

# SEED: Social Economic Environmental Design®

## SEED® Evaluator and Certification Instructions (July 2011)

### 1. What is the SEED Evaluator?

The SEED Evaluator is a communication tool that allows communities to define goals for design projects and then measure the success in achieving these through a third-party review. Using the SEED Evaluator allows communities to develop their leadership and decision-making from within while using a proven method and recognized standard of success, leading to SEED Certification.

The SEED Evaluator can assist individuals, groups, designers, communities, project planners and participants achieve like-minded goals that are focused on the triple-bottom line of social justice, economic development and environmental conservation. SEED responds to the questions many designers face today:

- How does this project create positive change in the face of social, economic and environmental challenges?
- How does the design product answer the short and long term needs of a community that validates ethical and sustainable approaches to design through a triple-bottom line approach?
- How can the design team directly engage the client and other vested parties in the total project process so that the outcome is informed from the ground up?

The SEED Evaluator provides guidelines for a design process that directs participatory research practices and tools to document the goals, process and results of a project.

#### A. How does it work?

A guided approach broken down into understandable and manageable steps, the SEED Evaluator creates a platform for collaboration and consensus building. Completion of specific phases of the SEED Evaluator can lead to SEED Certification, which can add validity and needed “proof” of a project’s successes, from design concept through to implementation. Progress and challenges can be documented with evidence through each project phase. As a tool developed for architects, industrial designers, landscape architects, communication designers and urban designers, the SEED Evaluator provides guidance through a strategic matrix of questions that critique the social, environmental and economic viability of each phase of development. Because SEED believes in a bottom-up approach to problem solving that truly activates community concerns, this process entails, and in effect requires, an inclusive and participatory process.

#### B. Why evaluate?

Evaluation involves “the process of determining whether a program and policy goals have been achieved. This often entails a systematic search for explanation of program success or failure.”<sup>1</sup>

- How were goals defined and accomplished?
- What was done well and what wasn’t?
- Did appropriate project-planning cause the intended effects? <sup>2</sup>
- What proof of accomplishment demonstrates that goals were met as anticipated in the project?

Designers and others have a need to assess the outcome of their work just as clients and communities have a need to assess how goals were achieved for purposes of grants,

defining community benchmarks and plotting progress toward common goals. SEED Evaluation provides a road map, a directional pointer that can indicate vital strengths and weaknesses. The SEED Evaluator builds in an evaluative component to its process because it is something we need—designers and communities need to understand the impact of the work and we need to be able learn from and leverage results in any given project.

### **C. Why a triple bottom line approach?**

SEED encourages a holistic approach when considering the “triple bottom line” of community needs, looking comprehensively at the social, economic and environmental health of a community project. The triple bottom line guides communities in the prioritization of actions stemming from the needs and goals they face. It can also allow communities to seek out or develop a project that can meet several needs at once, for example education and job creation, or hunger and affordable housing. When these needs are addressed separately, a community fails to use often-limited resources most effectively for the greatest impact. An integrated approach however can create opportunities to multi-leveled outcomes that serve a variety of strategic needs.

## **2. What is SEED Certification?**

A project is awarded SEED Certification when it has demonstrated that a community has effectively used design to overcome social, economic and environmental issues. The project process must have been transparent and included broad stakeholders from the community in decision-making. Being certified means that a project did what it was meant to do in achieving community goals, and can effectively answer four key questions:

1. What are the critical issues (social, economic, environmental) being addressed with the project?
2. What will be the design results, and how will they address these issues?
3. How will these results be measured?
4. How has the community participated in the project?

SEED Certification results from successful completion of the SEED Evaluator tool Part I.A. (Project Basics), Part I.B. (Issues, Challenges and Goals), Part II.A. (Benchmarks), Part II.B. (Performance Measures) and Part II.C (Results). Project documentation and narrative texts submitted to SEED within the context of the Evaluator are reviewed by third-party certifiers, who are trained specialists in the specific design discipline and who understand the challenges of designing in the public’s interest.

### **A. What does certification mean?**

Communities that achieve the recognition of SEED Certification leverage their accomplishment not only for their own goals but also for that of moving forward a process of inclusion and informed decision-making in design. Obtaining SEED Certification is the standard that community organizers, leaders, designers and funders alike can use to document their significant and valued achievements: It means that a project is recognized as having achieved levels of success within the qualitative and quantitative measures set forth within the SEED Evaluation process. Being certified requires that minimum thresholds of the SEED Mission and Principles be met by the specific goals set within the project and that the project has met benchmarks.

