initiatives, articulate agreements between institutions, share capacity-building trainings, and co-host conferences and forums.

Ongoing and Planned Activities

The greater Portland region is so rich in sustainability activities that it is difficult to fully document the scale of ESD activities currently being undertaken by formal, non-formal, and informal organisations in our area. With a strong culture of sustainability and civic engagement, we are fortunate to have so many hard working people with a passion for creating healthy communities, stronger local economies, and protected ecosystems. While there is much more to do and collaboration is critical to increasing our collective impact, here is a sample of current projects and planned activities. For further details on current partner efforts, see the detailed list in Appendix F.

Ongoing Activities

K-12 Schools Focused Programs

Portland Public Schools

The Portland Public Schools district is a leader in award-winning sustainable practices and education. As the largest school district in the Pacific Northwest, they have led efforts to reduce waste, increase recycling, reduce electricity and water consumption, install wind and solar power, manage stormwater, build school gardens, promote alternative transportation, and build the first public K-12 LEED platinum school building.

Sustainable Schools Collaborative

The Sustainable Schools Collaborative (SSC) strives to help K-12 schools and districts educate for and practice economic, social and environmental sustainability by developing curriculum and hosting an annual conference.

Council of Educational Facility Planners International

CEFPI is a worldwide professional non-profit association whose sole mission is improving the places where children learn. CEFPI members, individuals, institutions and corporations are actively involved in planning, designing, building, equipping and maintaining schools and colleges. CEFPI offers a range of educational events, including the annual International Conference and Exposition, which will be in Portland, OR in October 2014.

American Institute of Architects – Portland Chapter Schools Committee

The mission of the Schools Committee is to promote partnerships, awareness, and advocacy for sustainable K-12 facilities. The committee organizes educational sessions and building tours for architects, educational professionals and the general public and provides opportunities to connect with others who are interested in creating better learning environments for children.

Higher Education Institutions

Many of the colleges and universities in our region are active in integrating sustainability into their curricula, facilities, governance, and operations and offer a variety of valuable programs. For example, many higher education institutions are signatories on the American College & University Presidents' Climate Commitment (ACUPCC) and have created Climate Action Plans. Several regional colleges and universities also participate in the Association for the Advancement of Sustainability in Higher Education (AASHE)'s Sustainability Tracking, Assessment & Rating System™ (STARS) program. STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.

University of Oregon

Located in Portland, the U of O offers the Sustainability Leadership Program.

Portland State University

PSU supports the Institute for Sustainable Solutions, the Social Sustainability Colloquium, extensive sustainability, environmental studies, and community development degrees, and a broad range of sustainability programs funded by the Miller Grant.

Portland Community College

PCC has created Green Outcomes and a Sustainability Focus Award through their Sustainable Practices for Academics and Resources Council (SPARC) [See Appendix H]. PCC also offers sustainability trainings, the Summer Sustainability Institute, a week-long capacity-building workshop for green design and building instructors in the Northwest, funded by the National Science Foundation, and extensive Living Labs, with Learning Gardens, campus composting projects, alternative energy systems, and natural building projects through City Repair's Village Building Convergence.

University of Portland

UP offers environmental ethics & policy and environmental science degrees, is home to several LEED buildings and an organic garden, coordinates a ZipCar car sharing program (the first US campus to have one), banned the sale of disposable plastic water bottles in 2010 (first campus on the US West Coast to do so); and hosts numerous large-scale regional events focused on sustainability that bring the University, other local colleges and universities, the business community, NGOs, and local citizens together.

Lewis and Clark College

Lewis and Clark has nationally-recognized programs in environmental law, environmental studies, and environmental education.

Non-formal/Nonprofit organizations

Bicycle Transportation Alliance

The Bicycle Transportation Alliance (BTA) is a non-profit membership organization working to promote bicycling and improve bicycling conditions in Oregon, by making bicycling safe, convenient and accessible. Their activities span a broad spectrum of advocacy and education.

City Repair

City Repair facilitates artistic and ecologically-oriented place-making through projects that honor the interconnection of human communities and the natural world. Projects include the annual Village Building Convergence and Earth Day.

Environmental Leadership Program

The mission of the Environmental Leadership Program is to support visionary, action-oriented, and diverse leadership for a just and sustainable future. ELP engages leaders in a series of trainings increasing their ability to embrace diversity and lead across differences, develop a systems thinking perspective, build partnerships/collaborations, utilize strengths-based leadership, while furthering their knowledge of the environmental field.

Hands On Greater Portland

Hands On Greater Portland facilitates volunteerism by creating opportunities for civic engagement and serving as a hub for finding ways to participate in the community. Through sponsored projects and a calendar full of volunteer opportunities, they connect volunteers with opportunities to feed the hungry, teach our children, house the homeless, restore our environment and meet other important community needs.

The Intertwine Alliance

The Intertwine Alliance is a coalition of private firms, public agencies and nonprofit organizations working together to tap new sources of funding, better leverage existing investments, and more fully engage residents with the outdoors and nature. The Alliance exists to ensure the region's trail network gets completed, that our natural areas get

restored, and that people of all ages discover they can enjoy the outdoors near where they live.

Northwest Earth Institute

Northwest Earth Institute is a nonprofit organization that offers discussion courses that give people a framework to talk about their relationship with the planet and to share in discovering new ways to live, work, create and consume.

Sustainability 4 All

Sustainability for All seeks to help bridge cultural divides by partnering with communities, organizations, schools and individuals while providing resources, curriculum design, leadership training, dialogues, workshops and consulting.

Informal education organizations

Media Institute for Social Change

Since 2006, MISC has been teaching public interest journalism, supporting independent media, hosting a Student Sustainability Film Festival and offering a two-month summer program to teach college students how to produce professional-quality film documentaries about local solutions for global issues.

Adult Conservation Education (ACE) Collaborative

OregonACE partners work strategically to cultivate adult land stewards for protecting human health, habitat, and clean water. By creating consistent, science-based and integrated messages, education, and programming, they leverage their collective resources to reach a wider, more diverse audience and foster lasting behavior change and vibrant communities.

Business and Industry Focused Programs

Cascadia Green Building Council

Cascadia Green Building Council (GBC) is a proud chapter of the United States Green Building Council and Canada Green Building Council. Cascadia GBC boasts a powerful network of 15 branches in Alaska, British Columbia, Washington and Oregon. Each of these branches pushes the green building movement's boundaries in each locale through targeted and locally relevant programming and professional development. Cascadia GBC provides industry professionals with quality education while simultaneously meeting their continuing education needs for professional credential maintenance. The annual Living Future conference is a vital program of Cascadia GBC and will be hosted in Portland, OR in May 2014.

Earth Advantage Institute

Earth Advantage Institute designs tools to create better buildings. They do so through three main activities: education, certification, research and consulting. They support all

participants in the building sector, from real estate professionals and contractors to architects and developers.

New Buildings Institute

New Buildings Institute (NBI) is a nonprofit organization working to improve the energy performance of commercial buildings. It serves as a technical resource for the energy and building industries, assessing technologies, promoting design approaches, and helping guide policies and programs that will significantly improve the energy efficiency of the built environment.

Providers of ESD (botanical gardens, museums, zoos, etc.)

Oregon Zoo

The 64-acre Oregon Zoo is located in Portland, with annual attendance exceeding 1.6 million. The Oregon Zoo's Conservation Education Division promotes environmental literacy and sustainable actions through experiences that cultivate understanding of and respect for animals and the natural world. They are in the process of developing a large Education Center, for which they hope the RCE will help develop display materials and educational programs. See Appendix H for their Partnership Request for Information.

Supporters of ESD delivery (local government and civil society organizations, etc.)

SE Uplift Neighborhood Coalition

SE Uplift works with 20 neighborhood associations to promote sustainability and foster safe, vibrant and diverse neighborhoods within SE Portland. They empower citizens to effectively resolve challenges and uplift communities through a variety of skill-building techniques, workshops, and resources.

City of Portland

The City of Portland is guided by the Portland Plan, focusing on a core set of priorities: prosperity, education, health, and equity. Two key sustainability agencies within the City of Portland are the Portland Bureau of Environmental Services and the Portland Bureau of Planning and Sustainability.

Metro

Metro is our tri-county governmental agency, which oversees extensive and innovative sustainability initiatives, education programs, and community conservation campaigns. From recycling to healthy garden care, Metro is a world leader that helps citizens make a difference in their own homes and communities.

Oregon State Department of Environmental Quality

From government policies and research on pollution to state-wide procurement practices, the DEQ leads the way in innovative operations and actions. They offer internships, research and grant opportunities, and conservation education.

Timeline for Projects



U.S. Partnership for Education for Sustainable Development

The U.S. Partnership consists of individuals, organizations and institutions in the United States dedicated to education for sustainable development (ESD). It acts as a convener, catalyst, and communicator working across all sectors of American society.

Sample of Action Plans for Planned Activities

Goal 1. Build a vibrant and diverse regional cross-sector network of individuals and organizations advancing sustainability education together

Project	<i>Association for the Advancement of Sustainability in Higher Education (AASHE) Conference</i>		
Partners	RCE	Higher Education Institutions	Sustainable Schools Collaborative
Description	The AASHE conference will be hosted in Portland in October, 2014. The RCE has been invited to help host and design the content of the conference, emphasizing the development of sustainability curriculum and practices. We will offer regional expertise for workshops, tours, and conference themes.		
Outcomes	Host conference Increase solution-based programming Encourage attendance across sectors		
Timeline	Contact AASHE Conference Coordinator in Fall, 2013	Plan Conference in Winter-Summer, 2014	Host Conference October, 2014
Evaluation	Document attendance Debrief with coordinators Review conference evaluations		

Goal 1. Build a vibrant and diverse regional cross-sector network of individuals and organizations advancing sustainability education together

Project	<i>RCE Annual Summit</i>				
Partners	RCE	City and Metro government officials	Schools and Higher Education	Non-Profits	Industry representatives
Description	We will host an annual summit to convene diverse community providers and interested public to share information, discuss important issues, set regional priorities, encourage professional development and relationship-building, inspire engagement, and celebrate accomplishments of regional leaders and				

	innovative organizations and projects.		
Outcomes	Host 1 summit per year Encourage attendance across sectors; Goal: 300-400 people Minimal charge, with scholarships available Organized by broad-based advisory committee in touch with range of community issues Seek corporate sponsorship to connect sector with new partners		
Timeline	Convene planning team, Winter, 2014	Plan Summit in Spring, 2014	Host first Summit in Summer, 2014
Evaluation	Document attendance and diversity of engagement Document sponsorships Debrief with planning team Conduct evaluation of participants		

Goal 2. Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal contexts

Project	<i>Hands on Greater Portland Teamworks Project</i>			
Partners	RCE	Regional Schools and Colleges	Hands on Greater Portland	Regional Non-Profits
Description	Hands on Greater Portland facilitates volunteerism through the greater Portland region. The TeamWorks model offers a team of around 10-12 volunteers the opportunity to work together on a series of projects over a period of a couple months focused on a specific community issue. We will create 1-2 TeamWorks teams per year, focused on a sustainability issue in our region. We will partner with interested non-profits, help secure a TeamWorks leader and do outreach for volunteers.			
Outcomes	Coordinate 1-2 TeamWorks teams per year Encourage inter-generational participation across sectors			
Timeline	Meet with Hands On Greater Portland Program Coordinator in Winter, 2014	Implement 1 st TeamWorks team, Spring, 2014	Evaluate success, Summer, 2014	
Evaluation	Document participation Review feedback from Hands On Portland participant survey			

Goal 2. Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal contexts

Project	University of Oregon Young Environmental Professionals Needs Assessment		
Partners	RCE	University of Oregon Sustainability Leadership Certificate Program	
Description	As part of the Programming Taskforce, Jake Pollack, of the University of Oregon wants to convene a focus group of Young Environmental Professionals, to ask them what kind of content they would find helpful from the RCE. He will complete a needs-assessment of this group to figure out a way to collaborate across different sectors. This will support the development of future leaders as they create a skill-share network.		
Outcomes	Host 1-2 focus groups Develop a needs assessment		
Timeline	Meet with Jake Pollack, Fall, 2013	Document needs assessment, Winter, 2014	Host Young Environmental Professionals forum in Spring, 2014
Evaluation	Review needs assessment Document attendance at forum		

Goal 3. Increase public awareness about social, economic, and environmental sustainability and the role of ESD in shaping a more sustainable, healthy, and just future

Project	Sustainable Development Issues Forum		
Partners	RCE	Portland Community College's Center for Civic Participation	The Intertwine Alliance; OPAL
Description	Recognizing the controversial nature of the challenges in our region around air and water pollution, land use policies, and equity, we plan to host forums to educate community members about the issues and facilitate moderated discussions. Rather than taking a political position, we will support transformative education by serving as a convener for reflective and civil dialogues.		
Outcomes	Host 1-2 forums per year Encourage attendance across sectors		
Timeline	Meet with CCP Director in Fall, 2013	Plan Forum in Winter, 2014	Host first forum in Spring, 2014
Evaluation	Document attendance Conduct pre- and post-survey of attitudes		

Goal 3. Increase public awareness about social, economic, and environmental sustainability and the role of ESD in shaping a more sustainable, healthy, and just future

Project	<i>Oregon Zoo Education Center</i>			
Partners	RCE	Oregon Zoo		
Description	The Oregon Zoo has rewritten its mission statement to focus on conservation education and sustainability. Their Conservation Education Division promotes environmental literacy and sustainable actions through experiences that cultivate understanding of and respect for animals and the natural world. They have received a bond to develop a large Education Center on the zoo grounds and have invited the RCE to submit a Request for Information to be considered for the partnership and help develop display materials and educational programs in the future. The proposals are due in September with design charrettes beginning in the Fall. Members of the RCE Coordinating Committee are interested in applying.			
Outcomes	Development of a formal partnership between the zoo and RCE Creation of sustainability programming and display materials			
Timeline	Submit Request of Information in September, 2013	Participate in design charrettes in 2014	Brainstorm and plan programming and displays 2015-2016	Opening of Education Center 2017
Evaluation	Assess partnership development process			

Goal 4. Model sustainable, innovative, cooperative, and inclusive practices and processes across sectors and emulate our values within the RCE organization

Project	<i>Social and Economic Sustainability and the Equity Atlas</i>			
Partners	RCE	Portland State University	Coalition for a Livable Future (CLF)	
Description	With the recent release of the Regional Equity Atlas 2.0, from the Coalition for a Livable Future, there are many opportunities to examine regional data and assess economic sustainability. Beyond minority issues, we need to link community involvement and social sustainability with community-based research to assess the social determinants of health. There is potential to work with the Community Partnership for Health and Equity as well. This project will develop a needs assessment of current research and a discovery of gaps in data.			
Outcomes	Assessment of current research projects Trainings with the CLF on how to use the Regional Equity Atlas Creation of list of potential research projects for community-based participatory research			
Timeline	CLF Equity Atlas Trainings, Fall 2013	Assessment of current research projects, 2014	Brainstorm of potential research projects, Fall, 2014	Advertise research ideas, Winter 2014

Evaluation	Number of students who attend CLF trainings Assess quality and quantity of research list of current projects and needs
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Goal 5. Share research and innovative practices in sustainability education to promote partnerships, learning, and advancements in ESD across the region

Project	Hawthorne Area Civic Ecology (HACE) District Project		
Partners	RCE	Hawthorne Area Civic Ecology District	Portland State University
Description	The HACE models sustainable business practices and collaboration. They have established benchmarks, maps, and partnerships between sustainable businesses in the district. College and graduate students are invited to help collect data on the district's best practices, with a community-based partnership research process, and help move the district's efforts forward. HACE is also invited to present at PSU's Social Sustainability Colloquium.		
Outcomes	Partnership developed with a PSU course Engagement of students in research Attendance at Social Sustainability Colloquium		
Timeline	HACE meets with PSU Summer, 2013	Begin research Fall, 2013	Complete research, June, 2014
Evaluation	Assess completion of research project by students Document attendance at Colloquium		

Goal 5. Share research and innovative practices in sustainability education to promote partnerships, learning, and advancements in ESD across the region

Project	DEQ Toxic Reductions and Innovation Program		
Partners	Oregon Department of Environmental Quality (DEQ)	Higher education institutions	Sustainable Schools Collaborative
Description	The DEQ is charged with reducing toxins in our environment. David Kunz, with DEQ, is seeking innovative educational and research projects that can engage youth and make a difference. Grants and technology can be made available.		
Outcomes	Partnership developed with schools and colleges Engagement of students in research Attendance at Social Sustainability Colloquium		
Timeline	DEQ meets with RCE Winter, 2014	Research projects get developed, Spring, 2013	Research begins Fall, 2014
Evaluation	Document number of students who participate in projects Assess completion of research project by students		

Criteria and Milestones for Monitoring and Evaluation

The proposed Greater Portland RCE will establish monitoring and evaluation plans for each project and our overall mission. Indicators and measurements will be linked to our regional challenges, the RCE's mission and objectives, and the effectiveness of our activities. Experts within our stakeholder community, including researchers and students at higher education institutions, will be invited to engage in the development of evaluation tools that best gauge the progress of the RCE.

A carefully developed monitoring and evaluation plan will allow us to assess our accomplishments and learn how we can improve. Each step of the process will link assessment tools with continuous improvement loops used to strengthen our efforts. Such a plan will ensure that we are accountable and will provide evidence of outcomes that we can share with potential funders, the community, and the UNU-IAS. We have identified the following specific evaluation questions to include in different assessment tools:

1. How well is our program being implemented and managed?
2. To what level have we engaged potential stakeholders and members?
3. To what extent are we delivering our planned activities?
4. To what extent are we achieving our outcomes? Why or why not?
5. What additional resources might be needed to achieve our goals?
6. How can we ensure that our efforts are sustainable?
7. How aligned are our activities with the three components of sustainable development (economic, social, and environmental) and institutional, regional, state, national, and international goals?

To answer these questions, we will employ both quantitative and qualitative methods, allowing us to collect data from a large number of stakeholders while also providing in-depth feedback from a smaller number of participants. Assessment techniques include:

- Evaluations of events and trainings
- Documentation of attendance rates
- Feedback reports from meetings
- Debriefing of events
- Reviews of needs-assessments
- Pre- and post surveys
- Grant summaries of deliverables

The results of our evaluations will be reviewed and openly considered for ways to improve our efforts. They will be shared in a number of accessible ways, such as via meetings, conference presentations, the RCE newsletter and website, and UNU-IAS reports.

This monitoring and evaluation process will allow us to examine, critique, and celebrate our progress, creating continuous improvement loops. With checks and balances between the varying levels of committees and member participation, we will hold ourselves accountable to the will and needs of the community, keeping an eye on our broader vision. We will use the information we gather to improve the way our efforts are implemented, to increase awareness of and engagement in the RCE, and to more efficiently allocate resources to advance our mission. Furthermore, we hope that by sharing what we learn, we will help advance the field of ESD in the greater Portland region and around the world.

