

# Waste Less Wisconsin Conservation Challenge Fall 2009 - Spring 2010 Academic Year Report Submitted by C. Beimborn - Summer, 2010

## Background

The Waste Less Wisconsin Conservation Challenge (WLW) invites participants to identify a waste or pollution problem, brainstorm ways to address it, choose a solution and make a plan of action for carrying it out. The participants work with community members to make the plan a reality, then measure the results and share their experiences and accomplishments with others.

The goals of WLW are:

1. To promote learning and leadership in waste reduction and recycling to help participants make real-world changes that reduce waste, conserve resources and prevent pollution.
2. To implement the Challenge in a way that allows participants and partners to achieve their goals.

Important partners in recent years have been university professors that offer WLW as an option for completing required service learning projects and the University of Wisconsin-Milwaukee Institute for Service Learning.

The program underwent an administrative transition as its parent organization, the Wisconsin Be SMART Coalition, merged with the Associated Recyclers of Wisconsin (AROW). Formerly the Be SMART Conservation Challenge, the program adopted its new name early this year.

## Activities and Accomplishments

New approaches to the Conservation Challenge that were planned during the 2008-2009 year were implemented in 2009-2010.

## Web Site Updates

The web pages planned by the Conservation Challenge Work Group were implemented. The goal of the web site is to provide a forum for participants to share their experiences and accomplishments and to allow participants to communicate with the program mentor more efficiently.

Fall and spring participants used the site to guide their work and to post blog-style updates about their projects. The site allows participants to upload pictures and reports and to embed videos. Feedback is given by Chris Beimborn (the program mentor),

registered users and members of the public that comment on the participants' posted content. Mentor feedback includes links to documents and informational web sites offered by municipalities, the Wisconsin DNR, AROW and organizations.

[www.wastelesswisconsin.org](http://www.wastelesswisconsin.org)  
*visitors represented 60 Wisconsin  
communities*

In the 2009-2010 year, 72 people joined the site as registered users, most of whom conducted WLW projects. From the time the site went online in Mid-August, 2009 through June, 2010, the site received 1,508 visits. During this time, no promotion or publicity was done, other than sharing the web site address with service learning participants. The page where participants post updates about their projects was most frequently visited. Each visitor spent an average time of 7 minutes using the site. Ninety percent of the visitors were located in Wisconsin, representing 60 communities.

Participants stated that they benefited from seeing the posts of others and that these examples helped to spark ideas for their own projects. A number of participants stated that the comments they received as feedback to their posts were very useful. Some identified e-mail notifications that alerted them to comments made about their posts as helpful.

### Conducting the Challenge

Partnerships with educators to offer WLW as a service learning opportunity have been successful for recruiting participants. WLW is conducted with two courses at the University of Wisconsin - Milwaukee; Conservation & Environmental Science and Environmental Geography. UWM is the optimal campus for recruiting participants, as it educates more Wisconsin students than any other university in the state. The service learning arrangements are facilitated by the UWM Institute for Service Learning (ISL).

*UW-Milwaukee educates more Wisconsin students than any other University.*

Conducting WLW as a service learning project entails collaboration with professors and with the ISL, conducting face-to-face orientations, monitoring the WLW web site, mentoring participants via web site comments, e-mail and occasional phone calls or meetings, receiving the participants' final work and assisting with posting it on the WLW web site and signing student forms to verify completion of their projects. Each project was presented to classmates in the form of group presentations for one course and through the course web site for the other course.

*57 Service Learners completed projects.*

In 2009-2010, 57 service learners completed WLW projects. Four of the projects were done by pairs or a group of three. Projects took many forms; some participants initiated waste reduction activities in their work places, others made changes in their everyday habits to reduce waste or conserve resources and took steps to encourage others to do the same. Others involved neighborhoods in new activities such as conserving energy, composting or saving water. Projects addressed State and local goals of increasing neighborhood recycling, bringing businesses into compliance with recycling ordinances, reducing municipal waste at the source, conserving water, establishing household and neighborhood composting and building awareness for conservation, recycling and waste reduction. Summaries of all completed projects are provided at the end of this report.