There are many design projects that claim to benefit a community, but a SEED certified project is distinct because it has:

- Significant and documented community participation in project decisions;
- Measured results of the design product.

## **B. How do I apply for certification?**

To apply for project certification, start the process by downloading a hard copy of the SEED Evaluator Workbook, the tool used to guide the certification process. It is recommended applicants work with the Evaluator in hard copy format first during the project planning stages. Once ready to begin the formal application process, applicants can “start a project” online at [www.seednetwork.org](http://www.seednetwork.org) once a user account has been set up. (This can be initiated in the menu under LOGIN.) Your username will be the e-mail you entered when you created the account, and the password is of your choosing. After creating and logging into your new user account, new projects can be created using the Project Manager. SEED mentors new project submissions and those pursuing SEED Certification through a guided review process. The SEED Evaluator is staged in two parts. Completion of Part One signals the opportunity for submission and preliminary review. This submission evaluates how the project meets the minimum threshold provided in the SEED Mission and Principles and as answered in Part One of the Evaluator. Once submitted, this completed section of the Evaluator provides an opportunity to receive feedback about the nature of the project and its prospects in moving towards certification in Part Two while meeting the guidelines set forth in SEED.

### **1) SEED Evaluator: Part One (Meeting the threshold: SEED mission and principles)**

Submitting Part One of the SEED Evaluator allows applicants to gain feedback at an early stage of the project as to the potential for SEED Certification: Project reviewers provide feedback at this point before a full submission process ensues. A featured aspect of the review entails an assessment of how the project (to date) meets the minimum threshold addressing the SEED mission and principles. If the SEED mission and principles are not fulfilled or are violated, a project will not advance to the next steps in certification. Applicants will be advised how the project has failed to meet these principles and the project may be subsequently revised and re-submitted.

*Part I.A.: Project Basics* asks essential questions about the nature of the project including identification of applicant(s), partners, stakeholders, and community descriptive information detailing geographics, demographics and historical/cultural project implications. Project scope must be described and timelines or phases of development stated.

*Part I.B.: Issues, Challenges and Goals* focuses on the project’s social, economic, and environmental issues in addition to information about community participation in the project. This section requires a comprehensive knowledge of the project from social, economic and environmental perspectives, and is intended to provide an overview of the project in relationship to the community it affects. Questions address concerns about community participation as well as project goals, challenges, and how success will be measured. Responses to these questions help reveal the depth and breadth of the project, its issues, and will document the inclusion of the community’s voice in shaping and accomplishing common goals.

### **2) SEED Evaluator: Part Two (Process towards goals)**

Submitting Part Two of the SEED Evaluator signals an intent to proceed with SEED Certification. Part Two contains questions of substantive depth that are interrelated in nature, reinforcing the requirement for definitive and process-based benchmarks that are

phased into a timeline, and embrace performance measures. Results are documented at two points of evaluation, pre- and post-implementation.

*Part II.A.: Benchmarks* are reference points or standards that establish performance goals for purposes of evaluation, measurement or comparison. Benchmarks are discipline specific and are used within a project to define direction and indicate ideals within an established timeline.

*Part II.B.: Performance Measures* provide evidence of ways in which the design process is supporting project goals that are socially, economically or environmentally based. It involves the regular quantifying of benchmarks built into a project plan. These measures document and verify accomplishment of incremental goals towards Social, Environmental and Economic results (not just what it took to accomplish them), while providing a common language for communication of strategy.

*Part II.C.: Results*, is intended to provide an overview of how well the project implementation goals and objectives were met. Project implementation by nature is descriptive of application and execution of final designs. This section is broken down into two phases for documentation and reflection: (1) early implementation and (2) post-implementation analyses. Social, economic, and environmental results along with community participation assessment are requested.