Appendix A: Timeline for Development of RCE Proposal

- June, 2012: United Nations Conference on Sustainable Development (Rio+20), in Rio de Janeiro
- Summer, 2012: Inception of Greater Portland RCE idea
- October, 2012: Outreach to interested parties at AASHE conference and to Scotland and RCE Grand Rapids for guidance; creation of Sustainable Development Goals (SDGs) for education for the United Nations in an AASHE conference workshop
- November, 2012: Initial stakeholder meeting held at Portland State University. Thirteen representatives attended from four Portland colleges (Portland Community College, Portland State University, University of Oregon, and Lewis & Clark College) and five organizations (Earth Advantage, Northwest Development Center, Lanyi Fan, Northwest Earth Institute, and the US Partnership for Education for Sustainable Development).
- January, 2013: Second stakeholder meeting held at the Oregon Higher Education Sustainability Conference at Portland State University to collect ideas about regional ESD efforts and potential benefits from collaboration. Twenty-seven stakeholders attended, including representatives from the original colleges and nonprofits, plus PAE Engineering, Green Building Services, Portland Public Schools, Oregon State University, and Lane Community College.
- February, 2013: RCE Application Committee forms and begins biweekly meetings to draft the RCE application. Governance frameworks are established, as well as e-mail lists, work groups, and an online platform for sharing working documents and resources. A formal outreach letter was written and the Application Committee began conducting outreach throughout the region.
- March, 2013: Third stakeholders meeting is held at the University of Oregon–Portland campus. Nineteen people attended. More diverse schools and nonprofit groups were added to the partnership list, including Marylhurst University, Sustainability4All, Earth Leadership Program, the Bicycle Transportation Alliance, and the Sustainable Oregon Schools Initiative (SOSI). In an interactive brainstorming session, participants edited the vision statement, suggested names of recommended partners, identified regional challenges, and created extensive charts of current and future projects that would benefit from collaboration and shared marketing.
- April, 2013: The Application Committee submitted a letter of intent to the UNU-IAS. Our letter was accepted and the group was invited to write a full application. Existing RCEs in Australia, Canada, England, Scotland, and Michigan offered their mentorship and support.
- May, 2013: Fourth stakeholders meeting was hosted at the University of Oregon's Portland facility to identify the benefits that partners would want from engaging in the RCE, discuss GIS mapping needs, approve website and listserv content, help gather letters of support for the RCE, and provide input on sections of the application.
- July, 2012: Fifth stakeholders meeting was hosted at the University of Oregon's Portland facility to identify our values, needs, objectives, projects, and resources [see Appendix C for worksheets].
- August, 2012: Lyle Benko, with RCE Saskatchewan, advised our Coordinating Committee via Skype
- August, 2012: Networking Social hosted by RCE

Appendix B: RCE Outreach Letter and Pledge Form

Greater Portland Regional Center of Expertise (RCE) on Education for Sustainable Development United Nations University

The United Nations University system has accepted the greater Portland region as a candidate to become a [Regional Center of Expertise \(RCE\)](#) on education for sustainable development (ESD). Joining over 100 RCEs around the world, the proposed Greater Portland RCE is a growing coalition of regional leaders and community members collaborating to promote the advancement of sustainability education throughout the Portland Metro region, including Washington, Clackamas and Multnomah Counties in Oregon and Clark County in Washington. The mission of the RCE reflects those of many regional organizations, with a goal to leverage our collective talents and resources to help us each achieve our sustainability education objectives.

We invite you to explore how the Greater Portland RCE can help you work towards a more sustainable greater Portland region.

Vision

The Greater Portland RCE envisions a healthy, just, and thriving region where sustainability education is prioritized and integrated across sectors; and where everyone has opportunities to shape a more sustainable future.

Objectives

- Build a vibrant and diverse regional cross-sector network of individuals and organizations advancing sustainability education together
- Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal contexts
- Increase public awareness about social, economic, and environmental sustainability and the role of ESD in shaping a more sustainable, healthy, and just future
- Model sustainable, innovative, cooperative, and inclusive practices and processes across sectors and emulate our values within the RCE organization
- Share research and innovative practices in sustainability education to promote partnerships, learning, and advancements in ESD across the region

Examples of Projects

- Innovative, cross-sector, community-based partnerships and projects that reflect the values and needs of the community
- An audit of successful ESD projects/practices in our region and areas of needed improvement
- RCE website, listservs, and a searchable database of regional sustainability education providers
- Opportunities for networking, idea-sharing, policy discussions, and peer feedback
- Professional development opportunities and summits for ESD students, educators, and providers
- Public awareness and outreach campaigns
- A research directory with ESD-focused literature, program reports, evaluation resources, and best practices

- Applied ESD projects, research, and volunteer opportunities that involve community members as equal partners, reflect the values and needs of the community, and offer peer feedback

Get Involved

We welcome new partnerships with any organizations and individuals who are involved in formal or non-formal education efforts to promote a sustainable community, economy, and environment in the greater Portland region. Participants include employees of pre-K-12 schools, higher education institutions, environmental organizations, green businesses, government, media, museums, zoos, gardens, and civic associations, as well as scientists, researchers, students and life-long learners.

- 1) **Become a Greater Portland RCE Member** to help develop projects, participate in RCE events, and cross-promote your organization's efforts. Becoming an RCE member is free, voluntary and open to the public. Members are recognized in a membership list on the Greater Portland RCE website.
 - Join the [RCE listserv](#) to receive e-newsletters and invitations to RCE Stakeholder meetings and special events and initiatives.
 - Consider joining the [RCE Discussion Forum](#) to engage in sustainability education discussions.
 - [Add your name or organization](#) to our growing list of regional sustainability education providers and supporters
- 2) **Take the Engagement Pledge** on [our RCE website](#) (in development) to demonstrate your commitment to help advance regional sustainability education. The Pledge allows you to commit to action on RCE opportunities that best fit your needs and interests and identify resources that can help support our shared efforts. Members who sign the Engagement Pledge receive special recognition on the Greater Portland RCE website and outreach materials.
- 3) **Join our RCE Coordinating Committee** to help shape and facilitate the work of the RCE. Members of the coordinating committee volunteer their time to attend monthly meetings, serve as liaisons between the RCE and member organizations, provide input on RCE activities, coordinate quarterly RCE stakeholder meetings, help with RCE outreach, and conduct the overall business of the RCE. All stakeholders are welcome to participate in the coordinating committee.
- 4) **Join initiative-specific taskforces** to implement events and initiatives of the RCE in the areas of ESD education, outreach, policy, research, training, capacity building, and program evaluation, among others.

To get started, visit the Greater Portland RCE website at: <http://www.pcc.edu/about/sustainability/regional-center-expertise/> or contact Greater Portland RCE Coordinator Kim Smith, at kdsmith@pcc.edu or 971-722-4097.

Thank you for all that you do on behalf of our communities and the environment.

Sincerely,

Member, Greater Portland Regional Center for Expertise on Education for Sustainable Development

RCE Engagement Pledge
Greater Portland Regional Center of Expertise (RCE)
on Education for Sustainable Development
United Nations University

As a Member of the Greater Portland RCE, I commit to the following selected actions to support the RCE coalition in the advancement of sustainability education.

Please check the boxes that coincide with your actions.

- ☐ Attend monthly Greater Portland RCE Coordinating Committee meetings to represent my community or organization as we shape and facilitate the work of the RCE.
- ☐ Attend quarterly RCE Stakeholder Meetings to provide feedback and guidance to the Coordinating Committee and represent my community or organization in the RCE
- ☐ Serve as a reviewer on Greater Portland RCE projects such as grant applications and official documents

Serve on a taskforce to accomplish a specific area of RCE action (*check all that apply*):

- | | |
|--|---|
| <input type="checkbox"/> Sustainability curriculum | <input type="checkbox"/> Diversity and equity promotion |
| <input type="checkbox"/> Outreach and community engagement | <input type="checkbox"/> RCE conferences and events |
| <input type="checkbox"/> Professional development | <input type="checkbox"/> RCE program evaluation |
| <input type="checkbox"/> ESD policies | <input type="checkbox"/> RCE governance and management |
| <input type="checkbox"/> ESD research | <input type="checkbox"/> RCE resource development |

Participate in direct outreach to new partners and cross-promote sustainability education events, opportunities, and resources by:

- ☐ Submitting events and resources to be posted on the Greater Portland RCE website and listserv

☐ Posting RCE events and resources on my/our website, via social media, or in print publications.

Provide the following resources to support RCE efforts:

☐ Funding

☐ Volunteer time

☐ Staff

☐ Facilities

☐ In-kind resources

☐ Grant opportunities

☐ Expertise

☐ Other:_____

I make this pledge on behalf of ☐ myself / ☐ my organization (*check one or both*)

Name: [text entry box]

Organization: [text entry box]

[SUBMIT BUTTON]

Appendix C: Stakeholder Meeting Worksheets

Greater Portland RCE Stakeholders Meeting
Monday, June 15th, 2013

Individual Worksheet

Name: _____ Organization: _____

Please leave this worksheet with us after the meeting.

Activity 1. Values Assessment:

The RCE Coordination Committee has synthesized your input to draft a set of values for inclusion in the UNU RCE application and to guide our governance policies and practices. Please review the following list of values. Cross out any values that you do not think should be included and write in any revisions or new values that you wish to see added. We will take a few minutes to discuss these with the larger group. Remember that the RCE will continue to evolve beyond the application process, so we can revisit these ideas over time.

Current Suggested Values	Revisions / Additional Values
Equity Transparency Accountability Diversity Inclusive participation Limited hierarchy Respect Caring for the community	

Activity 2: Education for Sustainable Development (ESD) Needs Assessment

A. Check three of the needs listed below that are most pressing for you or your organization and that you would like the RCE to address.

- A forum to share ideas, discuss ESD, and get feedback on your ESD efforts
- Connection to ESD allies in the region, and opportunities to partner with other sectors on ESD
- Connection to national or global ESD movement
- A central forum to market your ESD events and efforts
- Peer support in implementing ESD efforts in formal/ informal contexts
- Central source of information on best practices in ESD
- Central source of quality ESD curricula or educational materials
- Support in building public understanding of ESD
- An organization model of sustainability, cooperation and inclusivity
- A central resource for existing ESD articles and literature
- New research on ESD and its impacts
- Opportunities for ESD training and capacity building
- Central source for local ESD job resources
- Policy leadership/ legislative advocacy for ESD
- Guidance in monitoring and evaluating ESD initiatives

Are there any major needs you would like this coalition to address that are not included in the list?

B. Please list any resources that you or your organization could offer that could meet others' needs and increase the collective impact of the RCE (staff, speakers, funding, training opportunities, events, curriculum, databases, grants, volunteers, etc.):

List any suggested Subcommittees or Task Forces on which you are interested in serving. Please indicate if you are interested in having a leadership or co-leadership role in the work groups you list.

Check here: ☐ and provide your email if you would like to receive a digital copy of this worksheet.

Email: _____

Please leave this copy with us at the end of the meeting.

Greater Portland RCE Stakeholders Meeting
Monday, June 15th, 2013

Group Worksheet

Please leave this worksheet with us after the meeting.

Activity 3: Objectives Assessment

A. (20 mins) Assess the following draft objectives list. Do these objectives reflect the needs you identified in the needs assessment question? If you feel any additional objectives are needed, add them to the list. Cross off any objectives you feel should not be included. You may suggest revisions to the existing objectives in the spaces below, but please focus most of your attention on the ideas rather than the wording.

Choose a group recorder to fill out the table below and check the boxes indicating the priority level and time frame of each objective.

Current Suggested Objectives	Higher priority	Lower priority	Short- term	Long- term
1. Build a vibrant regional cross-sector network of individuals and organizations dedicated to advancing sustainability education.				
2. Create a forum that incites dialogue and idea sharing around sustainability education, within our region and beyond.				
3. Advance the development of lifelong sustainability learning opportunities in formal, non-formal, and informal contexts.				
4. Raise public awareness about sustainability education and its role in shaping a more sustainable future.				
5. Create a model that promotes sustainable practices, and cooperative, inclusive processes.				
6. Promote collaborative research and innovation in sustainability education.				
7. Develop opportunities for capacity-building and workforce development.				
8. Advocate for policies on sustainability education.				

B. (10 mins) Choose one objective and come up with one specific idea for a program or activity that you would like the RCE to implement to help achieve this/these objective(s).

Objective: _____

Program/ activity idea:

C. Identify which of the revisions or ideas you discussed (for objectives and activities) you want to share with the larger group. Appoint a representative to briefly report back to the larger group (in 1 minute or less).

Check here: ☐ and provide your email if you would like to receive a digital copy of this worksheet.

Email: _____

Please give this Worksheet to the Coordinating Committee after the meeting. Thank you!

Appendix D: Letters of Support

See below attachments.



Metro | *Making a great place*

July 30, 2013

United Nations University Institute of Advanced Studies
Global RCE Service Centre
United Nations University Institute of Advanced Studies (UNU-IAS)
6F, International Organizations Center, Pacifico-Yokohama
1-1-1 Minato Mirai, Nishi-ku, Yokohama 220-8502 Japan

Re: Regional Centers for Excellence Selection Committee

Dear Committee member:

I am pleased to write this letter of support on behalf of Metro indicating our interest in achieving the formal Regional Centers for Excellence recognition for the efforts of the greater Portland, Oregon region in education for sustainability. Metro recognizes the need for strong and supportive communication amongst and between the hundreds of conservation, environmental and sustainability educators of this geography.

Metro recognizes the global commitment to environmental literacy and sustainability leadership UNU-IAS continues to demonstrate in designating over 100 Regional Centers for Excellence in Education for Sustainable Development. We share your concern that today's students should have the opportunity and investment that past generations have enjoyed to achieve a connection with the natural world.

As the elected regional government for the Portland metropolitan area, Metro works with communities, businesses and residents to create a vibrant and sustainable region for all, making it ideally suited to be a Regional Centers for Excellence partner. Metro's Sustainability Center focuses on providing accessible regional natural areas, parks and trails, and maintaining and enhancing environmental quality. It also promotes sustainable resource management through waste reduction initiatives, hands-on interpretive programs, youth and adult education, grants, demonstration projects and volunteer opportunities.

We are excited about working with you and your other partners on this cutting-edge effort and hope we have the opportunity to do so.

Best regards,

Jim Desmond, Director
Sustainability Center

cc: Stacey Triplett, Sustainability Center
Grant Spickelmier, Conservation Education Manager, Oregon Zoo



Office of Mayor Charlie Hales
City of Portland

September 11, 2013

United Nations University Institute of Advanced Studies
Global RCE Service Centre
United Nations University Institute of Advanced Studies (UNU-IAS)
6F, International Organizations Center, Pacifico-Yokohama
1-1-1 Minato Mirai, Nishi-ku, Yokohama 220-8502 Japan

Dear UNU-IAS RCE Selection Committee,

The City of Portland has a longstanding commitment to sustainability and is known as a world leader in urban planning, green architecture, and progressive policies. We are pleased for the opportunity to participate in this regional consortium to create and apply for status as a Regional Centre of Expertise for the greater Portland region to advance the mission of education for sustainable development.

On April 25, 2012, the City Council adopted the [Portland Plan](#) which presents a strategic roadmap to help our city thrive into the future. The result of more than two years of research, dozens of workshops and fairs, hundreds of meetings with community groups, and 20,000 comments from residents, businesses and nonprofits, the plan's three integrated strategies and framework for advancing equity were designed to help realize the vision of a prosperous, educated, healthy and equitable Portland. Our integrated strategies include: thriving educated youth; economic prosperity and affordability; and a healthy connected city.

Our Bureau of Planning and Sustainability (BPS) implements many of our sustainability efforts. Through partnerships and collaboration, BPS provides: Citywide strategic and comprehensive land use planning; neighborhood, district, economic, historic and environmental research, planning and urban design; policy and services to advance energy efficiency, green building, waste reduction, composting and recycling, solar and renewable energy use, and local sustainable food production; as well as actions to mitigate and adapt to climate change.

The proposed Greater Portland RCE would help us achieve a variety of shared objectives. Through the Mayor's office, the Bureau of Planning and Sustainability, and the Bureau of Environmental Services, we partner regularly with many of the cross-sector members of the coalition to address environmental, social, and economic needs in our community. We recognize the benefits of increasing our collective impact by engaging with the greater Portland region, including schools, higher education institutions, and our many community non-profit and business partners. We hope to be able to cross-promote and collaborate on events and

initiatives that support education for sustainable development and better meet the needs of our citizens. Recognizing limited funding and resources in the future, we hope to find ways to more effectively leverage existing resources and synergies with other institutions in order to improve our efficiency and effectiveness in creating a more resilient, healthier and just community, economy, and environment, for present and future generations.

Upon the approval of the Greater Portland RCE, the City of Portland will continue to engage in conversations with the broader community to define our short and long-term goals and the best practices needed to move the mission of education for sustainable development forward. We welcome the opportunity to participate in this global and regional effort and request the acceptance of our application.

Sincerely,

A handwritten signature in black ink, appearing to read "Charlie Hales". The signature is fluid and cursive, with the first name "Charlie" and last name "Hales" clearly distinguishable.

Charlie Hales
Mayor



Nancy Bond
Resource Conservation Coordinator

PORTLAND PUBLIC SCHOOLS
Facilities and Asset Management
501 North Dixon Street • Portland, OR 97227
(503) 916-6383 • Fax: (503) 916-3253

July 25, 2013

To: UNU - RCE Selection Committee
Re: Support for the **Greater Portland RCE application**

Dear Selection Committee:

On behalf of Portland Public Schools, I am pleased to support the Greater Portland RCE application. Our public K-12 school district is recognized as a leader in award-winning sustainable practices and educating our students and staff about collective and individual sustainable practices. As the district's Resource Conservation Coordinator, I have led efforts to reduce waste, increase recycling, reduce electricity and water consumption through behavior change, install wind and solar power, manage stormwater on-site, oversee school gardens including bringing garden produce to the cafeteria, promote alternative transportation, and build the first public K-12 LEED Platinum school building. We have an active Sustainability Coordinators network who serves as the liaison between Facilities and the schools. District leadership has an abiding commitment to "green" our buildings. Our district is engaged in a system-wide culture-shifting conversation about race and diversity, and we enthusiastically encourage all voices in the sustainability work. Our conservation work has saved the district more than \$15 Million in the last 10 years.

As the largest school district in the Pacific Northwest, we understand the importance of teaching and modeling inclusive sustainable practices. Like all resource-constrained school districts, we have pieced together programs, resources and partnerships without a central clearinghouse or think tank resource to help us leverage our efforts and reach farther. While we have made progress in many areas, we have not effectively integrated sustainability into the curriculum or fully engaged all voices in our sustainability work. Our district has a high rate of drop outs and lower performing schools. There remains a gulf between the facilities department and the academic side of the district.

I believe a Greater Portland UNU-RCE would help PPS re-focus and re-orient our educational focus to educating for sustainability by maximizing networking and resource sharing opportunities, including developing training programs and curricula for teachers. Accessible and available resources would help them tailor lessons to address sustainability issues and apply them to the standard core curriculum. At the highest organizational level, PPS is working with the Academy for Systemic Change to apply systems thinking to organizational change. The focus is on a district-wide cultural shift around race and diversity, with the next focus on sustainability. *Raising awareness and promoting social justice and the improvement of quality of life through ESD is exactly the right nexus for our district.*

As part of the UN-RCE, our district will actively participate in advocacy and raising awareness about the role of ESD and the importance of educators. We will continue to promote the long-term goals of environmental stewardship, social justice, and improvement of the quality of life. We will share what we learn around ESD training programs, methodologies and materials. Most importantly, we will enthusiastically partner with the other UNU-RCE participants to raise public awareness about the importance of educators and the crucial role of ESD in achieving a sustainable future.

Thank you for considering the Greater Portland application. Please contact me if you have any questions about Portland Public Schools' commitment and support.