*Projects were conducted in  
23 neighborhood or community settings,  
12 businesses, including 2 apartment businesses,  
5 schools and  
5 campus locations.  
7 were Internet-based campaigns.*

In addition to achieving environmental benefits and cost savings for communities, businesses and institutions, important learning outcomes were achieved. Participants assumed leadership roles and practiced new skills. They appreciated the opportunity to choose their own projects and be creative. Projects were integrated into the participants' everyday lives and familiar settings. This approach provided flexibility to accommodate busy schedules, and participants noted that the personal aspect shaped the way they think about their use of resources every day. Participant Christa Selner reflected, "it made me have to make the commitment for myself to do something better for the environment. It will last longer because it was my choice, instead of something I had to do. My changes in my life are different from what others can do. I didn't think it would make that big of an impact on how I conduct the rest of my life, but it did." Ben Gucciardi noted, "The thinking becomes so integrated into everyday life - that's huge!"

Feedback from participants was overwhelmingly positive. All participants felt that they had chosen the best service learning option given by their professors.

The program asks that participants make arrangements for the changes they implement to continue. Many participants stated that they planned to continue being directly involved and apply what they learned to other activities in their daily lives. Krista Debehnke said, "I'm 21 years old, now I can keep doing this and save water for the rest of my life."

All participants are encouraged to make a change that goes beyond their own household. WLW has a multiplying effect because each participant plays a role in educating others who must play a part in making the project succeed. For example, one participant instituted recycling in an urban community center, including training an all-Spanish speaking cleaning crew with the help of a translator provided by the housekeeping service; then the Service Learner shared information with the families that use the center and visited neighbors throughout the center's zip code to tell them how to recycle and how to ask for replacement recycling bins.

Calculating a combined total of waste reduced, resources conserved or pollution prevented for all projects is difficult, as participants measure their projects' results using a variety of parameters and units. Also, results are usually reported when the projects' implementation has been completed; results of continuation are not reported. Data about waste diversion and cost savings for selected projects is given in with project summaries at the end of this report.

Projects were implemented in

Brookfield,  
Brown Deer,  
Grafton,  
Green Bay,  
Greenfield,  
Menomonee Falls,  
Milwaukee,  
Muskego,  
Port Washington,  
Racine and  
South Milwaukee

By residents of

Boyceville,  
Bristol,  
Brookfield,  
Brown Deer,  
Eau Claire,  
Green Bay,  
Greenfield,  
Hartland,  
Hubertus,  
Manitowoc,  
Menomonee Falls,  
Milwaukee,  
Muskego,  
Nashotah,  
North Prairie,  
Oshkosh,  
Port Washington,  
Racine,  
Shorewood,  
Wales,  
Waterloo,  
Wausau,  
Wauwatosa and  
West Allis.

Two WLW participants received Distinguished Service Learning Awards from the Institute for Service Learning. Tasha Brookshire was recognized for implementing recycling in the Silver Spring Community Center and promoting recycling through door-to-door visits. Nicole Jones was awarded for implementing a waste reduction strategy in a Menomonee Falls nursing home that reduced trash from patient rooms by 66% and cut costs substantially. The awards were presented at a special ceremony in the spring.

Projects were carried out in 11 Wisconsin communities. In addition, 8 projects were regional in approach. The 2009-2010 service learners who participated in WLW are residents of 24 Wisconsin municipalities.

*"I liked creating my own project. You look into your own life and see what you can change" - Krista Debehnke*

As funds become available, service learning partnerships with additional campuses and instructors can be established.

Six members of the public that were not enrolled in service learning courses registered and created login names and passwords for the WLW web site. These individuals live in Barron, Jackson, Milwaukee, Racine and Thiensville. Two of these site users posted project ideas on the site. Several members of AROW and the former Wisconsin Be SMART Coalition have also registered as site users.

