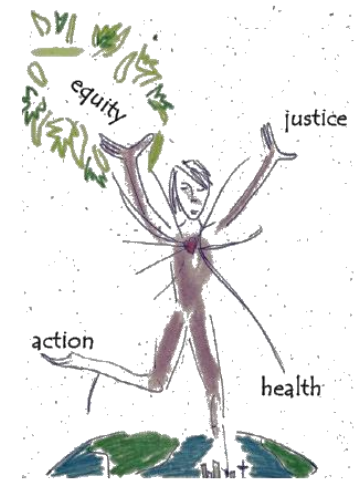


Environmental Justice Youth Corps: Action Plan to Improve Community Health

General Topics in Environmental Justice

November 11, 2009

Linn Gould, MS, MPH
Just Health Action



Just Health Action

Presenter Disclosures

Linn Gould

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationships to disclose

Today

- Who is JHA
- JHA EJ curriculum
- EJYC community action
- Challenges and successes of program
 - JHA curriculum
 - Collaboration
- Questions

Just Health Action



Advocate for reducing health inequities that result from social, political, economic, and cultural factors.

Through a social justice lens, we teach workshops and classes that review the evidence and facilitate discussion and consensus on how individuals and communities can take action on these root causes.

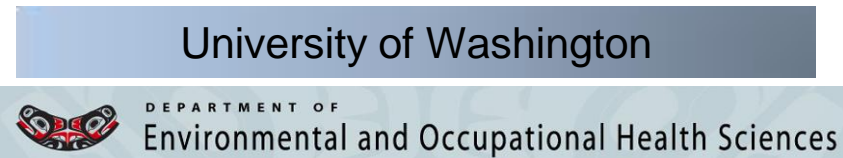


Just Health Action

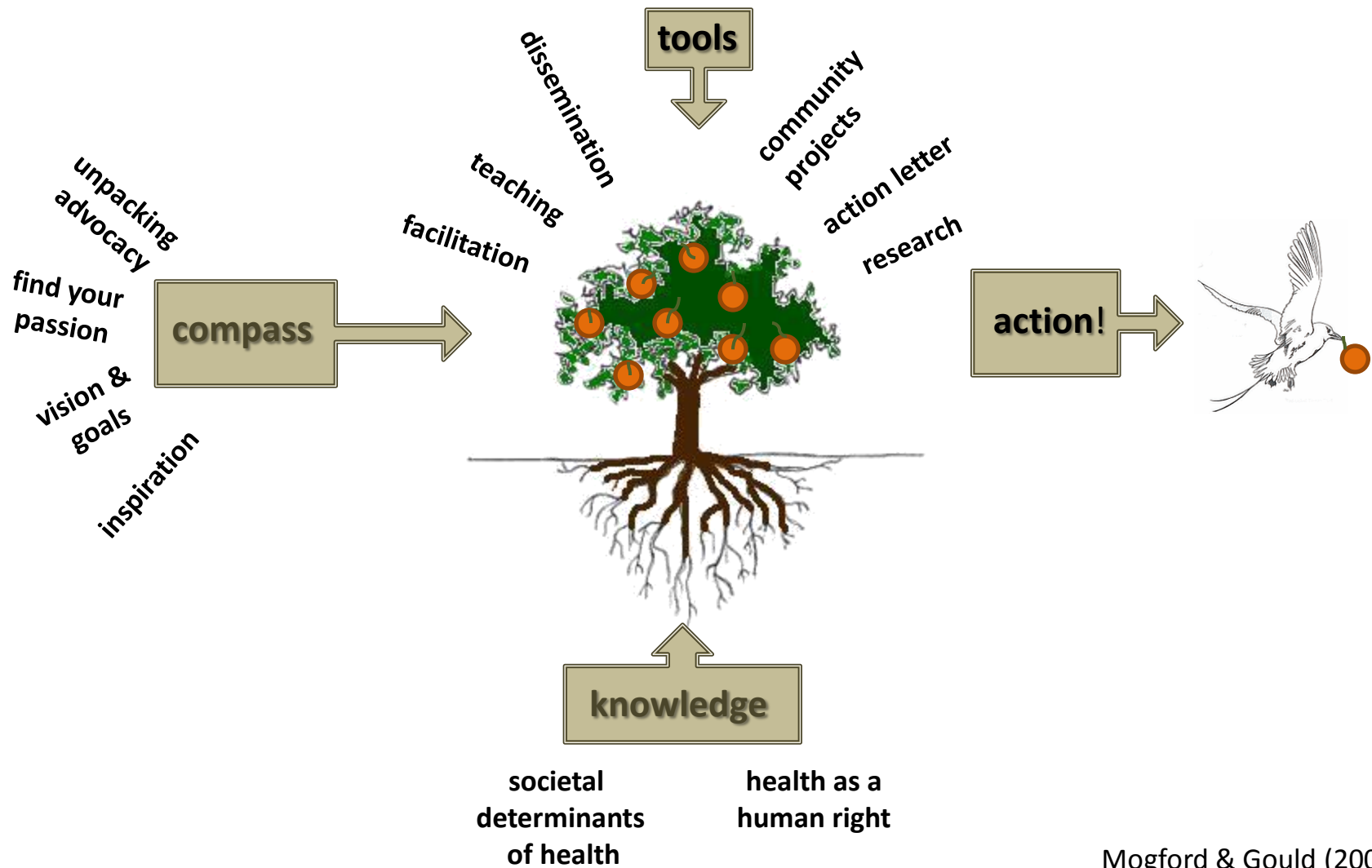
PARTNERS



Consejo – the girls



JHA teaching model (critical health literacy)

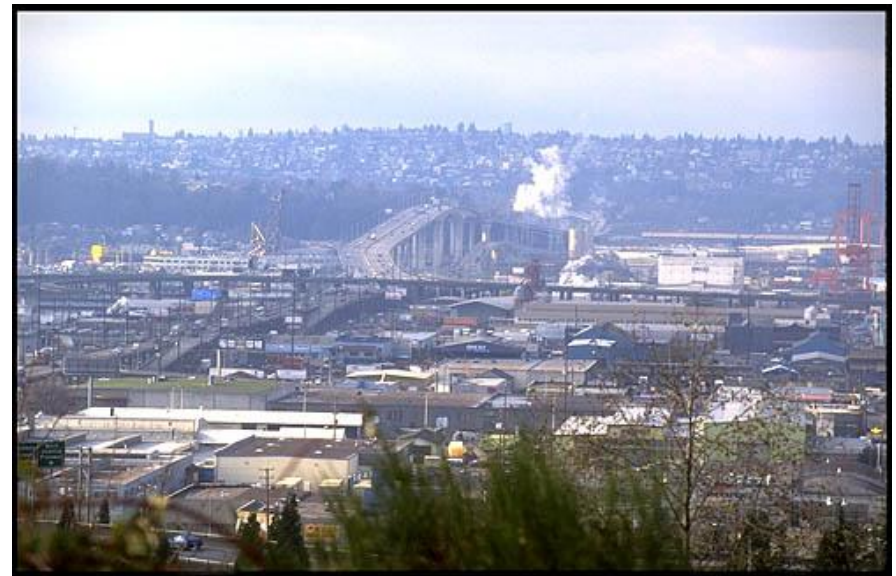


Duwamish River

Imagine Duwamish estuary in early 1900's



Duwamish estuary filled in



Lower Duwamish River - Declared Superfund Site (2001)



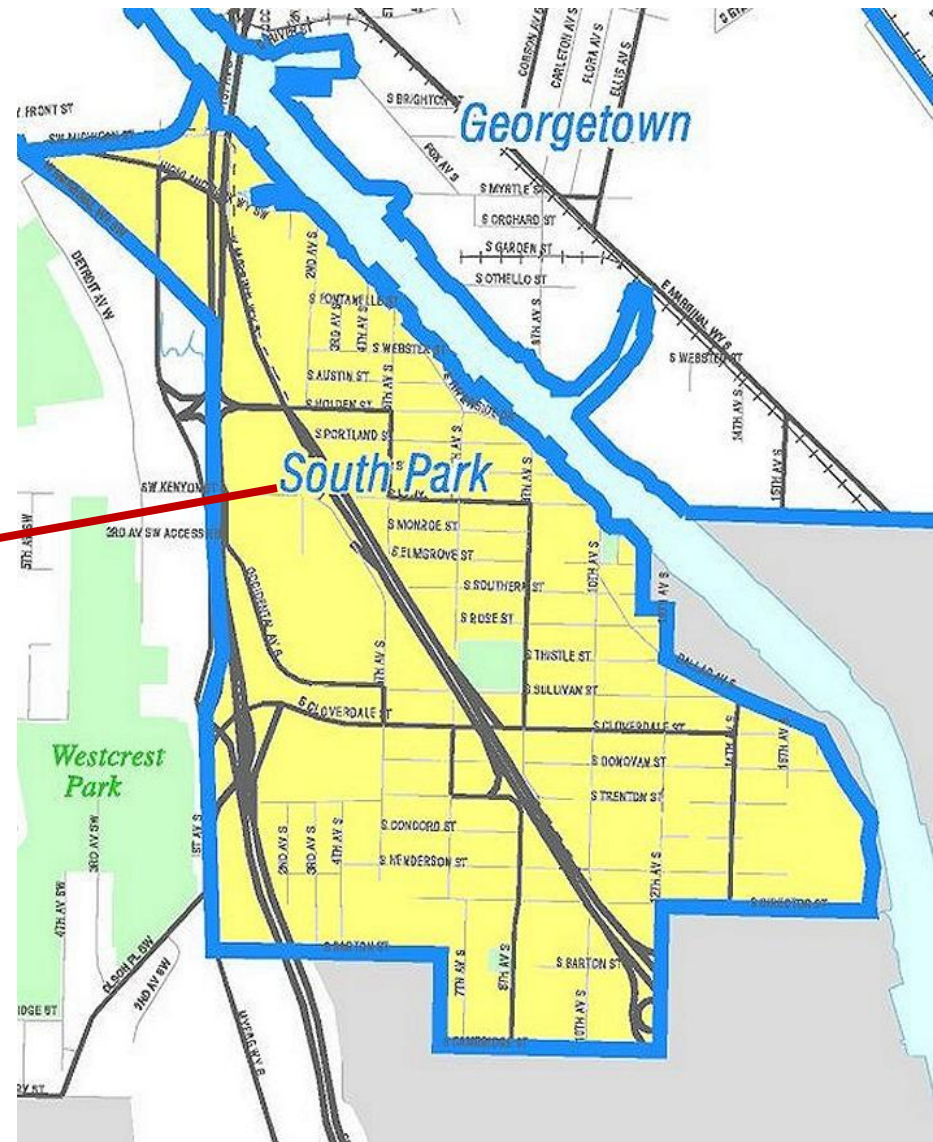
Contaminated sediments → fish consumption → health