### **3. Planning your Project for Certification using the SEED Evaluator**

#### **A. Project planning overview**

Planning is an essential aspect of any project. Starting a project that anticipates use of the SEED Evaluator necessitates that the project and SEED tools be coordinated in tandem. This simply means that SEED highly encourages projects start and end using the SEED Evaluator so that the entire scope of project may be assessed relying upon SEED mission and principles. This is especially critical when applicants are seeking SEED Certification. Certification applicants have ideally begun to use the SEED Evaluator at project start and use it through the entire process. Determining and stating project goals, the process to achieve goals and results in advance can help guide your SEED Evaluator application. Setting performance measures that reinforce the SEED vision can further narrow the spectrum of potential solutions. Developing a defined timeline and underscoring the timeline with benchmarks, research and data collection can support the SEED application with needed facts. Ultimately, reporting how the project met defined goals and to what extent the project succeeded in the areas of social, economic and environmental design concerns will prepare your project for SEED Evaluator submission.

#### **B. Identifying critical Issues**

Critical issues are the challenges that define life struggles, both day-to-day, and during crisis. These broad categories help clarify the unique priorities of every community. They can be generally categorized and defined by societal, economic and environmental considerations. Critical issues provide the link between design and communities as one of the first steps in defining needs that direct the purpose of the design project. Issues can also be the “call-to-action” that prompt the project and bring vested parties together for collaboration. SEED has generated a comprehensive list of critical issues that can be referenced in the SEED Evaluator application. SEED encourages selection of up to three

issues that embody the scope of the project. Applicants may alternatively define their own issues specific to their project, should appropriate options not be available.

### **C. Defining goals**

Goals define the broad purpose toward which a project is directed. Goals address what the project should achieve over the life of the project in relation to community needs and look at the “big picture”. The process defines how the goal or goals will be accomplished. Timeline, tasks, methods, and activities all contribute to defining the process and ultimately reaching identified project goals. Project planning and preparation for the SEED application requires that goals and process be stated and defined in advance of initiating a project so as to be incorporated into the SEED Evaluator. It is recommended that project goals be identified and defined in a collaborative framework that allows feedback and communication from the variety of project participants.

### **D. Setting benchmarks**

Benchmarks are reference points or standards that establish performance goals for purposes of evaluation, measurement or comparison. Benchmarks can be used within a project to define direction and indicate ideals. Design benchmarks are set during project planning and are discussed in Part II.A. of the SEED Evaluator. Inclusion of community determined benchmarks might prove significant in project development and in meeting goals.

### **E. Performance measurement**

Performance measurement involves the regular quantifying of benchmarks built into a project plan. These measures document and verify accomplishment of incremental goals towards Social, Environmental and Economic results (not just what it took to accomplish them), while providing a common language for communication of strategy. The SEED Evaluator is structured in a way that regularly requests documentation of accomplished goals. This system of verification supports the requirement for evaluating the success of met goals relative to designated project benchmarks. Part II.B. of the SEED Evaluator provides an opportunity to respond to performance measures.

### **F. Developing a timeline**

A timeline is a tool that can communicate progress throughout the various phases of the project. It provides evidence of the anticipated schedule and criteria for project planning, development and implementation. A timeline that references specific dates and aligns with goals and benchmarks can aid in accomplishing project intent. It is recommended that the timeline and benchmarks be considered together and be established prior to initiating the SEED Evaluator.

### **G. Engaging Community Participation**

An inclusive and transparent path towards project goals and results is something SEED encourages. Determining ways in which to engage stakeholders and community participants is significant to the SEED Evaluator application as questions addressing input are frequently asked. Because SEED believes in the power of participatory action, communities can engage in a design process of participatory decision making to build a consensus, establish their priorities, and define their goals.

How have the community and/or relevant stakeholders been involved in defining the Social, Economic or Environmental challenges and identifying the goals? Examples of participatory input or field research verified by the community may include the following: Community Charrettes; Interviews; Discussion Groups; Photo or Video Ethnographies; Asset-based Development; Asset-based Design; Public Forums; Local, Regional, State or National

Government Support; Stakeholder Advisory Group; Coordination with local comprehensive plan; Priority set by local government.

## H. Research and Data Collection

The requirement to demonstrate and measure performance is inherent to the SEED Evaluator process. Documentation gathered through a defined research process is highly recommended. Both qualitative and quantitative research methods are encouraged. Qualitative research encompasses the realm of asking the question “why” — “why do people do what we do?” Qualitative processes tend to include in-depth analysis of life through a variety of means including observations, interviews, photography, video and written or oral documentation. Quantitative research on the other hand, is based on empirical data, quantities, numeric references and evaluation or measurement of this data to establish broad connections.