### **Plans for the Waukesha Neighborhood Challenge**

Preparations were made for supporting a Neighborhood Waste Less Challenge that the Waukesha County Recycling and Solid Waste Division will coordinate in fall, 2010. Six households will compete to reduce waste and will participate in weekly weigh-ins, with prizes awarded at the conclusion of the 4-week Challenge. Members of the households will blog about their experiences using the WLW web site, and new content will be added to the site to introduce and explain the Challenge. Waukesha County will publicize the Challenge and members of the public will have the opportunity to comment on the writing that the participants post.

Discussions with Waukesha County and AROW representatives were held to define WLW's role in the Neighborhood Challenge and web site changes to support it were planned.

### **Organizational Transition**

WLW was a project of the Wisconsin Be SMART Coalition until the end of 2009, when the Coalition merged with AROW. Anticipating the merger, the program's name was changed from the Be SMART Conservation Challenge to the Waste Less Wisconsin Conservation Challenge. "Waste Less" was chosen as a complement to Recycle More Wisconsin which was also initiated by the Be SMART Coalition and transferred to AROW.

The Wisconsin Be SMART Coalition allocated funds to operate the program through June, 2010 in order to avoid a disruption in the program while the organizational transition took place.

Administrative responsibilities for the program were assigned to Recycling Connections Corporation (RCC). These responsibilities included owning the web site domain, coordinating web site hosting and managing a contract with C. Beimborn Consulting to conduct the program. C. Beimborn's role is to coordinate the involvement of all participants and partners, provide content for the WLW web site, monitor and respond to posts and comments made on the WLW web site, and to assist with requests for funding. Chris Beimborn has taken part in implementing the program since it began as a scholarship program in 1997.

In July, 2010, AROW assumed ownership of the WLW program and web site domain.

### **Funding Transition**

Wisconsin Recycling Efficiency Incentive grants that were awarded to communities to encourage intergovernmental collaboration had been used to fund WLW until recently, when the grants were eliminated from the State budget. C. Beimborn proposed a shift to a funding structure that utilizes multiple sources of income in order to achieve greater stability for the program.

*Raise funds for ongoing operations with*

- *Business and individual donations*
- *Municipal contributions*
- *Entrepreneurial sources*

*Fund expansions with*

- *Grants*

It was proposed that renewable sources of funds, such as donations from individuals, businesses and government service departments be sought to fund the ongoing operation of the program. Entrepreneurial forms of fundraising could also be explored to meet this purpose, including events or tours and selling or receiving commission for items often recommended to help participants conduct projects, such as electricity meters or certain books.

Grants were recommended to fund special projects, expansions or the development of new components of the WLW program. Fees for new services, such as support of the Waukesha Neighborhood Challenge would also fall under this category.

In December of 2009, C. Beimborn assisted RCC in preparing a proposal for a US Environmental Protection Agency Environmental Education Grant. The proposed activities focused on using WLW to offer environmental service learning opportunities for the growing numbers of online students enrolled in Wisconsin universities, and expanding the WLW Challenge to new campuses. UW-Milwaukee faculty members contributed to the proposal and committed substantial in-kind services to the proposed activities. The proposal was not chosen for funding. Feedback about the proposal from the EPA has not yet been provided.

A donations page was added to the WLW web site, explaining the need for donations and providing a link for secure credit card payments to AROW's paypal account. Participants from the past two years received an e-mail asking that they share a donation request with businesses or individuals that value the mission of WLW or have benefited from WLW projects. A flier that participants could print or e-mail to others was attached. 103 past participants received this request.

A means of dedicating staff time to fully implementing the proposed funding structure is needed.

## Conclusions and Recommendations

### **Web Site Conclusions**

The introduction of the WLW web site has succeeded in meeting its goals of enabling communication between participants and streamlining the mentoring component of the program. Correspondence between participants and the mentor is visible to all who visit the site and fewer face-to-face meetings are held between the mentor and participants. The work of participants is visible to all web site visitors.