Sincerely,


nbond@pps.net



September 16, 2013

UNU-IAS RCE Selection Committee
Via E-Mail

Dear Committee Members:

The Lewis & Clark College Sustainability Council supports creation of a Regional Centre of Expertise on Education for Sustainable Development for the Greater Portland region. We believe that the creation of this RCE will foster important connections between educational institutions, community organizations, and business groups throughout the Portland area. We look forward to supporting, in ways that make sense for our institution, the important work of enhancing sustainability in our region.

The Sustainability Council is composed of faculty, staff, and students from the three Lewis and Clark campuses. We have strong representation from the College of Arts & Sciences (including the Environmental Studies Program), the School of Law, and the Graduate School of Education and Counseling. The Council aims to coordinate the resources of each of these schools in order to enhance educational, research, and policy work regarding sustainability as it impacts our institution and our community. Lewis and Clark's nationally-recognized strengths in environmental law, environmental studies, and environmental education provide a deep wealth of expertise that have already contributed in important ways to regional work on sustainability. We believe many of our faculty, staff, and students would be able to contribute to, and benefit from, the creation of the Greater Portland RCE.

As a Council that has worked for many years to better integrate sustainability initiatives across our three schools, we recognize the need for greater coordination within and between institutions. The Portland region contains a myriad of dynamic groups that are working on sustainability projects, and we believe that the Greater Portland RCE can provide a forum to foster improved coordination and exchanges of information. The Council has made important steps in coordinating sustainability work within the Lewis and Clark community, and we look forward to participating in efforts to improve coordination between institutions across the region.

While the Council is eager to work with a Greater Portland RCE, it cannot to commit specific institutional resources to the RCE project at this point. However, a number of our faculty have already been involved in preparing the application, and are committed to supporting the RCE through their research and teaching activities. We believe that a growing number of faculty,

September 16, 2013
Page 2

staff, and students will contribute their time and expertise to the project over time, and the Council may be able to leverage additional resources for specific projects in the future.

Overall, we welcome the opportunity to participate in this global and regional effort, and we enthusiastically support the Greater Portland RCE application.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel J. Rohlf". The signature is fluid and cursive, with the first name "Daniel" being more prominent and the last name "Rohlf" following in a similar style.

Daniel J. Rohlf
Professor of Law
Chair, Lewis & Clark Sustainability Council



May 20, 2013

To: Kim Smith

From: Mike Mercer

Re: Letter of Support from the NW Earth Institute

The NW Earth Institute (NWEI) is honored to share this letter supporting the creation of a Regional Center of Expertise in the Greater Portland area.

NWEI has been a sustainability leader in the Greater Portland community for 20 years. At NWEI, we believe the solution to many of Earth's biggest challenges lies in the power of collective change: by taking action in our own lives and inspiring the people around us, each of us contributes to a world of impact. Our self-led discussion courses and annual EcoChallenge give participants the tools to create their own communities of change through shared learning, shared stories and shared action. NWEI helps people from around the world make small steps that lead to big changes for our planet.

NWEI offers 9 discussion courses and provides participants the tools to talk through big issues with their peers – at work, at school, in neighborhoods or centers of faith. Designed to be self-facilitated by groups of 6 to 12 people, our courses help participants discover change, together.

More than 140,000 people worldwide have participated in NWEI discussion courses and discovered new ways to live, work, create and consume. With built-in support from the participant's community, taking action is easy and participation in NWEI programs leads to real, lasting results:

- More than 90 percent of NWEI participants report that the group process and support inspired them to make personal changes in attitude and behavior.
- Three-fourths of NWEI participants have reduced their household energy and water consumption, and 80 percent buy more local and organic food.
- Many participants find that the changes they make produce unexpected personal benefits: better health, more free time, financial savings, more connection with others and a higher quality of life.

NWEI would benefit from a local RCE in a number of ways. First, our program delivery is entirely dependent upon committed and active sustainability leaders in business, higher education, faith communities and neighborhoods. It appears that a local RCE would draw such leaders together and further inspire them to action.

Beyond engaging the right people, we believe in a systems approach for addressing the greatest challenges of our time. As such, we trust having a local RCE would support the collaborations necessary to effectively address these challenges from many different perspectives and approaches.

Finally, a local RCE would leverage the resources and intellectual capacity of local leaders and their respective organizations. With the field of education for sustainable development changing so quickly, NWEI and local leadership will benefit from our interactions at regular intervals.

NWEI looks forward to supporting the RCE of Greater Portland and benefitting from its existence. This step will stimulate positive change in technology, market forces, policy adoption and citizen engagement.

Warm regards,

A handwritten signature in black ink, appearing to read "Mike Mercer", with a long horizontal flourish extending to the right.

Mike Mercer, Executive Director

September 12, 2013

United Nations University Institute of Advanced Studies (UNU-IAS)
Global Regional Centre of Expertise (RCE) Service Centre
6F, International Organizations Center, Pacifico-Yokohama
1-1-1 Minato Mirai, Nishi-ku, Yokohama 220-8502 JAPAN

Dear UNU-IAS RCE Selection Committee,

Portland State University's sustainability vision is to be an internationally recognized university known for excellence in student learning, innovative research, and community engagement that simultaneously advances economic vitality, environmental health, and quality of life. As such, we have engaged with the cross-sector collaborative coalition in the greater Portland region that is applying for recognition from the UNU-IAS as a Regional Center of Expertise on Education for Sustainable Development.

Portland State University (PSU) has been an increasingly active regional leader in sustainability over the past several decades. Sustainability is an integral part of the university's history, mission, learning outcomes, operations, and planning. The first sustainability coordinator was hired in 2001 using student fees matched by university funds, and a [Campus Sustainability Office](#) was established in 2002. The university's unique Social Sustainability Colloquium was launched in 2003, and has hosted many speakers, formed a social sustainability network and published two books. PSU students, faculty, staff, and administration demonstrated their commitment to helping create a more sustainable world by making a [Declaration of Support for Sustainability](#) in 2005. The first annual Conference on Business and Sustainability hosted in 2007 demonstrated the university's strong commitment to the environmental, social, and economic three pillars of sustainability,

In 2008, the James F. and Marion L. Miller Foundation gave the university a \$25 million challenge grant to build PSU's capacity to serve as a regional and national leader in sustainability research, education, and outreach. Examples of the progress that has been made in scaling up and broadening the scope of sustainability at Portland State include the following:

- In 2009, PSU adopted sustainability as one of the [undergraduate campus wide learning outcomes](#).
- The [Climate Action Plan](#) was signed as part of the American College and University President's Climate Commitment in 2010.

- Also in 2010, PSU was awarded a \$3 million grant from the National Science Foundation establishing an interdisciplinary [Ph.D. program focused on Ecosystem Services for Urbanizing Regions](#).
- In 2011, PSU received a [Sustainability Tracking, Assessment & Rating System \(STARS\) Gold](#) rating from the Association for the Advancement of Sustainability in Higher Education.
- PSU was designated a [Changemaker Campus](#) by Ashoka U in 2012.
- In 2013, [PSU received the Climate Leadership Award](#) from Second Nature for innovation in sustainability.
- Beginning with a yearlong sustainability theme in 2013, [Enrollment Management & Student Affairs](#) launched its division-wide commitment to sustainability in both practices and values ensuring that sustainability is part of the student experience from orientations to graduation.

Portland State University has been involved in supporting the founding of a Regional Center of Expertise since the beginning when the Institute for Sustainable Solutions hosted the first cross-sector meeting in 2012. Faculty, staff, and students have been engaged in the RCE application committee and process, and ISS has provided a liaison to the core committee, funding toward a collaborative event for UNEP's World Environment Day 2013, and in-kind contributions of venue space and communications support over the past several months.

The creation of an RCE on Education for Sustainable Development is timely to facilitate strategic opportunities for collective impact via regional collaboration and leadership for sustainability education. Upon approval of the Greater Portland RCE, Portland State University will continue to participate in advancing the RCE's vision of a healthy, just, and thriving region where sustainability education is prioritized and integrated across sectors; and where everyone has opportunities to shape a more sustainable future. We greatly appreciate your consideration and support for our application and request your recognition of even greater potential in the greater Portland region by granting us status as a Regional Center of Expertise.

Best regards,



Wim Wiewel

President

Portland State University



Portland
721 NW 9TH AVE. #195
PORTLAND, OR 97209
503.228.5533 (ph)
503.388.7070 (fax)

Seattle
410 OCCIDENTAL AVE. S.
SEATTLE, WA 98104
206.223.2028 (ph)
503.388.7070 (fax)

Vancouver
150-8960 UNIVERSITY HIGH ST.,
BURNABY, BC V5A 4Y6
604.909.9559 (ph)
503.388.7070 (fax)

www.cascadiagbc.org

September 11, 2013

Dear UNU-IAS RCE Selection Committee,

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Cascadia Green Building
Council

LISA PETTERSON
SERA Architects Inc.

ML VIDAS
Vidas Architecture

On behalf of the Cascadia Green Building Council, we are pleased to provide this letter of support for the creation of the Greater Portland Regional Center of Expertise (RCE) on Education for Sustainable Development.

Cascadia Green Building Council is a proud chapter of the United States Green Building Council and Canada Green Building Council. We've been actively promoting and supporting LEED® since our founding in 1999, and we continue to do so by educating practitioners and defending the integrity of this extremely important and influential standard. Our organization boasts a powerful network of 15 branches in Alaska, British Columbia, Washington and Oregon. Each of these branches push the green building movement's boundaries in each locale through targeted and locally relevant programming and professional development. Industry professionals look to us for quality education while simultaneously meeting their continuing education needs for professional credential maintenance.

The Portland Branch of the Cascadia Chapter has worked in collaboration with multiple educational and sustainability focused organizations, including the AIA Portland Schools Committee, the AIA Portland Committee on the Environment, the Council of Educational Facility Planners International, the Sustainable Oregon Schools Initiative, University of Oregon and Portland State University.

The formation of the Greater Portland RCE would enhance collaboration between the various organizations and foster new opportunities for partnership. The RCE will offer a central forum for sharing ideas, strategies and research efforts, facilitate promotion of events, and support cross-sector relationships.

With Cascadia's core mission of building a transformative future, we envision supporting the Greater Portland RCE's on-going efforts by partnering on educational events and conferences (e.g. promoting through our extensive network, recommending expert speakers, providing volunteers). We can also support by recommending building tours and relevant activities focused on sustainable development, feature our work on research projects, and assisting with the development of educational content for academic programs.

We are honored to be a part of this regional educational consortium's effort to apply for status as a RCE, and thank you for your consideration of this application.

Sincerely,

A handwritten signature in black ink, appearing to read "Annah Henige".

Annah Henige
Education Manager
Cascadia Green Building Council

A CHAPTER OF THE US & CANADA
GREEN BUILDING COUNCILS



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Oregon

John A. Kitzhaber, MD, Governor

Department of Environmental Quality

Northwest Region
2020 SW 4th Ave, Suite 400
Portland, OR 97201
(503) 229-5263
FAX (503) 229-6945
TTY 711

July 25, 2013

Kim Smith, Ph.D.
Department of Sociology
SS 215
Portland Community College Sylvania Campus
P.O. Box 19000
Portland, Oregon 97280-0990

Re: Letter of Support for 'Regional Center of Expertise' Designation

Dear Kim Smith:

The Oregon Department of Environmental Quality (DEQ) is pleased to offer support to your group's application to the United Nations University system to be designated as a Regional Center of Expertise (RCE). DEQ has for a long time been a supporter of outreach and education in Oregon and understands the value of having such a Center. We accomplish education and outreach both through our regulatory work and our technical assistance programs. We are particularly proud to be a state agency with over 700 employees that has adopted and operate under the principles of The Natural Step (<http://www.naturalstep.org/en/usa/members-natural-step-network-usa>). We have been a sustaining member of The Natural Step since the early 1990s and we continue to learn how to better serve our state working within this paradigm.


DEQ's mission would benefit from the greater Portland, Oregon region being recognized as a formal Regional Center of Expertise (RCE) in many ways including assistance with developing and implementing our Pollution Prevention (P2) student Internship program; assistance with implementing certain provisions of Oregon's new Green Chemistry Executive Order 12-05 (http://www.oregon.gov/gov/docs/executive_orders/eo_12-05.pdf); and assistance with coordinating and implementing E3 projects (<http://www.e3.gov/>); networking with and relying on assistance from the Center's education expertise.

Additionally, DEQ could contribute to the RCE's mission and goals by helping provide the expertise and communication in specific areas related to environmental regulation and science. We can help provide direct access to industries who want sustainability education and assist student interns with work on sustainability projects. We regularly provide outreach and expertise to schools, businesses and appropriate other venues.

DEQ recognizes the richness of resources in sustainability education efforts within the Portland metropolitan region and fully support the team effort to designate the area as a United Nations University Regional Center of Expertise. As there are only two such facilities in the United States, it is a natural fit to have the greater Portland schools, governments, nonprofit organizations and businesses unite to prove coordinated expertise for education on the growing variety and complexity of the growth of sustainability in the area.

Feel free to contact me if you'd like further information at 503-229-5336

Sincerely,

A handwritten signature in black ink, appearing to be 'DK' with a long horizontal stroke extending to the right.

David Kunz
Pollution Prevention Coordinator

cc: David Livengood, Interim Manager, DEQ Hazardous Waste Policy Program
Livengood.David@deq.state.or.us

June 1, 2013

Kim Smith, Ph.D.
Department of Sociology, SS 215
Portland Community College, Sylvania Campus
P.O. Box 19000
Portland, Oregon 97280

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Executive Director

Ralph DiNola

Re: Letter of Support for 'Regional Center of Expertise' Designation

Dear Kim:

We are pleased to offer this letter of support for your group's application to the United Nations University system to be designated as a Regional Center of Expertise (RCE). New Buildings Institute (NBI) is a nonprofit organization working to improve the energy performance of commercial buildings. We serve as a technical resource for the energy and building industries, assessing technologies, promoting design approaches, and helping guide policies and programs that will significantly improve the energy efficiency of the built environment.

While we work nationally, NBI is based in Vancouver, Washington, and we are keenly aware of the abundance of sustainability education taking place in our region. NBI has contributed to those efforts with design guidance and tools that help architects, engineers and owners apply best practice strategies aimed at reducing the energy used in commercial spaces.

We see great benefit in a designated center to facilitate communication among formal and non-formal providers of sustainable education in the Greater Portland region to share ideas, promote events and support cross-sector relationships. This kind of center would help leverage the limited resources available and increase individual and collective impacts of sustainability education in our area. NBI is small and collaborations with entities like the RCE help us disseminate our information more widely and effectively.

Home of:



www.newbuildings.org

We look forward to sharing our tools and guidance with the RCE and seeing them integrated as resources. Our contribution can include periodic educational webinars as well as design tools such as our *Daylighting Pattern Guide*, *Plug Load Best Practices Guide*, *Advanced Lighting Guidelines* (www.algonline.org), and the *Core Performance Guide*, our whole building, new construction resource. All these materials are available as part of NBI's Advanced Buildings suite of tools, available online at www.advancedbuildings.net.

In addition to providing these resources, NBI would welcome the opportunity to participate as an advisor to help shape and facilitate the RCE's work. We look forward to hearing positive news as your application progresses. In the meantime, do not hesitate to contact me with any questions about NBI or our work. I can be contacted at ralph@newbuildings.org and 360-567-0950, ext. 102.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ralph DiNola', with a stylized flourish at the end.

Ralph DiNola
Executive Director



Southeast Uplift
3534 SE Main St
Portland, OR 97214

p: 503 232-0010
f: 503 232-5265

www.southeastuplift.org

September 12, 2013

Dear Ms. Smith,

SE Uplift Neighborhood Coalition is pleased to provide this letter of support for the Greater Portland Regional Center of Expertise's application to the United Nations University Institute of Advanced Studies (UNU-IAS). As a community-based organization with deep roots in sustainability education, we share your vision of a thriving region where everyone has opportunities to shape a more sustainable future.

Since 1968, SE Uplift has worked to empower neighborhood association volunteers to foster safe, vibrant and diverse neighborhoods in SE Portland. Today we work with 20 neighborhood associations through a number of community programs that promote sustainability. The neighborhoods that we serve have long been an incubator of new sustainability projects and ideas that have spread to other parts of Portland and beyond. For example, we recently worked with community partners to develop and implement Solarize Portland, a community education and volume purchasing project for residential solar electricity. This led to more than 130 residential homes installing solar panels. The project has since spread to other parts of Portland and is now used as a model in cities throughout Oregon and Washington. This is just one example of how a small community-led idea can grow to have a big impact.

The neighborhoods and people in our coalition care deeply about sustainability. They participate on neighborhood association sustainability committees, attend workshops organized by SE Uplift and partner organizations, and use their own backyards as living laboratories. They are eager to learn what other people are doing to advance the issue around the world and to share what they have learned here in Portland. Formal recognition of the Greater Portland Regional Center of Expertise by UNU-IAS would help to facilitate this dialogue and expand sustainability education opportunities for our constituents.

We wish you much success as you move forward with your important work and look forward to collaborating with you in the future.

Sincerely,

A handwritten signature in dark ink, appearing to read "Bob Kellett".

Bob Kellett
Neighborhood Planning Program Manager

Uplifting community involvement since 1968.

Ardenwald-Johnson Creek • Brentwood-Darlington • Brooklyn • Buckman • Creston-Kenilworth • Eastmoreland • Foster-Powell
Hosford-Abernethy • Kerns • Laurelhurst • Montavilla • Mt. Scott-Arleta • Mt. Tabor • North Tabor • Reed • Richmond
Sellwood-Moreland • South Tabor • Sunnyside • Woodstock



31 May, 2013

University of Portland is an institution of higher education committed to education for sustainability, and eager to collaborate with regional partners in establishing a Regional Center of Excellence in Sustainability Education, in a way that will bring the strengths of the diverse organizations in Portland involved in sustainability education together.