The SEED Evaluator requires information about research and data collection in order to demonstrate the specific qualitative and quantitative methods used in the project. The method and the data gathered as well as any participants involved should be clearly described. SEED recognizes that data collection can be (but often do not need to be) a time consuming and costly process. Results must be documented if success is going to be claimed. (Examples of achievable data are given in the case studies on the website.) The reflections of a stakeholder, a casual observation, phone conversation or discussion may qualify as a form of research so consider the scope of relevance before responding.

## I. Reporting Results

The act of reporting is essential to SEED: Understanding how to achieve the desired project results while using the SEED guidelines will help ensure a more seamless submission process. Because evaluation is one aspect of the outcome, it is even more critical that data submitted as a part of a SEED Certification process be accurate and supportive of project goals, process and results. Evaluation measures successes, challenges and failures that can be strategic in funding applications or in attracting new projects or partners.

Results bring us closer to understanding how goals were accomplished. When reporting results in the SEED Evaluator, we are interested in specifics. Cite time, place, participants, context, methods and numeric results as appropriate. Broad generalizations are of little help in reporting—instead, prepare for reporting tangible evidence that came about through research or design processes. Inclusion of images, which document results, can often provide necessary evidence. Part II.C. of the SEED Evaluator provides an opportunity to respond to results.

## 4. Glossary of Terms

**Benchmark:** A point of reference for evaluation during the timeline of a project; a performance goal or a standard upon which something is measured for comparison. A benchmark can be used to inform the expected outcome of a project, especially when regular performance measurement is involved.

**Data:** “The numbers and other raw factual information systematically collected to measure results.”<sup>3</sup>

**Goal:** “The broad purpose toward which a project is directed. Goals address what the project should achieve over the life of the project in relation to community needs...”<sup>4</sup> (i.e., the big picture)

**Performance Indicator:** Evidence that supports progress towards goals. “A measurable statement about an issue or condition that shows how well a program is working. It helps (one) understand where the program is, where it is going, and how far it is from where it is supposed to be.”<sup>5</sup>

**Performance Measurement:** “The process of regularly measuring accomplishments...” set to meet desired project results.<sup>6</sup>

**Process:** How the goal(s) will be accomplished. Timeline, tasks, methods, and activities all contribute to defining and ultimately reaching the project goal(s).

**Qualitative Research:** Qualitative processes tend to include in-depth analysis of life through a variety of means including observations, interviews, photography, video and written or oral documentation.

**Quantitative Research:** Quantitative research is based on empirical data, quantities, numeric references and evaluation or measurement of this data to establish broad connections.

**Results:** The outcome of the process that achieves the goal(s). These tangible benefits must be concrete and measurable, either quantitatively or qualitatively. Examples are jobs created, people trained, or a statistical reduction in crime. Results can also be documented using pre-project and post-project surveys to show positive changes in attitudes, opportunities, skill levels, or an increase in awareness.

**SEED:** Social Economic Environmental Design maintains the belief that design can play a vital role in the most critical issues that face communities and individuals, in crisis and in every day challenges. SEED’s mission is to advance the right of every person to live in a socially, economically and environmentally healthy community. To accomplish this, the SEED process guides professionals to work alongside locals who know their community and its needs. The name “SEED” was first proposed during a 2005 meeting at the Harvard Graduate School of Design where architects, designers, and other diverse experts in the public interest design movement convened to evaluate how design could respond to the triple bottom line of social, economic, and environmental justice. The name has been registered as a Trade Mark with the US Office of Patents and Trademarks by Design Corps.

**SEED Certification:** Obtaining SEED Certification means that a project is recognized as having achieved levels of success within the qualitative and quantitative measures set forth within the SEED Evaluation process. Being certified requires that minimum thresholds of the SEED mission and principles be met by the specific goals set within the project and that the project has met benchmarks. When a project is awarded SEED Certification, it demonstrates compliance with SEED standards at an exemplary level. Communities that achieve this recognition leverage their accomplishment not only for their own goals but also for that of moving forward a process of inclusion and informed decision making in design. Obtaining SEED Certification is the standard that community organizers, leaders, designers and funders alike can use to document their significant and valued achievements.