The web site makes mentoring more efficient but does not *replace* mentoring. Projects that participants carried out with little mentor interaction were less aligned with program goals and met difficult obstacles that could have been resolved with mentor help.

The Frequently Asked Questions section of the site has not been developed. This area should be targeted for completion.

No technical support is provided for administering the WLW site. It was created using open source software that is relatively easy to administer. Occasional assistance or training from someone with expertise in this system would be valuable. Early in the implementation of the web site, assistance from the Solid and Hazardous Waste Education Center's web site coordinator was very helpful.

### **Recommendations for Conducting the Challenge**

The service learning partnerships for recruiting participants have been highly successful and should be continued without interruption. All partners have contributed time in establishing the program. An interruption in services would require the partners to devote planning time to alternative activities that they may choose not to abandon should WLW become available again. Closing the WLW program and restarting it would require the investment in partnership building to be repeated. Additionally, a lapse in programming may give potential donors doubts about the organization's capability to conduct the program. Funding to maintain the program's existing partnerships must be secured and grants to fund expansions should be sought. The need for environmental service learning opportunities for online students still exists; the proposal to work with online students should be submitted to additional grant programs.

*"This agency pushes you to take any situation and make it better and more sustainable." - Gram Hoppe*

A number of participants expressed that face-to-face group meetings at various points during their projects would be helpful. Opportunities for participants to meet each other may lead to increased discussion on the web site. This year, most comments given to participants were

from the WLW Mentor or members of AROW or Be SMART. Feedback and discussion motivate participants and help them conduct successful projects.

There are many opportunities for new partnerships to increase participation and visibility of WLW. Environmentally-oriented challenges are gaining in popularity, but usually do not offer a forum for communication such as the WLW web site. The Waukesha Neighborhood Waste Less Challenge has potential to be replicated not only by other communities, but with other “challenges” such as the Eat Local Challenge or neighborhood power down challenges.

### **Overall Reflections**

WLW is successful in reaching its goals of promoting learning and leadership in waste reduction and recycling to help participants make real-world changes that reduce waste, conserve resources and prevent pollution and in implementing the Challenge in a way that allows participants and partners to achieve their goals. Other benefits that are observed are discussed here.

WLW’s emphasis on the Waste Hierarchy instills the kind of thinking that is needed to truly limit the environmental impacts and costs associated with waste. Recycling is perceived as a more credible action when presented within a larger context that emphasized using less in the first place. Participants have expressed that the Waste Hierarchy helped them understand a system to environmental behaviors, rather than a list of isolated do’s and don’ts. A number of participants commented that their participation in WLW made them more aware of the connections between their every day behaviors and the environment. Whitney Eagan, a 2010 participant, summed this up when reflected on her choice of WLW for her service learning; “Cleaning up the river is important too, but it’s only one day a year. WLW worked well into my schedule, I could fit it into my life”.

WLW is unique among environmental education programs in that it goes beyond awareness and knowledge to engage participants in all levels of the Environmental Education Continuum (Awareness, Knowledge, Skills, Actions and Stewardship). WLW puts participants in leadership roles, setting it apart from other programs that promote environmental actions.

The community members that participate in WLW are well positioned to effect change in the settings they choose for their projects. Their personal knowledge of their workplaces and communities equips them to identify solutions that will work and present them in ways that employers and neighbors welcome. For example, a resident that invited neighbors to use his compost succeeded in generating interest and greater participation in composting. While governments may be charged with bringing businesses into compliance with recycling ordinances, WLW participants are often better positioned to accomplish it as employees and customers.

The successes of WLW and its potential to expand are promising features for attracting contributions and grants to support its continuation.