As a Catholic University, we bring to bear a special emphasis on social and environmental justice. University of Portland has widespread involvement across our campus, including the sciences, social sciences and humanities, as well as collaboration on sustainability concerns with our professional schools of business, engineering, and education. Our accomplishments to date include:

- Establishment of a BA in environmental ethics & policy and a BS in environmental science in 1997
- Construction of Swindells Hall in 1999, pre-LEED building with a 51% energy savings that would presently be LEED gold
- Convening regional events to bring the University, other local Colleges and Universities, the Business Community, NGOs, and local citizens together. Including: (1999) convening the first national conference on environmental studies at Catholic Colleges and Universities entitled *Renewing the Face of the Earth*; (2000) *Environmental Education in the Context of the Regional Environment*, a Project Kaleidoscope Workshop; (2004) *Education for Sustainability Western Network National Conference on Sustainability in Higher Education*, Co-hosted, at the University of Portland; (2008) *Focus the Nation* regional event on climate change (ca 3,000 attending); (2009-2011) Food Justice Immersions; (2010) *Confluences: Water and Justice* with keynote address by Maude Barlow (ca 1,000 attending); (2011) *Food for Thought* with keynote address by Michael Pollan (ca 6,000 attending); (2011) Focus the Nation student-led F2A conference (Forum to Action); (2012) Sun Come Up screening, in cooperation with national event coordinated by Catholic Coalition on Climate Change; (2012, 2013) Campus Conservational Nationals; (2013) Lois Gibbs speaking on Love Canal, with screening of *A Fierce Green Fire*; (2013) Environmental Summit with the Dalai Lama, co-hosted with Maitripa College. (ca 6,000 attending).
- Student-led organic garden established on campus in 2006, expanded in 2010
- Stream restoration partnership begun with Archdiocese and Oregon SOLV (NGO), 2006
- Establishing a University Presidential Advisory Committee on Sustainability, 2007
- First US campus to have ZipCar (car sharing) on campus and available for students for 18 years of age up, 2007
- Free shuttle bus to connect campus to local light rail, 2007
- Biodiesel processor on campus for waste cafeteria oil, 2008

- Sustainability theme house for students established 2009
- LEED Platinum engineering building and two LEED gold dormitories, 2009
- Beginning a sustainability concentration on our MBA degree, 2009
- Adopting a Climate Action Plan as part of the American College and University President's Climate Commitment, 2010, with carbon neutrality phased in via stages reaching complete University carbon neutrality for Scope 1 emissions ("from Sources that are owned or controlled by the institution, including: on-campus stationary combustion of fossil fuels; mobile combustion of fossil fuels by institution owned/controlled vehicles; and 'fugitive' emissions. Fugitive emissions result from intentional or unintentional releases of GHGs, including the leakage of HFC's from refrigeration and air conditioning") in 2020, Scope 2 emissions ("indirect emissions generated in the production of electricity consumed by the institution") in 2030, and Scope 3 emissions ("a consequence of the activities of the institution, but occur from sources not owned or controlled by the institution" such as commuting, air travel for university activities, waste disposal; embodied emissions from extraction, production, and transportation of purchased goods; outsourced activities; contractor owned-vehicles; and line loss from electricity transmission and distribution") in 2040
- Becoming the first campus on the US West Coast to ban the sale of disposable plastic water bottles, 2010
- Over the last five years campus food service has moved to local sources and partnerships with local farms, hormone and antibiotic free meats, seafood selected to be compatible with Monterey Bay Aquarium Seafood Watch program, biodegradable plastics, etc
- Signing the Saint Francis Pledge for sustainability among Catholic Colleges and Universities, an undertaking of the Catholic Coalition on Climate Change.

University of Portland will continue to be a regional convener of large events related to sustainability and the environment, to which we typically provide free tickets to students and faculty from other institutions of higher education in our area. The events we have hosted to date have also allowed us to become more familiar with other regional entities, especially NGOs, with which we have then partnered in various activities. Our connections to SOLV Oregon and their stream team captain, to the local offices of Food and Water watch, to the sustainable energy office of our utility PGE, to Neighbors for Clean Air and to the ILLAHEE lectures series organizers, all stem in large part from the earlier events we hosted. It is our hope that by continuing to host such events, and especially by continuing to host them as part of a RCE in education for sustainability, that we not only serve the greater Portland area but that we continue to make connections that help provide our students with a richer array of opportunities.

There are other ways in which University of Portland will benefit from an RCE by increased interaction with diverse organizations which each have their own

perspective and skills related to sustainability education. Our students, whether in science, or environmental ethics & policy, or environmental engineering (etc) all have a background informed by a core curriculum that stresses social justice, community serve, and international perspectives. Our academic units let students from engineering, the arts, the sciences, business, education, all meet one another and enter into conversations. Other institutions in Portland have different perspectives or strengths or academic programs. Portland Community College has a considerably more diverse student body than ours in terms of ethnicity, age, and prior experience, and places a premium on inclusiveness in all of its academic endeavors. Lewis and Clark College focuses on a vision of the environment that is specifically embedded in a sense of place, and has one of the top two environmental law schools in the United States. Pacific University offers an interdisciplinary degree in sustainable design. These are just a few of the varied entities that a RCE in education for sustainability in Portland would bring together. Increasing the opportunity for our students and faculty to interact with people from these other institutions will enrich our own experiences and help students and faculty alike benefit from the great array of expertise in education for sustainability that characterize Portland.

Sincerely Yours,

A handwritten signature in black ink, appearing to read 'Steven A. Kolmes', with a long horizontal flourish extending to the right.

Steven A. Kolmes
Rev. John Molter, C.S.C., Chair in Science
Chair of the Environmental Studies Department



May 29, 2013

To Whom It May Concern:

I am pleased to write this letter of support for the creation of the Greater Portland Regional Centre of Expertise (RCE).

Earth Advantage Institute is a business-to-business 501(c)(3) based in Portland, with the following mission:

Our mission is to accelerate the creation of better buildings. We use an innovation model that transforms our real-world experience into products and services that advance building performance. Earth Advantage certifies, researches, educates and incubates to help realize a building industry that harmonizes with the natural environment.

EAI certifies homes and buildings to Earth Advantage®, ENERGY STAR®, LEED® for Homes™, and Passive House US standards. We conduct research and create products and services such as home energy labeling with the aim to transform the built environment and reduce carbon impact. Education is an important part of our mission, and we develop and deliver accreditation courses that prepare builders, architects, real estate professionals, appraisers, auditors, and building code officials to design, build, inspect, market, sell and appraise sustainable homes and buildings.

We see the RCE playing a significant role in increasing awareness about and access to education about sustainable development by leveraging the unique resources of the Portland region and creating new partnerships. The Portland RCE can serve as a key resource for education providers ranging from K-12 and higher education to professional and community education programs. EAI can provide expertise and education regarding sustainability and the built environment to various stakeholders who will engage with the RCE.

In addition to the opportunities to share resources and form new partnerships, EAI is interested in the role that RCEs can play in creating opportunities for research and development around sustainable development. Although Portland is a collaborative community already, a structure currently does not exist to provide support to take sustainable development education to the next level through research and development.

EAI endorses and supports the group of committed professionals and community members who have prepared the RCE application. Please do not hesitate to contact me at aschmiede@earthadvantage.org should you have any questions about EAI or the impact that an RCE could have on the greater Portland community.

Sincerely,



Angela Schmiede, Ph.D.
Associate Executive Director & Director of Education



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Equilibrium Capital

Lee Shaker,
Professor
Dpt Communication,
Portland State

Sara Szatmary
Marketing Director,
NIKE

10 September 2013

Dear UNU-IAS RCE Selection Committee,

The Media Institute for Social Change is grateful for the opportunity to participate in this regional educational consortium effort to apply for status as a Regional Centre of Expertise for the greater Portland region.

The Media Institute for Social Change is active in ESD in a variety of ways. Our sustainability efforts primarily include hosting an annual Student Sustainability Film Festival. Last year, in our fourth annual event, we collected 24 short films from 22 different colleges; each film profiled a program that the campus or community is undertaking for sustainability.

Through this event, we have had an opportunity to increase public awareness about social, economic, and environmental sustainability—and would be happy to extend that platform to do the same regarding the role of ESD in shaping a more sustainable, healthy, and just future.

The proposed Greater Portland RCE would help us meet our needs in creating a strong collaboration and network. We welcome the opportunity to participate in this global and regional effort and request the acceptance of our application.

Sincerely,

Phil Busse
Executive Director



PO Box 869, Beavercreek, OR 97004

Tel: 503-307-4067

September 13, 2013

Dear UNU-IAS RCE Selection Committee,

The Sustainable Schools Collaborative (SSC) is grateful for the opportunity to participate in this regional educational consortium effort to apply for status as a Regional Centre of Expertise for the greater Portland region.

The SSC, with its Sustainable Oregon Schools Initiative, is active in ESD in a variety of ways. Our work is statewide and includes all aspects of sustainability including educating for sustainability as well as sustainable school facilities and operations, and student wellness.

The proposed Greater Portland RCE and our work, are mutually supportive. We look forward to sharing resources, and partnering with our efforts. Our state-wide focus and the RCE work focused on the Greater Portland area are mutually beneficial.

We welcome the opportunity to participate in this global and regional effort and request the acceptance of our application.

Sincerely,

A handwritten signature in blue ink that reads "Lori Stole".

Lori Stole



July 24, 2013

United Nations University Institute of Advanced Studies
Regional Centers for Excellence Selection Committee

To whom it may concern,

I am writing to support the effort to have Portland designated a Regional Center for Expertise (RCE) in education for sustainable development. The vision of the Oregon Zoo is to create "A Better Future for Wildlife". We believe that the only way to make this future a reality is through educating and inspiring our community to take action on behalf of animals and the natural world. To accomplish this, we offer a wide variety of classes, programs and experiences that offer our 1.6 million visitors with ways to make more sustainable lifestyle choices. From providing discounts to visitors that use alternative transportation, to composting 100% of all herbivore waste into ZooDoo fertilizer and requiring LEED certification on all major new construction efforts, the Oregon Zoo is committed to operating as sustainably as possible and encouraging our guests to take sustainable action in their own lives.

The Oregon Zoo hopes to benefit from the collective expertise assembled through this local RCE. We are committed to working collaboratively with the other environmental and sustainability educators in the region to leverage the greatest impact. In particular as the Zoo embarks on the creation of a new Education Center scheduled to open in 2017, we hope to engage the RCE to provide our guests and program participants with the most up to date information about sustainable living and sustainable development.

We look forward to supporting the Portland RCE and are proud to be part of a community with such a strong focus on sustainability education. Thank you for your consideration of this proposal.

Grant Spickelmier
Education Curator
Oregon Zoo / 4001 SW Canyon Rd
Portland, OR 97221
503-525-4268
Grant.spickelmier@oregonzoo.org



May 31, 2013

Dear UNU-IAS RCE Selection Committee:

Portland Community College is grateful for the opportunity to participate in this regional educational consortium effort to apply for status as a Regional Centre of Expertise for the greater Portland region. The impetus and structure provided by the United Nations University – Institute of Advanced Studies (UNU-IAS) has provided supportive guidelines for facilitating our regional collaborative efforts on behalf of education for sustainable development and we are pleased to contribute to this broader regional, national and international effort.

Portland Community College's (PCC) sustainability efforts are dynamic, collaborative, and supported by PCC's Board of Directors Sustainable Use of Resources Policy (B-707). Our goal is to shift PCC's operational practices and academic programs to address concerns of the earth, the economy, and social equity. Sustainability is about taking a holistic view so we can focus our efforts in a way that will ensure PCC is functioning in harmony with the natural balance of the earth. Achieving sustainability goals requires long term planning, while recognizing and celebrating short-term achievements.

As a community college, we serve as an important convergence point for education: we work with K-12 schools and colleges and universities to support academic access, success, and articulation efforts; we connect with industries throughout the region on advisory boards for our Career Technical Education programs; and we are the largest college in the state of Oregon, serving 94,000 students, thereby requiring close connections with local and state government. We recognize the benefit of collaborating with different sectors to promote education overall and education for sustainable development (ESD) is no exception.

We are active in ESD in a variety of ways. In 2009, we drafted and began implementing our first Climate Action Plan (CAP) with the goal of reducing our greenhouse gas emissions 80% below 2006 levels by 2050. PCC was the first higher educational institution in the state of Oregon to prepare their Climate Action Plan. The CAP has intermediate GHG reduction targets, as well as goals and objectives spanning many disciplines and departments. Having met many of its objectives, this plan was updated in 2013. Integrating sustainability knowledge and skills into our curriculum is an important part of this plan. Our Sustainable Practices for Academics and Resources Council (SPARC) has developed green course outcomes, a Sustainability Focus Award, and numerous trainings to build capacity among our instructors and educators across the region.

The proposed Greater Portland RCE would help us increase our collective sustainability impact with our fellow higher education institutions and our community partners. We recognize the benefits in cross-promoting and collaborating on events and trainings and

www.pcc.edu

P.O. Box 19000

Portland, Oregon

97280-0990

District President

Dr. Preston Pulliams

An Affirmative Action,

Equal Employment

Opportunity Institution

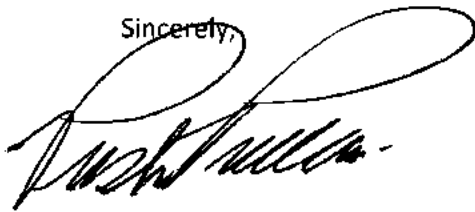
UNU-IAS
May 31, 2013
Page 2

aligning advocacy efforts for initiatives that support education for sustainable development across institutions and within the state. By leveraging resources and finding synergies with other institutions, we strive to improve our efficiency and effectiveness in creating a more resilient, healthier and just community, economy, and environment, for present and future generations

We have supported the RCE planning process from the beginning, with the engagement of a number of faculty and staff through the development stages of the vision, structure, and goals of the RCE, including the funding of release time for Dr. Smith to help lead the planning and application process. PCC's RCE initiative is housed within the framework of its Sustainability and Academic Resources Council (SPARC) and approval of PCC's RCE efforts require SPARC's recommendation. PCC commits to providing funding for a one-course release per term for the 2013-2014 school year for Dr. Smith to serve as the Coordinator of the RCE, in addition to funding her attendance at an RCE conference, pending approval by the college president. We also offer in-kind support, including the development and hosting of the RCE webpage, the offering of space for meetings and potential sharing of capacity-building trainings with other institutions. SPARC leaders are able to facilitate collaboration among RCE partners, such as the current engagement of our SPARC Coordinator Lutgarda Cowan in the articulation working group within the proposed RCE.

Upon the approval of the Greater Portland RCE, PCC will continue to engage in conversations with the broader community to define our short and long-term goals and the best practices needed to move the education for sustainable development mission forward. We welcome the opportunity to participate in this global and regional effort and humbly request the acceptance of our application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Preston Pulliams', with a large, stylized loop at the end.

Preston Pulliams

September 4th, 2013



Dear UNU-IAS RCE Selection Committee,

The **American Institute of Architects (AIA) Portland Schools Committee** is grateful for the opportunity to participate in this regional educational consortium effort to apply for status as a Regional Centre of Expertise for the greater Portland region.

The **Schools Committee** is active in Education on Sustainable Development in a variety of ways:

The mission of the Schools Committee is to promote partnerships, awareness, and advocacy for sustainable K-12 facilities. The committee organizes educational sessions and building tours for architects, educational professionals and the general public and provides opportunities to connect with others who are interested in creating better learning environments for children. We collaborate with multiple organizations, including the *AIA Portland Committee on the Environment (COTE)*. COTE is committed to educating professionals and the public on sustainable design issues and supporting an agenda of various public and private agencies and organizations. Their belief is that design excellence can only be discussed within the context of sustainability. COTE's approach is to promote integration of design and sustainability, expand participation and expertise, and to connect members of the design and building community. We are allied with the US Green Building Council's *Center for Green Schools* to drive the transformation of schools into sustainable and healthy places to live, learn, work and play; and with the *Council of Educational Facility Planners International (CEFPI)*, a worldwide professional non-profit association whose sole mission is improving the places where children learn. We collaborate with the *Cascadia Green Building Council* and the *Sustainable Schools Collaborative* to provide education for professionals and teachers on creating more sustainable learning environments for K-12 schools.

The proposed Greater Portland RCE would help us meet our needs in the following ways:

- 1) Providing a setting for **collaboration** with other organizations
- 2) Offering a forum for **sharing ideas** and **developing innovative new ideas** on sustainability education
- 3) Facilitating **research** opportunities

We will be able to help support the RCE achieve its mission by offering:

- 1) Expert speakers
- 2) Contribution to research projects
- 3) Curriculum development
- 4) Cross-marketing outreach
- 5) Graphics skills
- 6) Policy advocacy

We welcome the opportunity to participate in this global and regional effort and request the acceptance of our application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeff Yrazabal', is positioned above the printed name.

Jeff Yrazabal, AIA
AIA Portland President
AIA Northwest and Pacific Young Architects Regional Director



THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS INTERNATIONAL

September 12th, 2013

Dear UNU-IAS RCE Selection Committee,

On behalf of the Council of Educational Facility Planners International (CEFPI) and the Oregon and Southwest Washington Chapter, we are pleased to provide this letter of support for the creation of the Greater Portland Regional Center of Expertise (RCE) on Education for Sustainable Development.

Established in 1921, CEFPI is a worldwide professional 501 (c) (3) non-profit association whose sole mission is improving the places where children learn. CEFPI members, individuals, institutions and corporations are actively involved in planning, designing, building, equipping and maintaining schools and colleges. The association serves its members through three key strategic areas:

- Advocacy and education of the general public, including policymakers, on the efficacy of school design and student outcomes; resource for planning effective educational facilities.
- Training and professional development of our members and others through current program, workshops, seminars and conferences promoting best practices in creative school planning.
- Research and dissemination of information regarding the linkage between the educational facility, its design and student success.

Headquartered in Scottsdale, Arizona with a satellite office in Washington, DC, CEFPI consists of eight regions and multiple chapters located in the US, Canada, Australasia and UK. Our Oregon and Southwest Washington Chapter has active members in the Portland Metro area, including design and construction professionals, K- 12 administrators, facility maintenance and operations professionals, consultants, manufacturers and suppliers.

At the national level, CEFPI is one of seventeen organizations serving on the Executive Committee of the Coalition of Green Schools. The Coalition for Green Schools brings together the nation's strongest advocates for our children to create a national infrastructure of healthy, high performance schools that are conducive to learning while saving energy, resources and money.

At the chapter level, the Oregon and Southwest Washington chapter has worked in collaboration with multiple educational and sustainability focused organizations, including the Sustainable Schools Collaborative, AIA Portland Schools Committee, the AIA Portland Committee on the Environment, the Cascadia Green Building Council, Portland Public Schools, Vancouver School District, Evergreen School District, Gresham-Barlow School District, Portland Community College, and Portland State University. We have hosted events at various green schools and colleges, offering educational events and activities focused on sustainable development.

Headquarters

11445 E Via Linda, Suite 2-440, Scottsdale, AZ 85259
p: +1.480.391.0840

www.cefpi.org

DC Area

Arlington, VA
p: +1.202.577.6771



THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS INTERNATIONAL

The Oregon and Southwest Washington chapter has participated in the annual international CEFPI School of the Future Design Competition. The School of the Future Design Competition offers an opportunity to illustrate the kind of creativity that students bring to the planning and design process. The annual competition, open to middle school students, challenges student teams to design their schools to enhance learning, conserve resources, be environmentally responsive and engage the surrounding community. School of the Future Design Competition provides an opportunity to highlight the importance of well planned, healthy, high performance, safe and sustainable schools that enhance student achievement and community vitality. As the building blocks of communities throughout the world and the keystone of our future, schools should be sustainable spaces for lifelong learning.

The formation of the Greater Portland RCE will offer a central forum for sharing ideas, strategies and research efforts, facilitate promotion of events, and support cross-sector relationships in support of creating high performance schools. We believe that this would result in greater collaboration between the various organizations and foster new opportunities for partnership.

We envision supporting the Greater Portland RCE's on-going efforts by continuing to partner with other organizations for educational events and conferences, organizing building tours and relevant activities focused on sustainable school development, contributing to research projects, and engaging students through the School of the Future Design Competition or other activities. In addition, there will be potential collaboration opportunities for the CEFPI Annual Conference and Exposition in Portland in October 2014, with a focus on sustainability and innovation.

We welcome the opportunity to participate in this global and regional effort and request the acceptance of our application.