Lower Duwamish Waterway



South Park



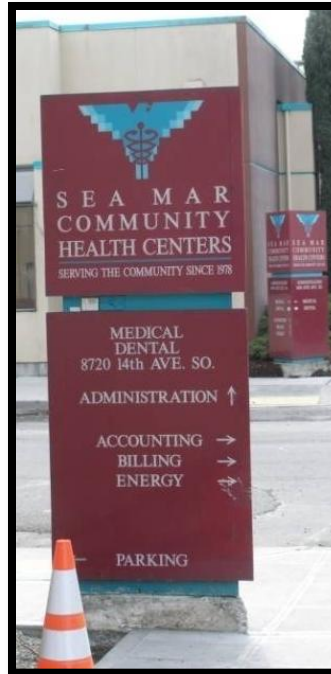
The Community: Assets and challenges



Contamination waiting to be cleaned up



Marra Farm



Abandoned housing



SP Community Center



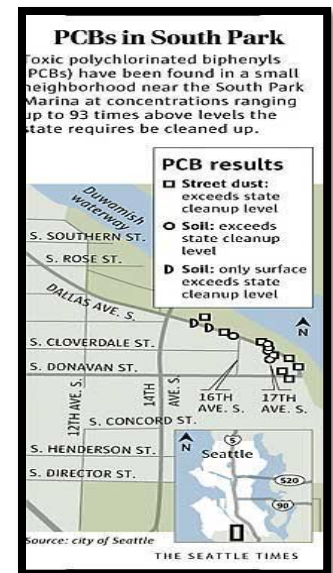
Contamination in South Park



Duamish
Waterway
Park
No fishing
signs
Children
playing on
beach



Terminal 117 – Polychlorinated biphenyls contamination in Duwamish River sediments and in residential soils