## Waste Less Wisconsin Projects

The 2009-2010 participants accomplished the following:

- Glen Anderson works as a Community Outreach and Assistance for Student Tenants (COAST) leader, sharing information with neighborhood residents about local initiatives and regulations. He surveyed the other COAST leaders to check their knowledge about recycling, then gave a presentation to ensure that they understood how to recycle their own household materials and could convey accurate information to residents.
- Meagan Beauchamp drew from WI DNR materials to prepare and teach pre-kindergarten lessons about waste reduction and recycling
- Joe Boeck created a compost pile that allowed his family to reduce the amount of material in the trash by 34%. He noticed neighbors burning yard waste and learned that they do this in spring and summer when municipal yard waste pick-ups are not provided. He convinced his neighbors to add their materials to his compost instead of burning them.
- Tasha Brookshire met with managers at the community center where she worked to find out what it would take to implement recycling, and led that effort. She made trained the primarily Spanish-speaking contracted cleaning crew with the help of a translator. She involved children in decorating boxes for use as recycling bins and arranged use of a recycling dumpster and pick-up services. She asked families to recycle at home and went door to door, telling residents how to recycle and asking them to recycle as much as they can.
- William Brylow and Amanda Szada increased recycling by an average of 700% in 5 buildings housing 30 - 40 mentally disabled adults. They explained recycling to the residents, monitored the recycling and trash and worked with the owner to arrange recycling hauling services for one building that did not already have recycling. They trained one or two residents in each building to continue the program. Residents noticed that neighbors became more aware of recycling too.
- Andrew Budnik and Stephanie Obst observed that the amount of unwanted blue jeans seemed greater than the demand at resale shops. They researched ways to recycle denim, learned about the environmental benefits of denim insulation and volunteered to staff a retailer-sponsored blue jeans drive. The program, called, "From Blue to Green," collected 30,000 pairs of jeans nationwide. The fiber is used to insulate Habitat for Humanity homes.
- Regina Bush stopped buying bottled water and bought a filter and reusable bottle to use instead. She made a flier promoting recycling and reusable bottles and distributed it to her neighbors.

*Joe Boeck's compost project reduced his family's kitchen trash by 15.2 lbs/month.*



*William Brylow and Amanda Szada increased recycling by 700% at William's workplace.*

*Regina Bush avoided 40 disposable bottles and saved \$42 in 8 weeks.*

- Chelsie Cahoon created a YouTube channel and produced 4 videos explaining everyday actions that individuals can do to help the environment. She used e-mail and Facebook to invite viewers to watch the videos.
- Jordan Canfield identified waste and pollution in his surroundings and started making changes at first home, then in his community. He involved his family in composting yard and kitchen waste, and then started a large backyard garden, making use of the compost. He spoke with friends and relatives to suggest they do the same. Then he met town representatives and persuaded them to post new signs in Grafton's Lion's Den Park to reduce bluff erosion problems.
- Adriana Chessman reduced disposable plastic use in her daily habits and helped two other households do the same. She eliminated about 27 plastic bags/month by bringing reusable bags to the store and buying only what she needed. She guided her friend's switch from bottled Gatorade to powder mix and a reusable bottle, and set up a recycling system in his home. She provided the 3rd household with covered corning ware containers to replace disposable containers for leftovers.
- Krista Debehnke researched the ingredients in the soap and personal care products she used, and then eliminated harmful ingredients and packaging by making her own soap. She took pictures of every step and created a presentation.
- Danielle Deboer made energy and water saving changes in her apartment, then collaborated with her apartment manager to implement conservation measures and improve recycling throughout the building.
- Whitney Eagan reduced paper waste in a 7-person office by replacing a post-it note system with a dry erase board for recording daily tasks. She eliminated additional post-its with laminated name cards for incoming mail. She estimated that the change reduced post-it note use by 83%. The change will be expanded to 3 more offices.
- Ryan Frank noticed a park in need of cleaning up. He learned about neighborhood clean-up programs and organized the effort to remove litter.
- Bojan Galijot guided his family in installing a kitchen water filter and filling reusable bottles instead of drinking bottled water. He estimated that the change eliminated three to four 24-packs of single-use bottles each month.
- Elyse Gardner prepared and taught a unit about recycling to 4 year old head start students, making use of Wisconsin DNR curriculum materials.
- Gabriel Gilbertson, Garrett Hebson and Markeda Paul coordinated a clothing drive focused on collecting warm winter clothing for Goodwill. They obtained permission to locate collection boxes in four buildings, made fliers promoting the drive and monitored the boxes.
- Valeria Gonzales researched the environmental and labor problems associated with the meat industry and committed to a vegetarian diet. She created a blog to share her research and experiences.