Sincerely,

Barbara C. Worth
Director of Strategic & Private Development
CEFPI

Katrina Shum Miller
President
CEFPI Oregon/Southwest Washington Chapter

Headquarters

11445 E Via Linda, Suite 2-440, Scottsdale, AZ 85259
p: +1.480.391.0840

www.cefpi.org

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Appendix E: RCE Participation List

K-12 Schools

The Emerson School
Gladstone School District
The International School
Portland Public Schools
Vancouver Public Schools

Higher Education Institutions

Chemeketa Community College
Lewis and Clark College
Marylhurst University
Pacific University
Portland Community College
Portland State University (PSU)
PSU Native Nations Club
University of Oregon- Portland
University of Portland
Washington Center for Undergraduate Education
Washington State University-Vancouver

Non-formal/Non-profit organizations

American Institute of Architects – Portland Branch
Bicycle Transportation Alliance
Bike Train
Cascadia Green Building Council
Council of Educational Facility Planners International
Center for Earth Leadership
City Repair
Coalition for a Livable Future
Earth Advantage
Eco-School Network
Engaging Every Student
Environmental Education Association of Oregon
Environmental Leadership Program
Hands On Greater Portland
International Society of Sustainability Professionals
The Intertwine Alliance (large coalition of 450 conservation education groups)
Learning Options
Native American Youth and Family Center (NAYA)
New Buildings Institute
Northwest Earth Institute
OPAL (Organizing People Activating Leaders)
Oregon Green Schools

Oregon Safe Routes
Our United Villages
PDX Wildlife
Sustainability4All
Sustainable Schools Collaborative
SW Watershed Resource Center
Tryon Life Farm

Informal Educational Organizations/Media

CLEARING Magazine
Media Institute for Social Change
Oregon Public Broadcasting Eco-Trope

Providers of ESD (botanical gardens, museums, zoos, etc.)

Oregon Zoo
Oregon Museum of Science and Industry (OMSI)

Business and Industry

Green Building Services Inc.
Green CE Inc.
Hawthorne Area Civic Ecology District
IBI Group
Imagine Energy, LLC
Intel
Lensa Consulting, LLC
Portfolio 21
Sacred Art Studio
Stamberger Outreach

Local government

Bonneville Power Administration
City of Portland
Multnomah County
Oregon State Department of Education (DOE)
Oregon State Department of Environmental Quality (DEQ)
Portland Metro

Civil society organizations

Focus the Nation
Gray Foundation
People of the Heart
Southeast Uplift Neighborhood Association
U.S. Partnership for Education for Sustainable Development
United Nations Portland Chapter

Sample of Potential Members Identified for Outreach

1,000 Friends of Oregon
Adelante Mujeres
Audubon Society
Benton Water District
Bureau of Land Management
Columbia Riverkeepers
Community Cycling Center
Community Energy Project
Cradle to Career
Earth and Spirit Council
EcoDistricts
Eco-Trust
Education NW
Energy Trust of Oregon
Friends of Trees
Friends of Tryon Creek
Great Outdoors Academy
Lane Community College
Mount Hood Community College
Natural Step
Oregon BEST
Oregon Environmental Council (OEC)
Oregon League of Conservation Voters (OLCV)
Oregon Wild
Portland Children's Museum
Portland Youth Builders
Reed College
The Nature Conservancy
Trackers NW
Tualatin Riverkeepers
Verde NW
Willamette Riverkeepers
Zero Waste Alliance

Appendix F: Ongoing and Planned Activities

Ongoing Activities

K-12 Schools Focused Programs

Portland Public Schools

The Portland Public Schools district is a leader in award-winning sustainable practices and education. As the largest school district in the Pacific Northwest, they have led efforts to reduce waste, increase recycling, reduce electricity and water consumption, install wind and solar power, manage stormwater, build school gardens, promote alternative transportation, and build the first public K-12 LEED platinum school building. <http://www.pps.k12.or.us/>

Sustainable Schools Collaborative

Imagine if...

- Every student is educated to create, value and participate in a sustainable world
- Students are actively engaged with their community via school partnerships
- Every school is a leading-edge laboratory for environmental and social stewardship

The Sustainable Schools Collaborative (SSC) strives for this vision by helping K-12 schools and districts educate for and practice economic, social and environmental sustainability.

<http://www.sustainableschools.org/>

Council of Educational Facility Planners International

CEFPI is a worldwide professional non-profit association whose sole mission is improving the places where children learn. CEFPI members, individuals, institutions and corporations are actively involved in planning, designing, building, equipping and maintaining schools and colleges. CEFPI offers a range of educational events, including the annual International Conference and Exposition, which will be in Portland, OR in October 2014. <http://www.cefpi.org/>

American Institute of Architects – Portland Chapter Schools Committee

The mission of the Schools Committee is to promote partnerships, awareness, and advocacy for sustainable K-12 facilities. The committee organizes educational sessions and building tours for architects, educational professionals and the general public and provides opportunities to connect with others who are interested in creating better learning environments for children. www.aia.org

Higher Education Institutions

Many of the colleges and universities in our region are active in integrating sustainability into their curricula, facilities, governance, and operations.

For example, many higher education institutions are signatories on the American College & University Presidents' Climate Commitment (ACUPCC). The ACUPCC is a high-visibility effort to address global climate disruption undertaken by a network of colleges and universities that have made institutional commitments to eliminate net greenhouse gas emissions from specified campus

operations, and to promote the research and educational efforts of higher education to equip society to re-stabilize the earth's climate. Its mission is to accelerate progress towards climate neutrality and sustainability by empowering the higher education sector to educate students, create solutions, and provide leadership-by-example for the rest of society.

The ACUPCC provides a framework and support for America's colleges and universities to implement comprehensive plans in pursuit of climate neutrality. The Commitment recognizes the unique responsibility that institutions of higher education have as role models for their communities and in educating the people who will develop the social, economic and technological solutions to reverse global warming and help create a thriving, civil and sustainable society.

The following institutions in the Portland Metro area have signed the ACUPCC:

Portland State University
University of Portland
Portland Community College
Lewis & Clark College
Pacific University
Oregon Institute of Technology
Washington State University, Vancouver

Additional signatories in the broader ecoregion include:

Lane Community College
Linfield College
Oregon State University
University of Oregon
Willamette University

ACUPCC institutions have agreed to:

- Complete an emissions inventory.
- Within two years, set a target date and interim milestones for becoming climate neutral.
- Take immediate steps to reduce greenhouse gas emissions by choosing from a list of short-term actions.
- Integrate sustainability into the curriculum and make it part of the educational experience.
- Make the action plan, inventory and progress reports publicly available.

Several regional colleges and universities also participate in the Association for the Advancement of Sustainability in Higher Education (AASHE)'s Sustainability Tracking, Assessment & Rating System™ (STARS) program. STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. <https://stars.aashe.org/>

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.

- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

Participating STARS colleges and universities in the greater Portland region are:

Clark College
 Lewis & Clark College
 Pacific University
 Portland Community College
 Portland State University

Other valuable programs managed and sponsored by regional higher education institutions include:

Lewis and Clark College

Lewis and Clark has nationally-recognized programs in environmental law, environmental studies, and environmental education. www.lclark.edu

Portland Community College

PCC has created Green Outcomes and a Sustainability Focus Award through their Sustainable Practices for Academics and Resources Council (SPARC) [See Appendix H]. PCC also offers sustainability trainings, the Summer Sustainability Institute, a week-long capacity-building workshop for green design and building instructors in the Northwest, funded by the National Science Foundation, and extensive Living Labs, with Learning Gardens, campus composting projects, alternative energy systems, and natural building projects through City Repair's Village Building Convergence. www.pcc.edu

Portland State University

PSU supports the Institute for Sustainable Solutions, the Social Sustainability Colloquium, extensive sustainability, environmental studies, and community development degrees, and a broad range of sustainability programs funded by the Miller Grant. www.pdx.edu

University of Oregon

Located in Portland, the U of O offers the Sustainability Leadership Program. sustain.uoregon.edu

University of Portland

UP offers environmental ethics & policy and environmental science degrees, is home to several LEED buildings and an organic garden, coordinates a ZipCar car sharing program (the first US campus to have one), banned the sale of disposable plastic water bottles in 2010 (first campus on the US West Coast to do so); and hosts numerous large-scale regional events focused on sustainability that bring the University, other local colleges and universities, the business community, NGOs, and local citizens together. www.up.edu

Non-formal/Nonprofit organizations

Bicycle Transportation Alliance

The Bicycle Transportation Alliance (BTA) is a non-profit membership organization working to promote bicycling and improve bicycling conditions in Oregon. The BTA works in partnership with citizens, businesses, community groups, government agencies, and elected officials to create communities where people can meet their daily transportation needs on a bicycle. It is our mission to create healthy, sustainable communities by making bicycling safe, convenient and accessible. Their activities span a broad spectrum of advocacy and education. We make citizen voices heard on issues pertaining to bicycling, and work to give people the tools, confidence, and knowledge they need to be safe and accepted while riding a bicycle on the road. Our education programs create a strong sense of community among people who understand a community is a safer, healthier, more vital place when people ride bicycles. www.btaoregon.org

City Repair

City Repair is an organized group action that educates and inspires communities and individuals to creatively transform the places where they live. City Repair facilitates artistic and ecologically-oriented place-making through projects that honor the interconnection of human communities and the natural world. The many projects of City Repair have been accomplished by a mostly volunteer staff and thousands of volunteer citizen activists. Projects include the annual Village Building Convergence, where people gather at neighborhood sites throughout Portland to engage in intersection repair, natural building, and other forms of placemaking. They also often host Earth Day. www.cityrepair.org

Environmental Leadership Program

The mission of the Environmental Leadership Program is to support visionary, action-oriented, and diverse leadership for a just and sustainable future. ELP catalyzes change by providing talented individuals early in their careers with the support and guidance they need to launch new endeavors, achieve new successes, and rise to new leadership positions. Since 2000, they have created a dynamic network of over 500 of the country's top emerging environmental leaders. ELP engages leaders in a series of trainings increasing their ability to embrace diversity and lead across differences, develop a systems thinking perspective, build partnerships/collaborations, utilize strengths-based leadership, while furthering their knowledge of the environmental field. www.elpnet.org

The Intertwine Alliance

The Intertwine Alliance is a coalition of private firms, public agencies and nonprofit organizations working together to tap new sources of funding, better leverage existing investments, and more fully engage residents with the outdoors and nature. The Alliance was formally launched as a nonprofit in July, 2011 and currently has 80 partners. The Alliance exists to ensure the region's trail network gets completed, that our natural areas get restored, and that people of all ages discover they can enjoy the outdoors near where they live. We exist to make our region more attractive to new businesses and to help our existing companies attract talent. We're here to reduce utility and transportation costs and keep our water clean. Finally, we're here to help our partner organizations build their capacity and become more successful. www.theintertwine.org

Northwest Earth Institute

Northwest Earth Institute is a nonprofit organization that inspires people to take responsibility for Earth. NWEI was founded in 1993 with a simple objective: to give people a framework to talk about

our relationship with the planet and to share in discovering new ways to live, work, create and consume. As more than 140,000 NWEI participants worldwide have discovered, NWEI discussion courses give people a framework to talk about their relationship with the planet and to share in discovering new ways to live, work, create and consume. Our discussion courses have been used in the workplace, on college campuses, in centers of faith, and in the community. They are designed to help break big issues into bite-sized pieces. And they help create a personal network of shared stories and support that makes it easy to take action. www.nwei.org

Sustainability 4 All

Currently the lack of diversity within sustainability discourse in the United States is reinforcing dominant culture; by critically looking at issues related to race and privilege, highlighting diverse perspectives and using multiple lenses and frameworks, sustainability educators can help bridge this divide increasing the diversity of change agents and strengthening the overall movement. Sustainability for All seeks to help bridge this divide by partnering with communities, organizations, schools and individuals while providing resources, curriculum design, leadership training, dialogues, workshops and consulting.

Portland is often thought of as a National Leader when it comes to sustainability. The effort toward the equity portion of sustainability often pales in comparison to the environmental and economic portions. In order to have a movement that is beneficial and relevant to everyone and to avoid perpetuating the dominant oppressive cycles of our past and present, we need to find new ways of doing things. Portland has a unique opportunity to change what it means to be green and make a movement that is truly for all. www.sustainability4all.org

Informal education organizations

Media Institute for Social Change

Since 2006, MISC has been teaching public interest journalism and supporting independent media. They have successfully implemented a two-month summer program to teach college students how to produce professional-quality film documentaries. The program examines local solutions for global issues, and prepares students with creative and journalistic experience they can utilize to create change. For the past three years, MISC has hosted a Student Sustainability Film Festival. Students from across the country produce films that highlight steps their community is taking toward a sustainable future. Based in Portland, they are committed to supporting student voice in our region. www.mediamakingchange.org

OregonACE (Adult Conservation Education) Collaborative

Oregon ACE partners work strategically to cultivate adult land stewards for protecting human health, habitat, and clean water. By creating consistent, science-based and integrated messages, education, and programming, we leverage our collective resources to reach a wider, more diverse audience and foster lasting behavior change and vibrant communities. Our common areas of interest include:

- Habitat (conservation and restoration for native plants and wildlife; invasive species removal)
- Toxics reduction
- Water resource protection (storm water management and water conservation)

ACE Participants

Audubon Society of Portland
City of Gresham, Department of Environmental Services
City of Portland, Bureau of Environmental Services
Clean Water Services
Columbia Land Trust
Columbia Slough Watershed Council
Clackamas Soil and Water Conservation District
East Multnomah Soil and Water Conservation District
Friends of Tryon Creek
Metro
Oregon Tilth
OSU Extension Services- Master Gardeners
OSU Extension Services- Master Naturalists
Portland Prevention Outreach (P20)
Southwest Watershed Resource Center
Tualatin Soil and Water Conservation District
West Multnomah Soil & Water Conservation District
The Xerces Society

Providers of ESD (botanical gardens, museums, zoos, etc.)**Oregon Zoo**

The 64-acre Oregon Zoo is located in Portland, a city and surrounding metropolitan area of 2.26 million people. Attendance in 2011 exceeded 1.6 million. The nonprofit Oregon Zoo Foundation enhances community involvement with the zoo, primarily through member-based support. Each year it contributes between \$4 and \$5 million to help fund the zoo's work in conservation, education and animal welfare. www.oregonzoo.org

The Oregon Zoo's Conservation Education Division promotes environmental literacy and sustainable actions through experiences that cultivate understanding of and respect for animals and the natural world. They are in the process of developing a large Education Center on the grounds, where they hope the RCE will help develop display materials and educational programs. See Appendix G for their Partnership Fact Sheet.

Oregon Museum of Science and Industry (OMSI)

The Oregon Museum of Science and Industry (OMSI) is a scientific, educational, and cultural resource center dedicated to improving the public's understanding of science and technology. MSI makes science exciting and relevant through exhibits, programs, and experiences that are presented in an entertaining and participatory fashion.

OMSI seeks to inspire wonder by providing engaging science learning experiences because we value:

Learning: teaching, asking questions, sharing, experimentation

Creativity: making (new) mistakes, sharing ideas, innovating, pushing the envelope

Integrity: publishing visitor comments, staying open to criticism, having pride in our work, presenting accurate science, supporting honest communication www.oms.edu

Business and Industry Focused Programs

Cascadia Green Building Council

Cascadia Green Building Council (GBC) is a proud chapter of the United States Green Building Council and Canada Green Building Council. Cascadia GBC boasts a powerful network of 15 branches in Alaska, British Columbia, Washington and Oregon. Each of these branches pushes the green building movement's boundaries in each locale through targeted and locally relevant programming and professional development. Cascadia GBC provides industry professionals with quality education while simultaneously meeting their continuing education needs for professional credential maintenance. The annual Living Future conference is a vital program of Cascadia GBC and will be hosted in Portland, OR in May 2014. living-future.org/cascadia

Earth Advantage Institute

Earth Advantage Institute designs tools to create better buildings. This organization strives to transform the building industry to harmonize the natural and built environment for future generations. They focus on a currently hidden component of the human impact on Earth—building energy efficiency, accounting for nearly 40% of all greenhouse gas emissions. Earth Advantage Institute develops and delivers tools and strategies to solve these problems that are inherent in our built environment. They do so through three main activities: education, certification, research and consulting. They support all participants in the building sector, from real estate professionals and contractors to architects and developers. www.earthadvantage.org

Green CE

Green CE, Inc., is an online resource for design professionals who want to learn about green building, sustainability, conservation, and how to create a healthy environment. Our mission is to educate design professionals about environmental benefits, health benefits, and economic benefits when designing a building. www.greence.com/

IBI Group

IBI Group's expertise spans urban design and planning, building and landscape architecture, engineering, advanced transportation management and traffic systems, real estate analysis, communications specializations, and software development. These are organized in four core disciplines: Urban Land, Facilities, Transportation, and Intelligent Systems to ensure a holistic approach to creating innovative, responsive, and intelligent solutions for our clients in both the public and private sectors. The collaborative nature of our practice allows the firm to effectively address the complexities inherent in the development of sustainable environments.

www.ibigroup.com

New Buildings Institute

New Buildings Institute (NBI) is a nonprofit organization working to improve the energy performance of commercial buildings. It serves as a technical resource for the energy and building industries, assessing technologies, promoting design approaches, and helping guide policies and programs that will significantly improve the energy efficiency of the built environment.

www.newbuildings.org

Supporters of ESD delivery (government)

Bonneville Power Administration

The Bonneville Power Administration provides educational resources to teachers and students, grades four through twelve. Our materials focus on hydropower, electricity, renewable energy, climate change, environment fish and wildlife and energy efficiency. Through these programs, BPA assists regional schools in providing a high-quality education and preparing students for future employment. We sponsor and participate in a variety of education programs for kids, including science fairs and competitions, classroom presentations, summer science camps, worksite visits, tours and career-based learning experiences. At BPA, we know the power of lending a hand. Our volunteer program provides hands-on support to community projects that support math and science education, energy conservation and environmental stewardship.