**SEED Evaluator:** The SEED Evaluator is a communication tool that allows communities to define goals for design projects and then measure the success in achieving these through a

third-party review. Completion of the SEED Evaluator can lead to the SEED Certification process, which allows communities to develop their leadership and decision-making from within while using a proven method and recognized standard of success.

**SEED Network:** SEED is a network of organizations and individuals dedicated to building and supporting a culture of civic responsibility and engagement in the built environment and the public realm. By sharing best practices and ideas, these organizations and individuals create a community of knowledge for professionals and the public based on a set of shared principles. The SEED Network connects similarly minded members of the public with designers from the fields of architecture, industrial design, graphic design, landscape architecture and urban planning. The SEED Network is composed of its members who have taken the SEED Pledge and endorse the founding mission and principles of the network. These members promote and celebrate the idea that design matters and all people can shape their world for the better through design. The network is part of a global movement that believes design can support a community from the ground up. SEED facilitates action by providing tools such as the SEED Evaluator, which provides guidelines for pursuing a design process informed by inclusivity and participation.

**SEED Principles:**

SEED Principle 1: Advocate with those who have a limited voice in public life.

SEED Principle 2: Build structures for inclusion that engage stakeholders and allow communities to make decisions.

SEED Principle 3: Promote social equality through discourse that reflects a range of values and social identities.

SEED Principle 4: Generate ideas that grow from place and build local capacity.

SEED Principle 5: Design to help conserve resources and minimize waste.

**Stakeholder:** Stakeholders are individuals or organizations who represent an interest in the success or failure of a project. “Project stakeholders are individuals and organizations that are actively involved in the project, or whose interests may be affected as a result of project execution or project completion. They may also exert influence over the project’s objectives and outcomes. The project management team must identify the stakeholders, determine their requirements and expectations, and, to the extent possible, manage their influence in relation to the requirements to ensure a successful project. Examples of project stakeholders are: local community residents, local neighbors, service recipients, service providers, involved designers, business owners, project developers (both non-profit and for-profit), local elected officials, local policy and regulatory agencies.”<sup>7</sup>

“Sustainable organizations should identify stakeholders and maintain dialog with them in order to better understand how to help address stakeholder concerns, operate more effectively, and make better strategic and tactical decisions.”<sup>8</sup>

**Sustainability:** The ability to endure. “Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”<sup>9</sup>

**Triple Bottom Line:** (also known as “TBL”, “3BL”, “people, planet, profit”, or “the three pillars”) “The European Union formulated the three pillars of sustainability at its Copenhagen Summit and with the Treaty of Amsterdam of 1997. Known as the ‘three-pillar model of sustainability’, the principle states that sustainability not only comprises the natural heritage we pass on to the next generation but also the economic achievements and social institutions of our society, such as democratic political participation or peaceful conflict resolution. Sustainable development thus rests on an ecological, an economic and a social

pillar. If one of the pillars gives way, the 'sustainability building' will collapse.”<sup>10</sup> Additionally, “Triple bottom line describes the social and environmental impact of an organization's activities, in a measurable way, to its economic performance in order to show improvement or to make evaluation more in-depth. The (TBL) phrase was coined by John Elkington, co-founder of the business consultancy SustainAbility, in his 1998 book Cannibals with Forks: the Triple Bottom Line of 21st Century Business.”<sup>11</sup>

## 5. Additional Resources

### • Basic Business Research Methods

<http://www.managementhelp.org/research/research.htm>

McNamara, Carter, MBA, PhD. Free Management Library. (Adapted from the Field Guide to Nonprofit Program Design, Marketing and Evaluation and Field Guide to Consulting and Organizational Development). Authenticity Consulting, LLC., 1997-2008.

Created by Created by Authenticity Consulting, LLC, this site provides a useful reference to types of research methods.

### • Facilitator’s Guide to Participatory Decision-Making

[Kaner, Sam. Community at Work. John Wiley and Sons, Inc. 2007.](#)

An excellent resource on collaboration that includes practical methods, principles and practices.

### • Free Management Library

<http://managementhelp.org/>

McNamara, Carter, MBA, PhD. Free Management Library. (Adapted from the Field Guide to Nonprofit Program Design, Marketing and Evaluation and Field Guide to Consulting and Organizational Development). Authenticity Consulting, LLC., 1997-2008.

Created by Authenticity Consulting, LLC, this library offers a comprehensive list of management and leadership resources.