*Adriana Chessman's powder mix project eliminates 300 plastic bottles and saves her friend \$330 each year.*

*Changes made by Whitney Eagan save 144 packs of sticky notes and cut costs by over \$200 per year.*

*Bojan Galijot's family will save between \$105 and \$175 this year and \$215 - \$285 in future years with his water filter project.*

- Ben Gucciardi blogged about replacing smoking with the use of an electronic cigarette as he investigated its potential for reducing waste and pollution and curbing smoking. He found that the e-cigarette eliminated second-hand smoke and has 1/5 the cost of traditional smoking.
- Martha Hang made small changes in her daily life to reduce waste and save energy, then gave a presentation to her church youth group and surveyed what they learned. She then involved her church in a clothing reuse collection.
- Erica Herron set out to "Cut the Lights and Add Some Spice" - she reduced her household energy use and used the money saved to start over 100 pesticide-free herb plants that she gave away with the help of the Next Door Foundation.
- Erin Highland engaged a group of 4 roommates in a water saving challenge, posting labels on fixtures throughout the house to state the gallons used for various tasks.
- Latasha Hines taught her young children the importance of reducing waste and recycling and guided her family in reducing and recycling as much as they could. The family cut their trash in half.
- Gram Hoppe collaborated with a Green Bay business to improve recycling and lighting efficiency in a store and warehouse.
- Alisha Howard created a web site and video blog at <http://reducewaste.weebly.com>. She produced 5 videos explaining tips for reducing waste and used e-mail to announce the videos and send visitors to her web site.
- Caleb Hutchins created a "Student Service Announcement; a presentation listing many ideas for reducing, reusing and recycling and explaining what happens to materials when they are recycled.
- Nicole Jones used her knowledge of her workplace - a nursing home - to reduce waste substantially. Under her leadership, the nursing home acquired reusable alternatives to disposable incontinence pads that had been discarded and replaced several times per shift for every patient. She gave presentations to employees and residents about the change, monitored the new system for distributing, collecting and laundering the pads, and surveyed employees and residents for feedback. Not only does the change conserve resources and prevent

*Ben Gucciardi's electronic cigarette eliminates 960 pieces of litter/year and cuts packaging and lighter waste.*

*Erica Herron saved 633 kWh and \$61 from January to April.*

*Erin Highland's household now uses 150 fewer gallons of water each week.*



*Latasha Hines' family reduced their trash from 60 gallons a week to 30.*

*Nicole Jones' employer had used 20 disposable pads per day for each resident; now, each uses 15 reusable pads per week. The new pads paid for themselves in 2 ½ days and will continue to save money in purchasing, waste disposal and housekeeping.*

material from being landfilled, it also saves a great deal of money and staff time and is more comfortable for residents.