<http://www.bpa.gov/PublicInvolvement/CommunityEducation/Pages/default.aspx>

City of Portland

The City of Portland is guided by the Portland Plan, a collaboration of more than 20 municipal, regional, and community agencies and organizations, focusing on a core set of priorities: prosperity, education, health, and equity. Two key sustainability agencies within the City of Portland are the Portland Bureau of Environmental Services, which is charged with protecting public health, water quality and the environment by providing sewage and stormwater collection and treatment services for the Portland community, and the Portland Bureau of Planning and Sustainability, which develops innovative and practical solutions to create and enhance a prosperous, educated, healthy and equitable city, through citywide strategic and comprehensive land use planning; neighborhood, district, economic, historic and environmental research, planning and urban design; policy and services to advance energy efficiency, green building, waste reduction, composting and recycling, solar and renewable energy use, and local sustainable food production; as well as actions to mitigate and adapt to climate change. <http://www.portlandoregon.gov>

EcoDistricts

Our new name, EcoDistricts (formerly Portland Sustainability Institute), sums up our shared vision for creating sustainable cities from the neighborhood up. An EcoDistrict is a new model of public-private partnership that emphasizes innovation and deployment of district-scale best practices to create the neighborhoods of the future—resilient, vibrant, resource efficient, and just. Our larger scope is designed to better serve you, the growing number of innovative practitioners and policymakers who are making a demonstrable impact in your communities and helping to grow the global green neighborhood movement. Urban development leaders of all stripes, from mayors to universities to affordable housing providers, see EcoDistricts as the powerful way to address many of their pressing challenges, from climate change to neighborhood degradation. In response, we're creating a convening, advocacy, technical assistance and research platform to inform and drive EcoDistrict innovation - strategic in nature, collaborative in approach and practical in application. <http://ecodistricts.org>

Metro

Metro is our tri-county governmental agency, which oversees extensive and innovative sustainability initiatives, education programs, and community conservation campaigns. From recycling to healthy garden care, Metro is a world leader that helps citizens make a difference in their own homes and communities. <http://www.oregonmetro.gov/index.cfm/go/by.web/id/24199>

Multnomah County

Multnomah County's Office of Sustainability promotes a sustainable community where present and future generations are able to prosper. The Office of Sustainability is a resource for county operations and county residents on environment, economic and social equity issues such as: a sustainable food system, energy and climate change, resource conservation, waste reduction and recycling, green building practices, and more, including the development of a County Sustainability Initiative. <http://web.multco.us/sustainability>

Oregon State Department of Environmental Quality

From government policies and research on pollution to state-wide procurement practices, the DEQ leads the way in innovative operations and actions. They offer internships, research and grant opportunities, and conservation education. <http://www.oregon.gov/DEQ>

Supporters of ESD delivery (civil society organizations)

Hands On Greater Portland

Hands On Greater Portland believes that everyone can do something for the community. This empowering organization facilitates volunteerism by creating opportunities for civic engagement and serving as a hub for finding ways to participate. Through sponsored projects and a calendar full of volunteer opportunities, they connect volunteers with opportunities to feed the hungry, teach our children, house the homeless, restore our environment and meet other important community needs. www.handsonportland.org

SE Uplift Neighborhood Coalition

Since 1968, the SE Uplift Neighborhood Coalition has provided critical staff and organizational support to thousands of neighborhood association volunteers fostering safe, vibrant and diverse neighborhoods within SE Portland. SE Uplift works with 20 neighborhood associations to promote sustainability. They empower citizens to effectively resolve challenges and uplift communities through a variety of skill-building techniques, workshops, and resources. Their community programs include Solarize SE, Neighborhood Small Grants, Graffiti Abatement Community Grants, as well as neighborhood association support with neighborhood planning, fiscal sponsorship, sustainability, governance support, outreach & communications. <http://www.southeastuplift.org/>

United Nations Portland Chapter

This nonprofit, nonpartisan organization supports the work of the United Nations in the Oregon area and encourages active civic participation in the most important social and economic issues facing the world today. <http://www.una-oregon.org/>

U.S. Partnership for Education for Sustainable Development

The U.S. Partnership consists of individuals, organizations and institutions in the United States dedicated to education for sustainable development (ESD). It acts as a convener, catalyst, and communicator working across all sectors of American society. http://www.uspartnership.org/main/view_archive/1

Current and Ongoing Activities (Developed at March, 2013, Stakeholder Meeting)

Objectives

1. To build a network of connected members, partners, and stakeholders for sustainability education.
2. To integrate sustainability education into the curriculum in formal and non-formal contexts.
3. To create lifelong learning opportunities in sustainability.
4. To leverage education and resources for improving sustainability challenges in the region.
5. To model and promote collaborative, inclusive processes and sustainability practices.
6. To promote and support research and innovation in sustainability.
7. To influence policy on sustainability education.

Current Ongoing Activities		
Activities	Descriptors (i.e. Status, frequency, type)	Organization
Cocurricular Learning	business, student organization/club	Marylhurst University
Cocurricular Learning	service-learning	Portland State University
Cocurricular Learning	business, student organization/club	Portland State University
Cocurricular Learning	student mentoring for diversifying sustainability events	Sustainability 4 All
Conferences & Events	yearly, October	Association for the Advancement of Sustainability in Higher Education
Conferences & Events	annual, May, students and families	Bicycle Transportation Alliance
Conferences & Events	annual, placemaking, urban sustainability, social regeneration	City Repair
Conferences & Events	annual, post-secondary, hosted at University of Portland	Focus the Nation
Conferences & Events	annual, K-12	Oregon Green Schools
Conferences & Events	Tony Cortese speaking event	Portland State University
Conferences & Events	weekly (Fall, Winter, Spring), speaker series	Portland State University
Conferences & Events	annual conference, Spring	Sustainability 4 All
Conferences & Events	annual, K-12, intra-district	Sustainable Schools Collaborative
Conferences & Events	Lois Gibbs speaking event and "Fierce Green Fire" film	University of Portland
Curriculum	Annual Conference	Association for the Advancement of Sustainability in Higher Education

Curriculum	Webpage clearinghouse	Association for the Advancement of Sustainability in Higher Education
Curriculum	K-12 teachers, yearly, no/low cost	Bicycle Transportation Alliance
Curriculum	pilot, PSU, PCC	Bicycle Transportation Alliance
Curriculum	courses in community	Center for Earth Leadership
Curriculum	lesson plans, K-12, K-5	Eat. Think. Grow
Curriculum	transdisciplinary themes	International School
Curriculum	ongoing	Marylhurst University
Curriculum	books, online platform	Northwest Earth Institute
Curriculum	Gardening and healthy cooking	Oregon Food Bank
Curriculum	Green Outcomes and Sustainability Focus Award	Portland Community College
Curriculum	instructor training through AASHE	Portland Community College
Curriculum	cocurricular program, curriculum, leadership, change agent	Portland State University
Curriculum	faculty development workshop and curriculum reorientation	Portland State University
Curriculum	diversity and sustainability	Sustainability 4 All
Curriculum	leadership	Sustainability 4 All
Curriculum	workforce development	University of Oregon
Curriculum	train other institutions with pedagogy model via April conference	University of Oregon
Grants, Funding & Grantwriting	National Science Foundation	Portland Community College
Grants, Funding & Grantwriting	James F. and Marion L. Miller Foundation	Portland State University
Internships - Placements	improving	Lewis & Clark College
Internships - Placements	Cooperative Education	Portland Community College
Internships - Placements	integrated multi-unit program, paid internships	Portland State University
Internships - Positions	unpaid	Outgrowing Hunger
Internships - Positions	unpaid	Regional Center of Expertise
Leadership & Organizational Development		Marylhurst University

Leadership & Organizational Development	Mentoring programs and SPARC	Portland Community College
Leadership & Organizational Development	bring in permaculture people	Regional Center of Expertise
Marketing & Outreach	listserv, network (800 members)	Bicycle Transportation Alliance
Marketing & Outreach	K-12	Center for Earth Leadership
Marketing & Outreach	K-12	Oregon Green Schools
Marketing & Outreach	listserv (600+)	Portland State University
Marketing & Outreach	post-secondary	Portland State University
Marketing & Outreach	help with messaging to include diverse groups	Regional Center of Expertise
Marketing & Outreach	promotion of other schools/institutions events open to the public	Regional Center of Expertise
Marketing & Outreach	listserv, diversity and sustainability	Sustainability 4 All
Marketing & Outreach	K-12	Sustainable Schools Collaborative
Marketing & Outreach	K-12, intra-district	
Member Meetings	quarterly	Regional Center of Expertise
Non-formal Learning	study tours for delegations from other cities and countries	Portland State University
Outcomes & Assessment	green outcomes for classes	Portland Community College
Outcomes & Assessment	community and environmental responsibility outcome for all graduates	Portland Community College
Outcomes & Assessment	sustainability course identification tool	Portland State University
Outcomes & Assessment	existing learning outcomes, working on assessment	Portland State University
Outcomes & Assessment		University of Oregon
Post-graduate opportunities		University of Oregon
Programs	yearly, October, behavior change	Northwest Earth Institute
Programs	fee-based service	University of Oregon
Projects	annual, placemaking, urban sustainability, social regeneration	City Repair
Projects	block-level	Planet Repair

Projects	map plan to state standards	Sustainable Schools Collaborative
Research & Development	social network analysis of local sustainability-focuses intentional communities	
Research & Development	list of sustainability education publications and options for student publication	Portland State University
Research & Development	Community Based Participatory Research project	Portland State University
Research & Development	connections to publication: "Journal of Sustainability Education"	
Research & Development	obstacles teachers face in implementing ESD, K-12	
Research & Development	equity and sustainability research	
Resources	matrix of community opportunities and institutional contacts	Regional Center of Expertise
Volunteer - Positions	teaching children about safe biking	Bicycle Transportation Alliance
Volunteer - Positions	Service projects	Hands On Greater Portland
Volunteer - Positions	application committee, event planning	Regional Center of Expertise
Volunteer - Positions	events, student group collaboration	Sustainability 4 All

Possible Future Activities		
Activities	Descriptors (i.e. Status, frequency, type)	Organization
Cocurricular Learning	student organization dialogue	Regional Center of Expertise
Conferences & Events	annual, post-secondary, hosted in Portland 2014	Association for the Advancement of Sustainability in Higher Education
Conferences & Events	Innovation Celebration	City of Portland
Conferences & Events	climate change activism	
Conferences & Events	Green Jobs, bring Van Jones to Portland	

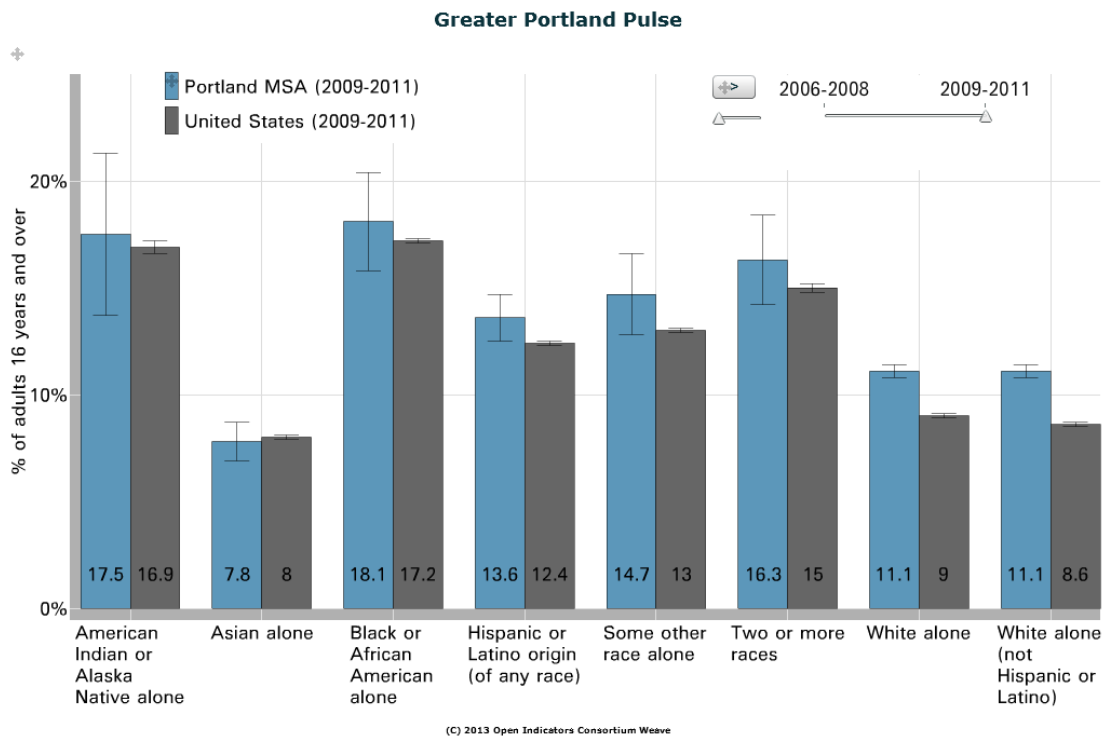
Curriculum	15-year goal to reach every Oregon student	Bicycle Transportation Alliance
Curriculum	K-12 PE and health teachers trained to teach Bike & Pedestrian curricula	Bicycle Transportation Alliance
Curriculum	curricula incorporated into standards and funded	Bicycle Transportation Alliance
Curriculum	In development, launches Fall 2013	Marylhurst University
Curriculum	training on ESD methods in classroom, integrating ESD into curriculum, using with informal education, systems dynamics/thinking, future envisioning, transformative learning, shaping learning organizations	Regional Center of Expertise
Curriculum	workshop to share models of integrating ESD into employee/student orientations	Regional Center of Expertise
Curriculum	integration of personal and professional leadership development, capacity building for change leadership in region	Regional Center of Expertise
Curriculum	education that is not limited to only local and current knowledge--increase international and historical	
Graduate Teaching Fellows for research	seeking funding	University of Oregon
Internships - Positions		Sustainability 4 All
Leadership & Organizational Development	professional development series	Regional Center of Expertise
Leadership & Organizational Development	create learning communities / communities of practice in areas of interest	Regional Center of Expertise
Leadership & Organizational Development	involve environmental health community	Regional Center of Expertise
Leadership & Organizational Development	align with UN Sustainable Development goals, AASHE's goals, Metro's goals, etc.	Regional Center of Expertise
Leadership & Organizational Development	paid position for sustainability consortium	Regional Center of Expertise

Leadership & Organizational Development	need to develop common understanding of the RCE beyond environmental	Regional Center of Expertise
Leadership & Organizational Development	rotate members of ongoing "strategic integration team"	Regional Center of Expertise
Leadership & Organizational Development	connect to national leadership programs for sustainability (Together Green, ECP, CDE, etc.)	Regional Center of Expertise
Marketing & Outreach	share partner stories of how organizations and people are contributing to a sustainable future	Regional Center of Expertise
Marketing & Outreach	listserv/website as central source for events	Regional Center of Expertise
Marketing & Outreach	paid PR staff position	Regional Center of Expertise
Marketing & Outreach	educate and involve the media about sustainability ed events	Regional Center of Expertise
Marketing & Outreach	list of sustainability-oriented writers, media people, etc. (Oregonian, Willamette Week, Indy bloggers)	Regional Center of Expertise
Marketing & Outreach	build connections with churches to address food security in food deserts	Regional Center of Expertise
Marketing & Outreach	partnerships with government officials	Regional Center of Expertise
Marketing & Outreach	"one stop shop" about programs	University of Oregon
Outcomes & Assessment	opportunity to use PSU's model across institutions	Regional Center of Expertise
Post-graduate opportunities		Portland State University
Programs	annual	Regional Center of Expertise
Programs	study abroad to visit other UNU RCE peers, facilitate exchange	Regional Center of Expertise
Programs	educational eco-tourism around food systems	
Projects	policy change	Regional Center of Expertise
Projects	PD to support plan	Sustainable Schools Collaborative
Research & Development	curriculum and program evaluation	Bicycle Transportation Alliance
Research & Development	tech programs	Portland Community College

Research & Development	have a strong collaborative participatory research strand	Regional Center of Expertise
Research & Development	educational, social, and environmental impacts of ESD efforts--or compilation of existing research	Regional Center of Expertise
Research & Development	developing indicators for sustainability education in the region	Regional Center of Expertise
Research & Development	do more social network analysis	
Research & Development	article on how churches can address community food security	
Resources	database for assessment techniques	Regional Center of Expertise
Resources	Equity, diversity, and sustainability	Sustainability 4 All
Sustainability Careers & Workforce Development	use model to employ graduates by contracting out skilled, experienced leaders to work on regional sustainability challenges	Portland State University
Sustainability Careers & Workforce Development	Green jobs	

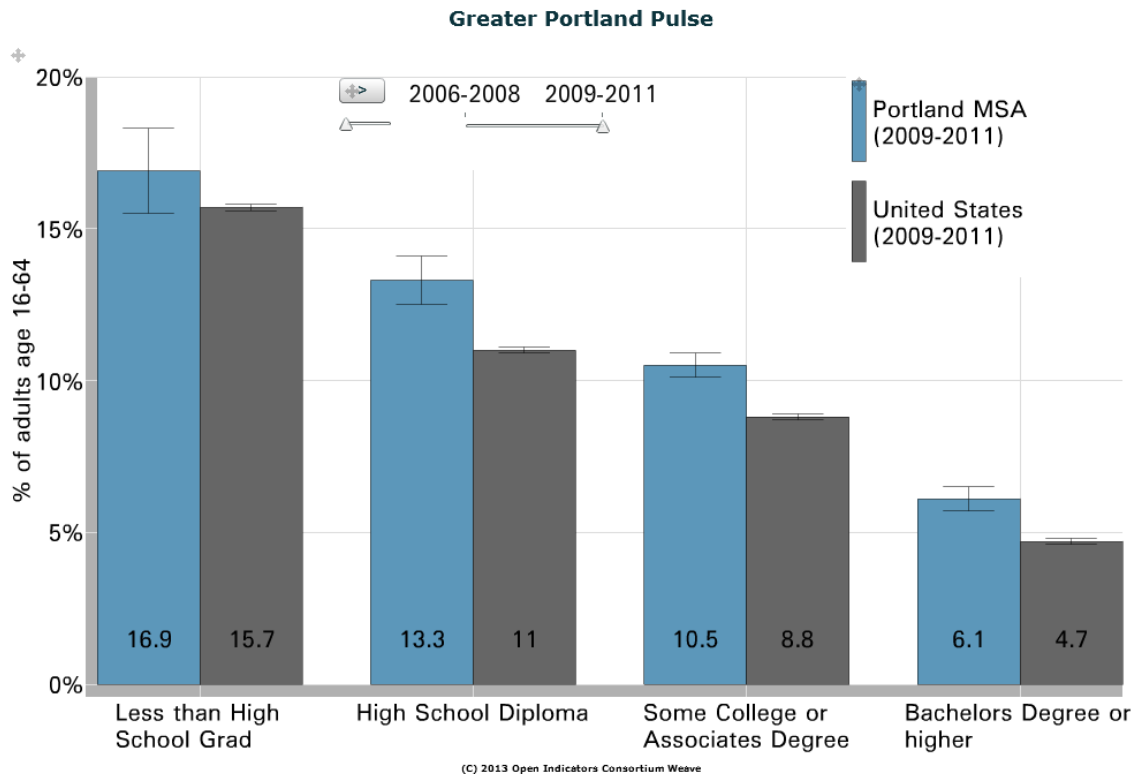
Appendix G: Unemployment Rates

Unemployment by race and ethnicity, Portland MSA and United States, 2006-2008 and 2009-2011, three year estimates



Source: US Census, American Community Survey, Table: S2301

Unemployment by educational attainment, Portland MSA and United States, 2006-2008 and 2009-2011, three year estimates



Source: US Census, American Community Survey, Table: S2301

Finding & Trends:

The unemployment rate for the Portland-Vancouver-Hillsboro Metropolitan Statistical Area (MSA) was higher than the national rate from August 2008 to April 2011. Recently, the gap between the two rates has lessened. In March 2013, the unemployment rate for the United States was 7.6 and the rate for the Portland MSA was 7.7.

Unemployment rates for every racial and ethnic group increased in both the Portland MSA and the United States from 2006-2008 to 2009-2011. During both time periods, the unemployment rate for African Americans and Blacks, American Indians and Hispanics were greater than those of Whites and Asians in both the Portland MSA and the United States. Between 2009 and 2011, Asians had the lowest unemployment rate at 7.8 (+/-0.9).

Between 2006-2008 and 2009-2011, unemployment rates increased for all groups regardless of educational attainment. In the Portland MSA, people with a Bachelor's degree has an unemployment rate of less than half the rate of those with a high school diploma, and those without a high school diploma suffered from an unemployment rate of almost 17 percent. The unemployment rate for people in the following categories was higher in the Portland MSA than in the United States as a whole: High School Diploma, Some College or Associates Degree and Bachelor's Degree of Higher.

Between 2006-2008 and 2009-2011, unemployment also increased for every age category in both the Portland MSA and the United States. Unemployment disproportionately affects those under 25 years old. In 2009-2011, the highest unemployment rates were for 16-19 year olds (34.3 +/-2.1) and 20 to 24 years olds (17.9 +/-1.2). Unemployment rates were higher in the Portland MSA than in the United States for the following categories: 16-19 year olds, 25-44 year olds, 45-54 year olds, 55-64 year olds, 65-74 year olds and total.