### • Guide to Sustainable Community Indicators

[Hart, Maureen. Second Edition. Hart Environmental Data, 1999.](#)

(see also: <http://www.sustainablemeasures.com/index.html>)

Provides explanation of sustainability and community sustainability indicators.

### • United Nation’s, Department of Economic and Social Affairs, Division for Sustainable Development

<http://www.un.org/esa/dsd/index.shtml>

Provides an authoritative source for sustainable development from the local/regional level to the global.

See also: <http://www.un.org/millenniumgoals/>

United Nations, “End Poverty: 2015 Millennium Goals”.

<http://www.un.org/esa/desa/aboutus/dsd.html>

United Nations, Department of Economic and Social Affairs, “Sustainable Development in Brief”.

• **The Dictionary of Sustainable Management**

<http://www.sustainabilitydictionary.com/>

Presidio Graduate School, The Dictionary of Sustainable Management.

Developed by Presidio Graduate School, this open source dictionary is intended for students and business leaders involved in sustainability. It is focused on demystifying sustainability practices in business, government and societ

## Notes

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<sup>1</sup> Dorothy Gamble, Marie Weil, Nicole Kiefer, and Sarah Covington. *Measuring a Movement: Evaluating outcomes in community sustainable development*. (University of North Carolina at Chapel Hill, School of Social Work, 2005): 88.

<sup>2</sup> Ibid., 88.

<sup>3</sup> *Beginning with the End in Mind: A performance measurement toolkit for AmeriCorps VISTA project applicants*, Version 4.0. (Corporation for National and Community Service, December 18, 2008): 22.

<sup>4</sup> Ibid., 22.

<sup>5</sup> Gamble, op.cit., 89.

<sup>6</sup> VISTA, op.cit., 23.

<sup>7</sup> Wikipedia, The Free Encyclopedia, “Project Stakeholder”  
[http://en.wikipedia.org/wiki/Project\\_stakeholder](http://en.wikipedia.org/wiki/Project_stakeholder) (accessed on January 31, 2010).

<sup>8</sup> Presidio Graduate School, The Dictionary of Sustainable Management, “Stakeholders”.  
<http://www.sustainabilitydictionary.com/s/stakeholders.php> (accessed on November 28, 2009).

<sup>9</sup> Presidio Graduate School, The Dictionary of Sustainable Management, “Sustainability”.  
<http://www.sustainabilitydictionary.com/s/sustainability.php> (accessed on November 28, 2009).

<sup>10</sup> Goethe-Institut, “Sustainability – From Principle To Practice”.  
<http://www.goethe.de/ges/umw/dos/nac/den/en3106180.htm> (accessed November 30, 2009).

<sup>11</sup> Presidio Graduate School, The Dictionary of Sustainable Management, “Triple Bottom Line”.  
[http://www.sustainabilitydictionary.com/t/triple\\_bottom\\_line.php](http://www.sustainabilitydictionary.com/t/triple_bottom_line.php) (accessed on November 28, 2009).

## Credits

The SEED Network was initiated through a forum sponsored at the Harvard GSD by the Loeb Fellowship, the Rudy Bruner Foundation and the Richard Driehaus Foundation on October 28 and 29, 2005, organized by Maurice Cox, Stephen Goldsmith, Kathy Dorgan, Bryan Bell, Jim Stockard, Sally Young and JoEllen Wang. The goal was “to define the social, economic, and environmental roles of architecture and design, and to strengthen those roles in communities where they’re needed most.”

*SEED Evaluator* Authors: Lisa Abendroth and Bryan Bell

*The SEED Evaluator* represents the ideas of many through a collaborative process over five years and meetings and conference calls. For example, the term “SEED” was first suggested by Kim Dowdell during the first forum at Harvard in 2005. The idea of a summary table was created at a dinner after the Dallas forum. Other formative ideas were given by those listed below who reviewed the first group of projects submitted for certification. SEED is a demonstration of the ability of creative people to collaborate and create effective solutions.

### SEED Project and Evaluator Reviewers:

Lisa Abendroth  
Virginia Alexander  
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Vincent Baudoin  
Bryan Bell  
Jamie Blosser  
Brent Brown  
Monica Chadha  
Megan Clark  
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Spencer Haynsworth  
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Patrick Rhodes  
Raphael Sperry  
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Katie Wakeford  
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