- John Kelly resolved to leave his car behind for a month, finding bike, public transit and walking routes instead. He calculated a one-month savings of \$390 in parking, gas, maintenance and depreciation. He concluded that he will continue to do a lot more walking from now on.
- Sid Kenyon identified the mailbox area in his apartment building as the weak point in the building's recycling. He set up a new recycling receptacle and instructions. Junk mail discarded there is now recycled.
- Kyle Koval stopped using bottled water and set out to reduce energy consumption in his home. He then invited neighbors to a meeting and led the group in trying a day and night without electricity. Three fourths of the households on his block took part in the voluntary black-out.
- Nicole Laus introduced recycling in a restaurant and bar that had not previously recycled. She worked with the restaurant's owners, managers and employees to put the recycling program in place.
- Jon Leonard involved 6 duplex residents in improving their recycling habits, drinking tap water instead of bottled water, refusing plastic shopping bags and conserving energy.
- Stephanie Lopez switched from heavily-packaged take-out to waste-free packed lunches and introduced packaging reducing changes to her household.
- Craig Magill met with two construction firms to share information about construction and demolition recycling and encouraged them to learn more and implement recycling on building sites.
- Darby Martin noticed a lack of participation in recycling in his residence hall suite; he added containers and made his suite-mates more aware of recycling. He emphasized plastic recycling.
- Sara McKillop led the "Emerald Green Apron Project," a green approach to housekeeping. She refining recipes for non-hazardous homemade cleaners and shared the formulas with others. She then identified further changes at home and away from home.
- Tami Noblet created a blog - <http://resaleclothing.blogspot.com> - to promote resale clothing stores. Knowing that clothing store employees often do a lot of clothing shopping, she posted lists of resale shops and her blog information in employee break rooms in a mall.
- Kevin and Richard Otto created the web site, [www.no-more-waste.webs.com](http://www.no-more-waste.webs.com) featuring blogs, forums, resources and photos to inspire waste reduction actions.
- Kayla Raner guided the initiation of a recycling program in an alternative high school that had not previously recycled.
- Georgia Rasmussen planned and taught a 5th grade unit about waste reduction and recycling in an elementary school.
- Karime Rodriguez set out to get two sloppy roommates to recycle correctly. They continued to make the mistake of putting the wrong kinds of plastic in the recycling bin, but their awareness of the need to recycle increased. Karime also belongs to an organization that eliminated paper agendas and used a computer instead.

*Sid Kenyon's project recycled 70 gallons of junk mail in 2 weeks.*

*Over the course of Darby Martin's project, his group recycled 282 bottles.*

- Stephen Romanello stopped driving his car from Nov. 1 until the end of the semester and recruited his roommates to do the same.
- D'Anthany Roohr works in a liquor store where outdoor litter clean-up was a daily task. He set up outdoor trash and recycling containers and posted signs to encourage proper waste disposal. He solved problems such as loss of signs, overflowing bins and overturned bins. Now the area is cleaner, employees spend less time cleaning the grounds and the business has not received a complaint.
- Brad Rzepiejewski, a custodian in the UWM Union, identified a need for recycling in the employee break room. He set up and monitored a recycling bin, then replaced it with a larger bin. He made signs asking employees to recycle and turn off lights when leaving the room.
- Aaron Sanneman identified 3 households that did not use reusable shopping bags, and helped each overcome the obstacles and make the switch.
- Matt Schinner guided two offices and a warehouse in improving recycling and safety in handling chemicals.
- Carrie Seibel designed and built a display to inform college students about reducing, reusing and recycling and exhibited it during Earth Week. She also shared information about food recovery programs with the Milwaukee Bradley Center.
- Christa Selner used the "No Impact Challenge" to consume and pollute less and recruited friends and family members to join the effort.
- Ian Shafer noticed that much of the litter in his neighborhood was wrappings from fast food. He located nearby farm markets and prepared a display and free recipes to encourage his neighbors to buy healthier, locally grown unpackaged foods to reduce this litter. He then coordinated a neighborhood clean-up.
- Abi Stevens prepared educational activities for elementary school students to teach the 3R's, and tracked data about her own trash, recycling and compost.
- Carly Wycklendt shared resources and requirements to encourage a restaurant to begin recycling. She also completed the "No Impact Challenge," making a series of lifestyle changes to help the environment.



*D'Anthany Roohr implemented recycling and overcame problems around his workplace.*



*Brad Rzepiejewski's break room recycling program diverted 16 gallons of cans and bottles in its first month.*

*Aaron Sanneman's reusable bag project avoided the use of 80 disposable bags in 4 weeks.*