Using the indicator to drive change:

Employment is the primary source of income for most families. Unemployment disproportionately affects minorities, the young and the less educated. Job training, education and other programs designed to fight unemployment will have the most impact if they are targeted at the groups with the highest level of need. Because education is a key driver for higher earnings and lower unemployment, broader educational opportunity could drive down the unemployment rate in the long run.

Sources:

[Bureau of Labor Statistics, Current Employment Statistics Program](#)

[Oregon Workforce and Employment Research Division](#)

[United States Census, American Community Survey](#)

Appendix H: International, State, County, and Institutional Initiatives

Aiming Higher: Tertiary Education Response to the Development of Sustainable Development Goals

Achieving sustainable development requires the recognition and development of relevant competencies, values, skills and approaches in order to think critically and constructively to address the local and global challenges facing society now and into the future. Universities and colleges have substantial influence and reach, with a capacity to fulfill this requirement, particularly given the efforts in place to integrate sustainable development into curricula, research, operations and community engagement efforts. This role which tertiary education can, should, and does play is recognized within The Future We Want, and should also be recognized when developing the Sustainable Development Goals (SDGs).

This document is the result of a collaborative effort amongst colleagues from within the tertiary education sector, with voices from institutions across the globe represented. We ask those who are responsible for developing the SDGs to recognize the role of tertiary education and take this feedback into consideration.

- Educational institutions at all levels need to embed sustainable development throughout the curriculum, with clear sustainable development outcomes and frameworks to support this action in order to reorient workforce training, professions and industry.
- In order to be successful in embedding sustainable development across the curriculum at all levels, it is helpful to have a standard sustainability literacy definition to guide implementation efforts. Once defined, a baseline should be sought regarding current sustainability literacy levels with an aim to double sustainability literacy worldwide by 2020.
- There is a critical need to rethink economic models and focus on the “triple bottom line” to promote healthy economies, communities and ecosystems. Educational institutions can help guide discussions and build knowledge and models to support sustainable development.
- It is essential to recognise the importance of service-learning, living laboratories, internships, and applied research in a student’s formal and non-formal education, coupled with the establishment of holistic educational frameworks focused on inter-disciplinarity, to help create an informed community of active and culturally-aware citizens who can become agents of change to realise the goals and objectives set to reach sustainable development.
- Resources need to be invested in workforce development in facilitating the dissemination of sustainability skills and knowledge throughout the local and global community in order to prepare students to work within sustainable economies.
- Educational institutions, as with business and industry, should have requirements within institutions and accrediting bodies to promote sustainability as a part of the values and strategic plans of institutions that include the holistic engagement of students, staff, faculty, and administrators.
- There is a critical need to increase the awareness of the MDGs, UN programs, and sustainable development within educational institutions, along with government, business

and community agencies. Tertiary education can address these goals through the creation of coherent and consistent platforms and curriculum which can guide the education of our students.

- The operational practices of all government, business and industry, NGOs, and educational institutions should be called into consideration, with a need to show how each is addressing issues such as: climate change, disasters and conflict, ecosystem management, environmental governance, harmful substances, and resource efficiency. Tertiary education can help develop the metrics and monitoring of the practices as well as provide the technical training necessary for success in these fields.
- To increase the dissemination of knowledge between developed and developing countries, the UN is called upon to assist in the funding and facilitation of exchange programs for teaching and research staff, as well as students. It is also requested that internships specifically for students be included in this consideration.
- The UN is also called upon to facilitate platforms for the sharing of resources, curriculum and technology transfer, with contributions to this platform reviewed and analysed by educational experts.
- Tertiary education institutions should be included in conversations between corporations, communities, NGOs, and government, and can serve in critical roles on advisory boards for policies and practices. This stakeholder role should be recognized as integral in achieving sustainable development goals.
- The UN is called upon to increase the amount of financial support available for poorer students to assist them in attending tertiary level studies. In the same vein, the UN could facilitate a model of an international revolving loan fund for students and staff of institutions to access to take action towards sustainable development.
- As centers for innovation, tertiary education need further investment to stimulate the development and growth of new models and systems to help transition and transform societies toward a sustainable world.

As institutions responsible for the generation of knowledge, skills, competencies, and life-long learning, it is critical that universities and colleges become recognized and supported for these essential contributions to sustainable development. The SDGs must be developed with an active voice and in a manner that cannot be ignored. The time for rhetoric has passed. The time for definitive action is now.

Developed as a result of a workshop conducted during the 2012 AASHE Conference in Los Angeles, which was attended by individuals from institutions across North America, Australia, South Korea, the Netherlands, France, and the United Kingdom.

Oregon Environmental Literacy Plan

<http://www.ode.state.or.us/gradelevel/hs/oregon-environmental-literacy-plan.pdf>

Overview

"... the 'No Oregon Child Left Inside Act' will provide our youth with classroom instruction about our vital natural resources and an opportunity to conduct field investigations in an outdoor learning setting. This experience is fundamental to our children and will help them develop a sense of stewardship towards Oregon's environment and help them make informed decisions about our natural resources in the future..."

— Governor Ted Kulongoski on signing HB 2544 into law July 22, 2009

INTRODUCTION

Since the earliest known evidence of people living in Oregon, our relationship with natural resources has defined the Oregon way of life. From Douglas-fir trees to Chinook salmon, our landscapes, waterways, coast, and wildlife have inspired our stories, our livelihood and our legacy. Oregon's natural resources serve as a foundation of our state's economy, and have created a dynamic heritage, one that we want to ensure and sustain for generations.

Oregon is a world leader in cutting-edge environmental practices. States and countries across the globe look to Oregon for leadership and expertise in developing green and sustainable communities. As we strive to further understand the interrelationship between our environment, society, and economy, it is imperative that we consider the role of the next generation. As a measure of commitment towards protecting our heritage for years to come, the State of Oregon passed legislation to create this environmental literacy plan (HB2544), designed to ensure that every student in Oregon becomes a lifelong steward of their environment and community, willing and able to exercise the rights and responsibilities of environmental citizenship, choosing to interact frequently with the outdoor environment, equipped with multifaceted knowledge of our relationship to the environment and its resources, and prepared to address challenges with sound decisions for our future.

The Legislative Charge

As required by HB2544 (see Appendix E for the complete bill), the goals of the Oregon Environmental Literacy Plan (the Plan) are to:

- a) Prepare students to understand and address the major environmental challenges facing this state and country, including the relationship of the environment to national security, energy sources, climate change, health risks and natural disasters
- b) Contribute to students establishing a healthy lifestyle by making outdoor

experiences part of the regular school curriculum and creating programs that promote healthy lifestyles through outdoor recreation and sound nutrition.

- c) Create opportunities for enhanced and ongoing professional development of teachers by improving teachers' knowledge of environmental issues, skill in teaching environmental issues in the classroom and skill in teaching environmental issues in settings outside of the classroom.

In addition, the Legislature directed the Plan to identify:

- a) The academic content standards, content areas and courses or subjects.
- b) The relationship of the Plan to Oregon graduation requirements.
- c) How the Department of Education will measure the environmental literacy of students.
- d) The programs for professional development of teachers to improve the teachers' knowledge of environmental issues, skill in teaching environmental issues in the classroom and skill in teaching environmental issues in settings outside of the classroom.
- e) How the Plan will be implemented, including securing funding and other necessary support.
- f) How to encourage educational agencies and public schools to participate in environmental education programs.

Finally, the Legislature directed the Plan to define (See Appendix B for the definitions):

- Environmental Literacy
- Climate Change
- Healthy Lifestyles

The Plan is specifically directed to state leaders to serve as a roadmap for action that





supports statewide efforts towards the development and implementation of education for environmental literacy. It is intended for use by schools and districts, as action at these fundamental levels of the educational system is essential for the Plan's success. The Plan is also intended to serve and support teachers, nonformal educators, community partners and other interested parties as they develop and

implement locally relevant education for environmental literacy programs and activities.



The Need for Environmental Literacy

Oregon's natural resources serve as a foundation of our state's economy and have created a dynamic heritage, one that we want to ensure and sustain for generations. Preparing Oregon's children to protect this valuable legacy and to understand their relationship to it is challenged by the fact that many of our youth are utterly disconnected from the natural environment. Our education system often does not provide students with all the knowledge, skills, perspectives and values needed to consider whole systems, to develop a sense of place, or to pursue our responsibility to shared resources (the commons) and each other.

Benefits of an Oregon Environmental Literacy Plan (Adapted from NAAEE, 2008)

While education for environmental literacy helps develop the knowledge and skills necessary to address complex environmental issues, it also contributes to student academic achievement.

Quantitative and qualitative studies highlight the immense benefits of an integrative environmental education framework. In one study, 92 percent of comparisons indicated that students who were taught using an environmental framework "academically outperform their peers in traditional programs." Additionally, evidence gathered from the same study of 40 schools indicates that students learn more effectively within an environment-based context than within a traditional educational framework. Some observed benefits include:

- Better performance on standardized measures of academic achievement in reading, writing, math, science, and social studies.
- Reduced discipline and classroom management problems.

- Increased engagement and enthusiasm for learning.
- Greater pride and ownership in accomplishments.

Education for environmental literacy is essential for enhancing student learning and developing student problem solving skills. It helps cultivate responsible and engaged citizens. Education for environmental literacy results in students being prepared to address the challenges, adjustments and opportunities that will be present in their lives.

Additionally, studies show that time spent outdoors for learning during the school day is critical to the intellectual, emotional and physical health of students and that providing students with quality opportunities to directly experience the natural world can improve students' overall academic performance, self-esteem, personal responsibility, community involvement, personal health and understanding of nature.

Development of the Oregon Environmental Literacy Plan

A comprehensive process involving a broad spectrum of diverse stakeholders and interests was used in the development of this plan.

As required by the legislation, the Governor appointed an eleven-member Oregon Environmental Literacy Plan Task Force, including members from Oregon Department of Education, Oregon University System, Environmental Quality, Fish and Wildlife, State Lands, State Marine Board, Parks and Recreation, Forestry, and Agriculture; The Freshwater Trust; The Environmental Education Association of Oregon, and Metro Regional Government. The task force met regularly from January to September 2010. At various times throughout the process, small working groups were formed to accomplish specific tasks related to the development of the Plan (see Appendix A for a complete list of participants).

The task force created the following definition for **environmental literacy**:

"An individual's understanding, skills and motivation to make responsible decisions that consider his or her relationships to natural systems, communities and future generations."

Our vision of Oregon in the year 2030, when the Plan has been supported and implemented for 20 years, is:

Oregonians lead healthy lifestyles, enjoying frequent interaction with the outdoor environment. Oregon's vibrant and comprehensive education system leads us



to develop a sense of wonder and curiosity about our natural world. We understand the interconnections between community, economy, and environment, are able to examine issues from multiple perspectives, and exercise the rights and responsibilities of being an environmentally literate citizenry.

The vision statement and definition guided the development of the following Plan components.

ENVIRONMENTAL LITERACY STRANDS AND GRADUATION REQUIREMENTS

To be effective, education for environmental literacy needs to be integrated throughout the curriculum in every classroom in Oregon with connected, sustained opportunities for students to participate in outdoor learning experiences. To facilitate this process, Environmental Literacy Strands were developed that articulate a comprehensive content and skills learning framework (see Chapter 3). Environmentally literate students, upon graduation from twelfth grade, will demonstrate proficiency in each of the five strand areas, with evidence that these proficiencies were acquired outdoors.

Alignment of the Environmental Literacy Strands with Oregon Academic Standards is a recommended next step. Once the strands and standards are aligned, it will be possible to identify where the learning content for cultivating environmentally literate citizens is supported. Intent was given to using language in the Environmental Literacy Strands that appears in both state and national standards. We recommend that these strands be incorporated across all curricular areas and grade levels in support of existing Oregon Academic Standards.

The following learning strands were developed to support the cultivation of environmentally literate students achieved by integrating in and out of the classroom experiences:

Summary of Environmental Literacy Strands

- 1) **Understand the physical and biological world, and our interdependent relationship with it**
Understands Earth systems' characteristics, including physical, ecological and human systems and how these interconnected systems affect individual and societal well-being
- 2) **Understand and apply systems thinking concepts and tools**
Analyzes and applies the properties

of systems thinking to Earth's physical, ecological and human systems now and to inform future considerations

- 3) **Sense of place, region, nation, and global community**
Understands sense of place as the connection between people and a place and that sense of place encompasses the interrelationships among patterns of human settlement, social and cultural relationships, and the natural world
- 4) **Investigate, plan and create a sustainable future**
Understands importance of vision, imagination, planning, and civic action to the ability to address challenges and create a sustainable future
- 5) **Understand and achieve personal and civic responsibility**
Understand the rights, roles, responsibilities and actions associated with leadership and participation toward healthy environments and sustainable communities

Graduation Requirements

(Adapted from Oregon Department of Education) In January of 2007, the Oregon State Board of Education voted to adopt new high school graduation requirements. These new requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete the credit requirements, demonstrate proficiency in essential skills, and meet the personalized learning requirements. Students will also have the option to earn credit for proficiency.

The essential skills are process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. Proficiency of essential skills could be demonstrated through education for environmental literacy.

Students are also responsible for Personal Learning. An environmental literacy context should be used to support students in satisfying their personalized learning diploma requirement, in learning beyond the classroom and forming connections to the adult world.

In adopting the new diploma requirements, the Oregon State Board of Education stated the following: "A key feature of the future diploma will be wider use of proficiency, ensuring that all students will have the opportunity to choose to earn credit by demonstrating proficiency." Students may demonstrate proficiency inside



the classroom, outside of the classroom where hours of instruction may vary, through documentation of prior learning, by appropriate examination, or by any combination thereof. Credit for Proficiency is acutely suited to support education for environmental literacy as a vehicle in student pursuit of the Oregon Diploma.

Essential skills, Personal Learning, and Credit for Proficiency all present flexible options for aligning existing graduation requirements with the Plan. Examples for how skill requirements might be met and assessed through environmental literacy activities should be further developed and disseminated. In developing these examples, priority for skills and activities should be given to the Plan's Environmental Literacy Strand components that are not satisfied by existing Oregon Academic Standards. Final consideration should be given to creating a new graduation requirement for environmental literacy, following Maryland's proposed plan as an example (Robelen, 2010). We further recommend that specific graduation requirements be developed to include outdoor experiences.



PROFESSIONAL DEVELOPMENT

Schools play a critical role in the preparation of environmentally literate students. Teachers, in particular, hold a large responsibility for guiding the learning experiences that lead to environmental citizenship. Although there are numerous examples of individual teachers, whole schools, and districts integrating environmental literacy into their curricula throughout Oregon, we are still shy of satisfying our ultimate goal of building an environmentally literate citizenry.

Designing and implementing an effective environmental literacy program requires both a unique set of understandings and skills, and support services. To be successful, teachers need access to intentional professional development opportunities that will facilitate the development and delivery of comprehensive, cohesive environmental literacy experiences both in and outside the classroom. Teachers need to know how and be supportive in satisfying educational requirements by taking students outside to participate in applied learning. Professional development opportunities must include improving teachers' environmental (and related subject) content knowledge, skill in teaching about environmental issues, and field-based pedagogical skills.

Although lessons in environmental literacy are encouraged to take place outside, they can feasibly occur wherever a classroom

has appropriate access, including within the confines of the school (e.g., conducting energy, waste management, water, and food audits), in the local community (e.g., beach, state park or forest, farm, city hall, wastewater treatment plant, recycling center), around the state (exploring neighboring biomes), and beyond Oregon. Environmental literacy content should be integrated into instruction of the core subjects to benefit students through applied learning opportunities.

The development of an effective environmental literacy professional development plan is predicated on a series of interrelated considerations. With each of the following in mind, a comprehensive environmental literacy professional development program can be designed and implemented (summarized here, details for each can be found in Chapter 4).

Guiding Principles of Environmental Literacy Professional Development

Professional development for environmental literacy is built from a core of guiding principles that inform its approach to education. To support a systematic approach to environmental literacy, professional development should be designed to meet the needs of administrators, teachers and support personnel at all levels.

Systems of Support for Environmental Literacy Programming

To facilitate teacher professional development in environmental literacy, various systems of support are recommended, including but not limited to: policy; school-community partnerships; communities of practice; curricular and material support systems; involvement of school facilities and operations; training of administrators and all other school/district staff, and funding.

Best Practices of Environmental Literacy Instruction

Best practices for teaching environmental literacy with an emphasis on going beyond the classroom walls overlap with best practices for many other curricular areas. The primary difference is purpose – programs focus on the environment and sustainability.

Educator Competencies for Environmental Literacy

Educators must be able to plan and implement high-quality, developmentally appropriate programs focusing on the environmental literacy learning of all students. Effective educators possess the understandings and skills associated with environmental literacy and instruction. They are willing and able to



Metro Regional Planning and Policy

<http://www.oregonmetro.gov/index.cfm/go/by.web/id=33630>

The region's land use and transportation policies protect farms and forests while revitalizing downtowns and main streets. Learn about the vision guiding policy decisions and development to make a great place for current and future generations. The quality of life we enjoy here is the result of conscious decisions and hard choices made by citizen leaders, business owners and elected officials. In recent decades, the people of this region have joined together to protect farms and forests, preserve the character of single-family neighborhoods, revitalize commercial districts, invest in transportation options and safeguard clean air, clean water and healthy ecosystems. The region is growing faster than anyone expected when the region's long-range plan was first developed. This rapid growth brings jobs and opportunity, but it also creates new challenges. As our population continues to grow, the Metro Council is committed to continue this important work, bringing people together to protect the things we love about this place and charting a wise course for the future.

Region's Six Desired Outcomes

Whether your roots are generations deep or newly planted, you are part of a community that treasures the nature around us, the neighborhoods and businesses that sustain us and our shared commitment to preserving our quality of life. In 2008 regional leaders agreed on six desired outcomes for communities throughout the region. By embracing measurable outcomes, leaders shifted from talking about abstract concepts like "compact urban form" to focusing on things that really matter in our everyday lives. Identifying regional values ensures decisions are guided by a clear focus. The following six desired outcomes for the region were adopted by Metro Council in 2010 as part of the region's growth management policies:

Vibrant communities: People live, work and play in vibrant communities where their everyday needs are easily accessible.

Economic prosperity: Current and future residents benefit from the region's sustained economic competitiveness and prosperity.

Safe and reliable transportation: People have safe and reliable transportation choices that enhance their quality of life.

Leadership on climate change: The region is a leader in minimizing contributions to global warming.

Clean air and water: Current and future generations enjoy clean air, clean water and healthy ecosystems.

Equity: The benefits and burdens of growth and change are distributed equitably.

Regional Vision: The 2040 Growth Concept

This region is admired across the nation for its innovative approach to planning for the future. Our enviable quality of life can be attributed in no small measure to our stubborn belief in the importance of thinking ahead.

One example of this foresight was the Metro council's adoption of the 2040 Growth Concept, a long-range plan designed with the participation of thousands of Oregonians in the 1990s. This innovative blueprint for the future, intended to guide growth and development over 50 years, is based on a set of shared values that continue to resonate throughout the region: thriving neighborhoods and communities, abundant economic opportunity, clean air and water, protecting streams and rivers, preserving farms and forestland, access to nature, and a sense of place. These are the reason people love to live here.

Policies in the region's long-range plan encourage:

- safe and stable neighborhoods for families
- compact development, which uses both land and money more efficiently
- a healthy economy that generates jobs and business opportunities
- protection of farms, forests, rivers, streams and natural areas
- a balanced transportation system to move people and goods
- housing for people of all incomes in every community.

