



Hello!

This is an overview of the presentation (minus the info you collected). Thanks for all of your hard work!!! So proud of what you have been able to accomplish!

Kate is going to do an overview and introduce each of you at the start of your section. Please make sure to introduce yourself with:

Section 1

Student 1

Name

School/grade

My section will be about: "We learned about brownfields"

Brownfields.

- Environmental Protection Agency (EPA) defines brownfields as: *"real property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant."*
- In other words, any piece of land whose soil or groundwater contains (or MIGHT contain) contamination can be considered a brownfield.
- With this definition in mind, much of the land in East Bayside (historically this part of Portland was low-lying tidal flats that were filled in with debris and soil from the city's Great Fire of 1866) can be considered a confirmed or suspected brownfield site.

(insert 1 line about student thought/own words about this)

Section 2

Kate is going to introduce you at the start of your section. Please make sure to say a little yourself with:

Student 2

Name

School/grade



My section will be about: “Getting feedback from communities when planning for the future”

- Getting feedback is about asking people what they think and in this project, what they think about plans for East Bayside’s needs.
- EPA granted Portland funds to study East Bayside’s brownfields, and to PLAN ways for reclaiming this land for community benefit.
- EPA recognizes that **Environmental Justice** (EJ) populations are burdened disproportionately by brownfield sites- meaning more greatly affected by brownfields.
 - What do we mean by EJ populations?
 - People of color
 - Youth, elderly
 - Low/moderate-income neighborhoods
 - Areas of concentrated poverty
 - So, EPA requires their grantees to reach all kinds of people/voices across the neighborhood to ensure that the expected wave of prosperity can be accessible to all, not just developers or property owners.
- Wanted to make sure to include as many voices as possible to the planning process for the East Bayside neighborhood.
(insert your thoughts on why feedback is important)

Section 3:

Kate is going to introduce you at the start of your section. Please make sure to say a little yourself with:

Student 3

Name

School/grade

My section will be about: “How we got feedback”

With Kate and Anne from Groundwork and Anna from Cultivating community, we designed a project to get feedback in East Bayside using questions from the advisory group (this group).



- How we did it...
 - In small groups we interviewed people in East Bayside, and recorded their responses on devices called “Amazon Fire”
 - We had 10 questions the advisory committee gave us and we asked people to pick 3 of the questions.

(Do DEMO here- with group members)

- EPA doesn’t like to have survey’s done unless they follow a number of guidelines so we choose to do interviews.
- We talked with 100 people, about 50 living in East Bayside.
- We prepared by practicing and practicing!

(Insert: how did people respond to you when you interviewed them? And any other thoughts)

Section 4:

Kate is going to introduce you at the start of your section. Please make sure to say a little yourself with:

Student 4

Name

School/grade

My section will be about: “Where did we go? And Where did we want to go?”

Students and their mentors selected locations at which to collect feedback.

- Where did we want to go to collect feedback?
 - Root Cellar
 - Portland Adult Education
 - East End Community School
 - The local Mosque
 - _____
 - _____
 - _____
- Why?
 - We identified places where Environmental Justice populations were more likely to be present.
 - We chose locations where we could encounter people, to connect with people in their daily routine, rather than expecting them to come to us.



- We ended up going to:

Challenges with weather, scheduling and permissions restricted some of the locations.

(insert thoughts of where you think we should go back if we did it again: _____)

Section 5

Kate is going to introduce you at the start of your section. Please make sure to say a little yourself with:

Student 5

Name

School/grade

My section will be about: “what we heard from questions 1-6”

Feedback Interview Questions

1. What types of businesses does East Bayside need more of?
(example would be grocery store, copy center, pharmacy, restaurants, child care facilities, etc)
2. What does East Bayside need more of?
(jobs for locals, activities for kids, activities for teens, GED programs, English classes, financial literacy, job training, home buying programs, etc)
3. What types of public space does East Bayside need?
(sidewalks, Parks, parking, gardens, outdoor gathering space- pavilion/picnic/party space, playgrounds, hiking trails, biking trails, etc)
4. What should stay the same in East Bayside?
5. What should change in East Bayside?
6. What would make your life easier?



Section 6

Kate is going to introduce you at the start of your section. Please make sure to say a little yourself with:

Student 6

Name

School/grade

My section will be about: “what we heard from questions 7-12”

7. What would make you leave East Bayside to live somewhere else?
8. What does East Bayside look like in 20years?
9. What makes East Bayside special or unique?
10. What makes East Bayside awesome/amazing/wonderful?
11. Where and When should we have community meetings to get the most participation from all residents?
12. How do you find out about things happening in East Bayside?
Word of mouth flyers email Facebook letters in mail?

Last Section- Kate- ‘take aways’