Ten urban design types are identified in the 2040 Growth Concept as the "building blocks" of the regional strategy for managing growth. Read about how each of these components contributes to making a vital, livable region for generations to come.

The Portland Metro Climate Prosperity Project: A Greenprint for the Metro Region

http://ecodistricts.org/wp-content/uploads/2013/03/Greenprint_Final_Jan11.pdf

In 2009, the Portland metropolitan region became a pilot of the national Climate Prosperity Project, an invitation-only initiative led by the Rockefeller Brothers Fund to develop a new kind of regional strategy that simultaneously emphasizes economic prosperity and the reduction of greenhouse gas emissions. We asked a simple question: how does the Portland region successfully scale up the green economy while meeting established livability and environmental goals?

Our region is an early adopter of green technologies, conservation, and innovative public policy. It's known as a place where the environment and livability takes priority, bucking national trends around sprawl and greenhouse gas emissions. But our environmental leadership has not fully materialized into a strong economic development and public policy strategy that builds social capital across the region. The promise of a clean economy is in our sights, yet other regions are vying for the leadership role — and they have the intent and capacity to pass us by.

This Greenprint is a call to action. It is a set of strategies to elevate and prioritize our activities, starting immediately. We can no longer afford to work without a strong regional platform on which to frame collaborative efforts. We can and must align our initiatives to grow our competitive advantages, scale up our efforts, reduce our environmental impacts, and capture the benefits of the clean economy for all of our residents.

Success will require a united and aggressive effort by business and policy leaders to strengthen and expand the Portland region's role on the leading edge of the global clean economy.

The time to act is now — please join us.

ACTION 1: Expand Green Project Finance

- Establish energy efficiency finance program
- Develop regional investment strategy to support green infrastructure, smart growth and sustainable development projects
- Develop utility service and revenue recovery models to accelerate resource efficiency and smart grid technologies
- Develop regional green bank strategy that explicitly directs loans into energy efficiency and renewable energy investments

- Encourage the Oregon Investment Council to invest a portion of the state treasury portfolio into local clean technology and efficiency projects
- Create replicable ecosystem services marketplace for sustainable forestry, watershed and agriculture projects
- Enhance state incentives and policies for clean technologies

ACTION 2: Accelerate Energy Efficiency and Clean Energy

- Establish a regional energy policy for efficiency and local clean energy production
- For major redevelopment sites, adopt high-performance building and infrastructure standards
- Accelerate bulk procurement of on-site clean energy systems
- Create unified customer energy literacy campaign for the region
- Support transportation electrification throughout the region

ACTION 3: Commercialize Green Technologies

- Create a “one stop” commercialization resource center for businesses
- Create a commercialization gap fund through the State of Oregon’s signature Research Centers
- Organize companies into consortia to work together on proof-of concept new buildings, energy technologies and retrofit projects to develop and commercialize innovative technologies

ACTION 4: Cultivate the Clean Tech Cluster

- Support the regional wind energy industry
- Support the regional solar energy industry
- Support the regional green development industry
- Support the regional transportation electrification, battery storage and smart grid industries

ACTION 5: Cultivate a Sustainable Forestry and Agriculture Cluster

- Support efforts to strengthen the regional food system as an economic development cluster
- Support the emerging regional biomass industry

ACTION 6: Develop a Pipeline of Green Talent

- Forecast workforce needs
- Strategically invest in post secondary programs that will result in family wage green jobs
- Integrate green curriculum into metro region school districts (K-12)
- Create pathways to employment for all through sustainable workforce retraining programs

ACTION 7: Build Support and Communicate Results

- Create Climate Prosperity Leadership Council
- Set up a measurement system to track quarterly and annual progress on key economic and environmental measures
- Broaden support for Greenprint implementation



Tenancy and/or Program Partnerships - Education Center at the Oregon Zoo

RFI 14-2403

Metro Oregon Zoo

600 NE Grand Ave.
Portland, OR 97232
503-797-1700
www.oregonzoo.org

Project Manager

Stacey Triplett

stacey.triplett@oregonmetro.gov
503-797-1882

Department Procurement Staff

Kim Bardes, CPPB
Kim.Bardes@oregonmetro.gov
503-220-5718

Notice is hereby given that the Request for Information (RFI) for Tenancy and/or Program Partnerships - Education Center at the Oregon Zoo shall be received by Metro, 600 NE Grand Avenue, Portland OR 97232 until close of business on September 30, 2013. It is the sole responsibility of the submitting party to ensure that Metro receives the response by the specified date and time. Responses may be mailed, delivered, faxed or emailed.

I. INTRODUCTION

The Education Division of the Oregon Zoo of Metro, a metropolitan service district organized under the laws of the State of Oregon requests information regarding interest in Tenancy and/or Program Partnerships at the Education Center at the Oregon Zoo. Responses will be due as indicated on the RFI cover page.

This Request for Information is intended to gather data from any member of the community in preparation for potential, upcoming procurements in support of the development and operation of the Education Center at the Oregon Zoo as a permanent regional conservation, sustainability and environmental education asset.

II. BACKGROUND/HISTORY OF PROJECT

In 2008, voters entrusted Metro with the authority to fund capital planning and construction activities for a new conservation education center (among other improvements). This Education Center at the Oregon Zoo will serve as a place for the region's residents to increase their environmental literacy and to take action on behalf of the natural world. The spaces of and experiences contained within the Center will promote sustainable actions and connect visitors to regional resources for conservation and environmental education. Information on current Oregon Zoo education programs is available on the website, <http://www.oregonzoo.org/discover> for those who are unfamiliar with current offerings.

Pre-schematic design of the Education Center at the Oregon Zoo, completed as part of the zoo's Comprehensive Capital Master Plan, allocates approximately 30,000 square feet of indoor space to the center. Construction of the facility is anticipated to be complete in late 2016 at the very earliest.

III. PROPOSED SCOPE OF WORK

The Education Center at the Oregon Zoo will meet and exceed the needs of the programs currently delivered on site at the Zoo education facilities. With careful agreements, some regional demands for conservation education can be met in the new building. The Zoo intends to create partnerships with organizations and groups that are willing to trade services and programming in order to achieve shared conservation education, environmental literacy and sustainability goals.

Metro is seeking information from any parties interested in performing any of the following on an ongoing basis with a set frequency and schedule:

- a. producing professional development events for environmental, sustainability and conservation educator (formal and nonformal) audiences
- b. providing drop-in, public information services at a walk-up window of information kiosk for visitors to the Oregon Zoo vicinity (Washington Park)
- c. producing displays or presentations on conservation, sustainability and/or environmental education topics that are geared to family and/or general public audiences
- d. delivering no-fee and low-fee educational programs to be held in evenings and/or weekends
- e. leading naturalist-guided walks into Washington Park surroundings
- f. outfitting of indoor and outdoor learning spaces such as with equipment, natural features, etc.
- g. administering data or other resources for in-house databases intended to connect professionals and/or the public to regional resources for sustainability, conservation and/or environmental education purposes and librarian/archivist services to maintain data integrity
- h. other activities in support of the mission of the Oregon Zoo.

IV. RESPONSE INSTRUCTIONS

A. Submission of Response

Five (5) copies of the response shall be mailed or hand-delivered to Metro, addressed to:
Metro

Attention: Stacey Triplett, RFI 14-2403
600 NE Grand Avenue
Portland, OR 97232-2736

Responses can also be faxed or emailed to the following:

503-797-1795 Fax

stacey.triplett@oregonmetro.gov

B. Deadline

Responses will not be considered if received after the date and time indicated on the RFI cover page.

C. RFI as Basis for Responses:

This Request for Information represents the most definitive statement Metro will make concerning the information upon which responses are to be based. Any verbal information which is not addressed in this RFI will not be considered by Metro. All questions relating to this RFI should be addressed to Stacey Triplett, stacey.triplett@oregonmetro.gov. Any questions, which in the opinion of Metro, warrant a written reply or RFI addendum, will be furnished to all parties receiving this RFI. Metro may not respond to questions received after 3:00 p.m. on September 16, 2013.

D. Procurement Procedure Requirements

Metro in no way implies or guarantees any purchase or procurement of potential solutions submitted in response to this RFI. Metro reserves the right to use the information obtained through this RFI if it is in the best interest of Metro to issue a competitive procurement in the future. Participation in this RFI is voluntary and any expense incurred in providing a response, to include product demonstrations or informational interviews if requested by Metro, shall be the sole responsibility of the vendor.

In the event that a procurement results from this RFI, price alone will not be the only criteria that will be used to select vendors. Other criteria will include, but not limited to, experience, past performance, diversity and sustainability.

V. RESPONSE CONTENTS

The response should contain no more than four (4) pages of written material (excluding resumes and/or brochures, which may be included in an appendix), describing the information requested, as outlined below. The response should be submitted on recyclable, double-sided recycled paper (post consumer content). No waxed page dividers or non-recyclable materials should be included in the response.

Potential partners should address each of the following items in their response to this RFI:

Section A. Transmittal Letter containing signature of authorized party who submits the response on behalf of the responding organization. The response will be considered valid for one hundred-eighty (180) days.

Section B. Selection of those elements in Section III. Proposed Scope of Work above that your organization is interested in providing directly or supporting financially. Outline your proposed role in said partnership elements.

Section C. Description of your mission and how your organization sees the Education Center at the Oregon Zoo fulfilling it.

Section D. Past experience as a tenant and/or partner in the greater Portland, OR – Vancouver, WA area.

Section E. Estimated payments, if any, to Oregon Zoo for services selected in item B. above.

Section F. Estimated cost if any, to the Oregon Zoo of services selected in item B above.

Section G. Identify and detail any conditions to participation; all interested parties must identify and detail any conditions on their responses, such as and including, lease documents, joint decision-making agreements, Board approvals, etc. Additionally, required space, staffing and any physical requirements are to be described here as well. Interested parties are advised that they may be contacted to participate in meetings for the building design process, if there are conditions to such participation, please state them as well.

As an alternative to this response, interested parties may choose to submit Attachment A below.

ATTACHMENT A

Simple reply for future consideration (post-construction timeframe)

Date:

To: Oregon Zoo, Environmental Education Division

From: _____

Re: Interested in utilizing space, partnering and/or presenting programs in the future

~~~~~

We, the undersigned, express our interest in the Education Center at the Oregon Zoo.

At this time, we do not have any particular requirements for the building, space nor access points.

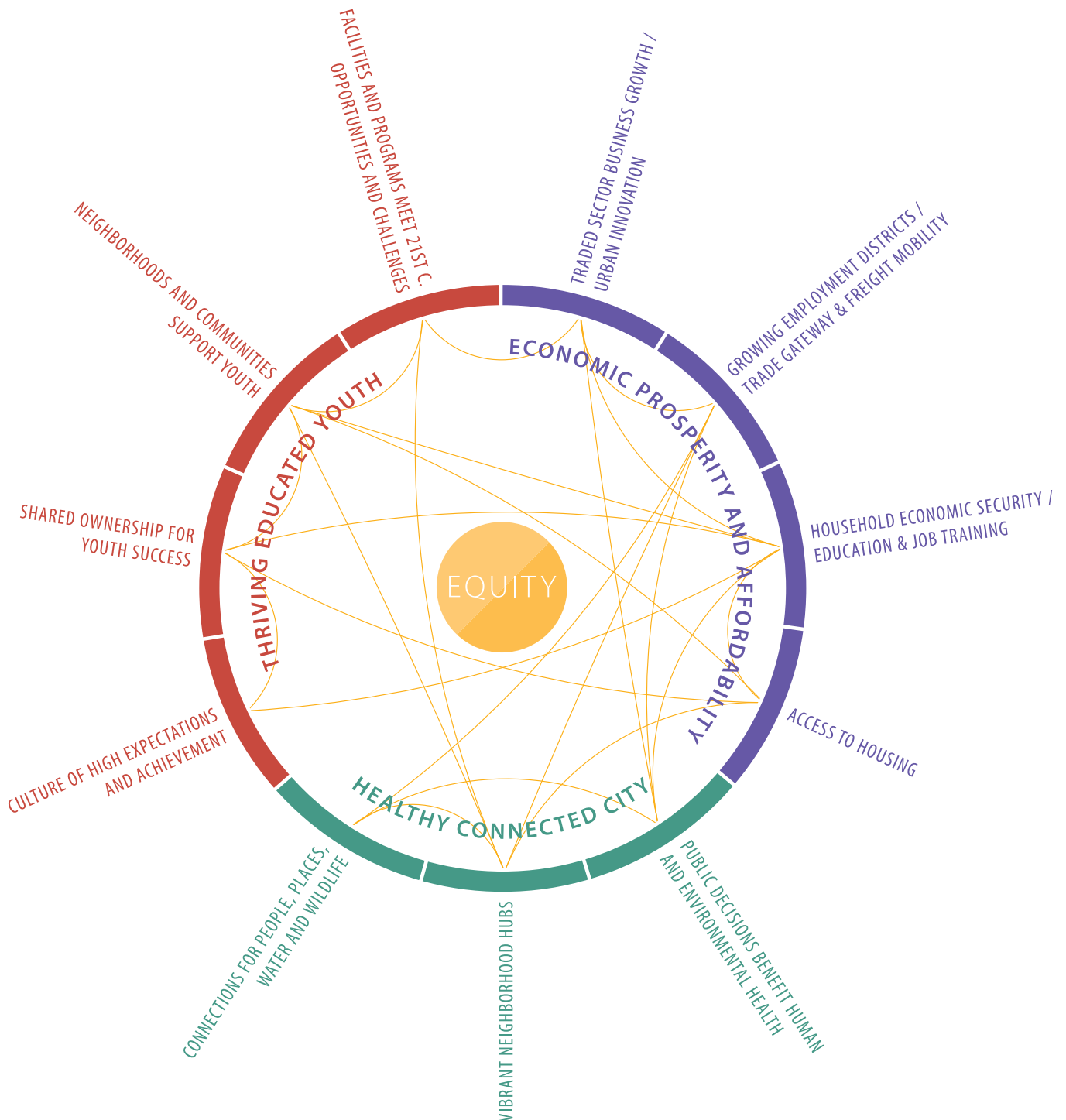
We wish to be included in programming and other collaborations once the building is designed and built.

Regards,

\_\_\_\_\_  
Must be executed by Authorized fiduciary officer such as: Executive Director or Board Chair

cc: File for 2016 review

## INTEGRATED STRATEGIES



**THE PORTLAND PLAN HAS THREE INTEGRATED STRATEGIES  
THAT PROVIDE A FOUNDATION FOR ALIGNMENT, COLLECTIVE ACTION AND SHARED SUCCESS**

- **THRIVING EDUCATED YOUTH**
- **ECONOMIC PROSPERITY AND AFFORDABILITY**
- **HEALTHY CONNECTED CITY**

## Portland Community College's Green Course Outcomes

<http://www.pcc.edu/about/sustainability/>

*Portland Community College's Sustainability Council's Definition of Sustainability:*

Sustainability means using, developing and protecting resources in a manner that enables inhabitants of our planet to meet current needs and provides that future generations can also meet future needs, from the joint perspective of environmental, economic and community objectives.

### **AASHE's Guidelines for Adopting a Definition of Sustainability in the Curriculum:**

*Sustainability-focused courses* concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

*Sustainability-related courses* incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

The goal of sustainability education is to provide students, regardless of their courses of study, the knowledge and skills to help create a healthy economy, society, and environment.

In order to determine whether or not a course has this goal in mind, it is useful to ask whether or not a given course will help students to achieve one or more of the following.

- Understand and be able to effectively communicate the concept of sustainability.
- Develop and use an ethical perspective in which they view themselves as embedded in the fabric of an interconnected world.
- Become aware of and explore the connections between their chosen course of study and sustainability.
- Develop technical skills or expertise necessary to implement sustainable solutions.
- Understand the way in which sustainable thinking and decision-making contributes to the process of creating solutions for current and emerging social, environmental, and economic crises.
- Contribute practical solutions to real-world sustainability challenges.
- Synthesize understanding of social, economic, and environmental systems and reason holistically.

[www.aashe.org](http://www.aashe.org)

## **PCC's Green Course Outcomes:**

Students should be able to:

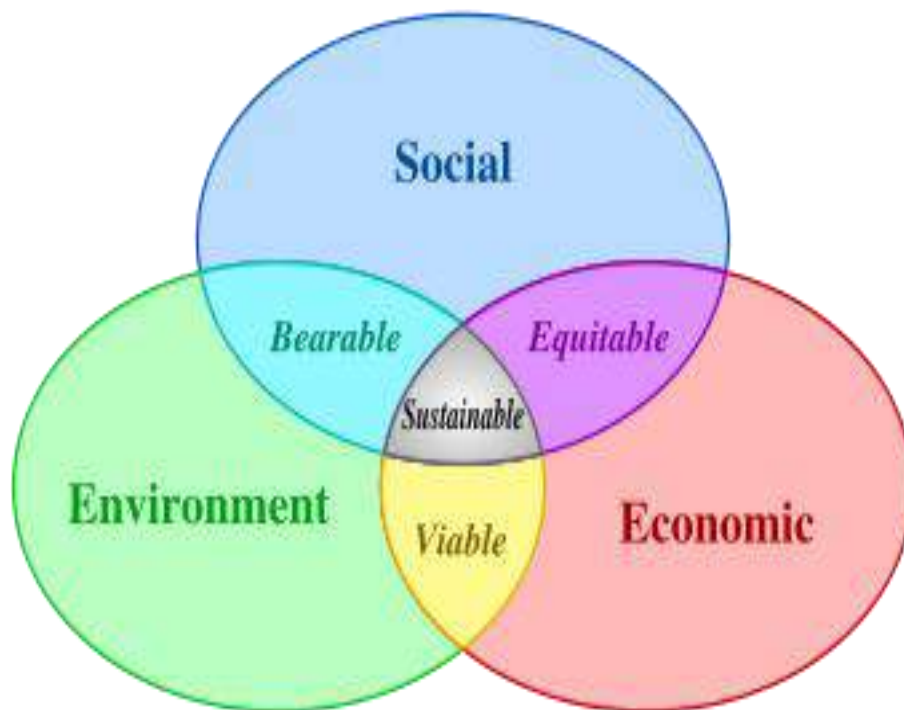
- 1) Critically examine the complex and interconnected relationship between human behavior and the environment through a lens of sustainability and “the triple bottom line” (people, planet, profit).
- 2) Critically evaluate the root causes of environmental problems, including historical, cultural, ethical, political, economic, social, structural, and/or infrastructural issues, in order to recommend, implement and/or engage in problem-solving to address the challenges and opportunities of promoting sustainable development.
- 3) Examine existing and alternative resource use and identify quantitative or qualitative processes to educate and provide services to prevent, reduce, or mitigate environmental degradation and increase resource and energy efficiency.
- 4) Express the significance of environmental sustainability in written, oral, artistic, physical, and/or mechanical forms.
- 5) Use an awareness of the impacts of ecological issues and policies on communities of diverse backgrounds, on the local, regional, national, and international level, in order to interact with sensitivity, respect, and a sense of responsibility to others and the future.
- 6) Apply sustainable practices in the workplace and communities, as citizens, and/or in the development of public policy.
- 7) Apply an understanding of basic ecological principles (the interconnectedness of organisms to each other and their environment) to environmental problems and sustainability issues.

[www.pcc.edu/about/sustainability](http://www.pcc.edu/about/sustainability)



## Appendix I: Sustainability Framework

At this point in our development, we are working with the sustainability framework for conceptualizing our efforts.



Source: U.S. Partnership for Education for Sustainable Development

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