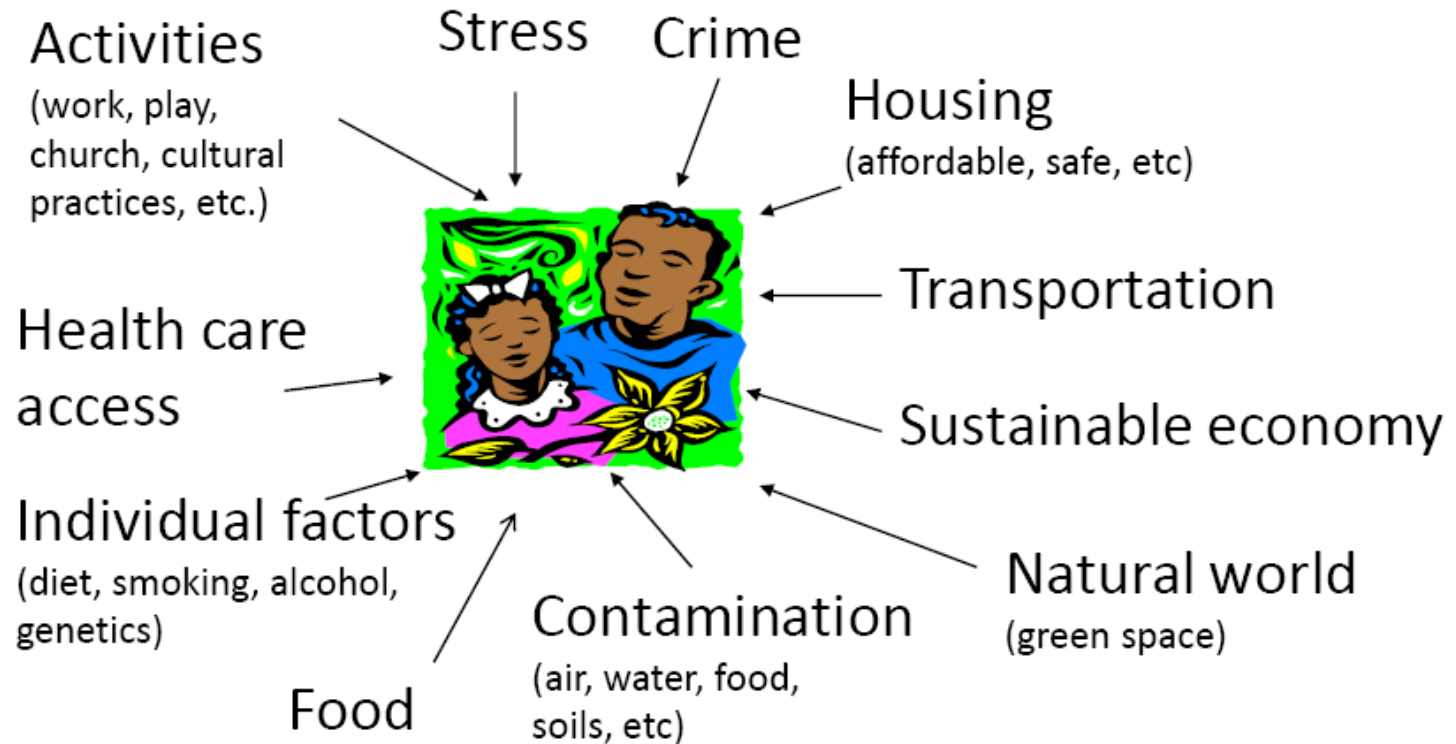




EPA Environmental Justice Definition

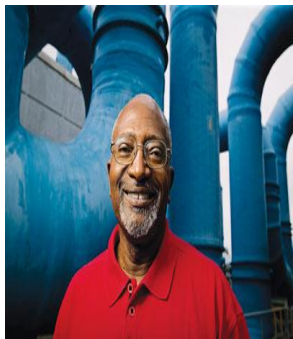
*The fair treatment and meaningful involvement of all people regardless of **color, national origin, or income** with respect to development, **implementation**, and enforcement of environmental laws, regulations and policies. Fair treatment means that no group of people should bear a **disproportionate** share of negative environmental consequences from industrial, municipal, and commercial operations or the execution of federal, state, local, and tribal programs and policies.*

ENVIRONMENTAL JUSTICE



“The environment is everything: where we live, work, play, go to school, as well as the physical and natural world. And so we can’t separate the physical environment from the cultural environment.”

(Robert Bullard, 1999)





Environmental Justice Youth Corps

WHY EJYC?

- More community involvement from Latinos desired at Superfund meetings.
- Community concerns not contamination but youth:

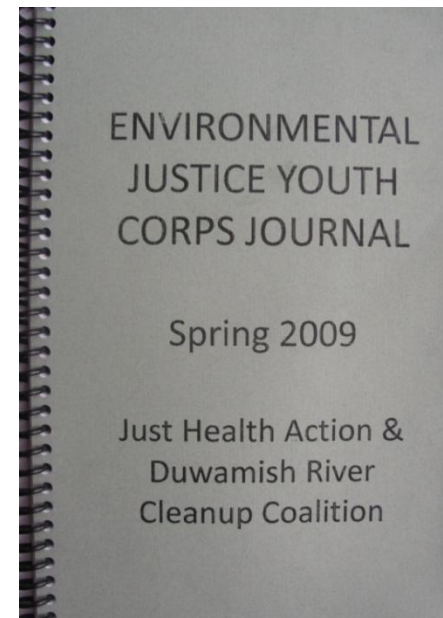
- Drugs
- Gangs
- Crime



- Develop curriculum with community expert; co-teach and pass curriculum onto community to increase capacity (Carmen Martinez – co-teacher)

EJYC curriculum and demographics

- 13 low income, Latinas from Consejo
- Consejo - behavioral health, substance abuse and domestic violence services
South Park -gang violence
- Behind in education
- 12 week afterschool program (120 hours; Weds – educational; Sats – field trips)
- Community service credits



EJ JOURNAL

TOPIC:

DATE:

LOCATION:

Environmental Justice Indicators:

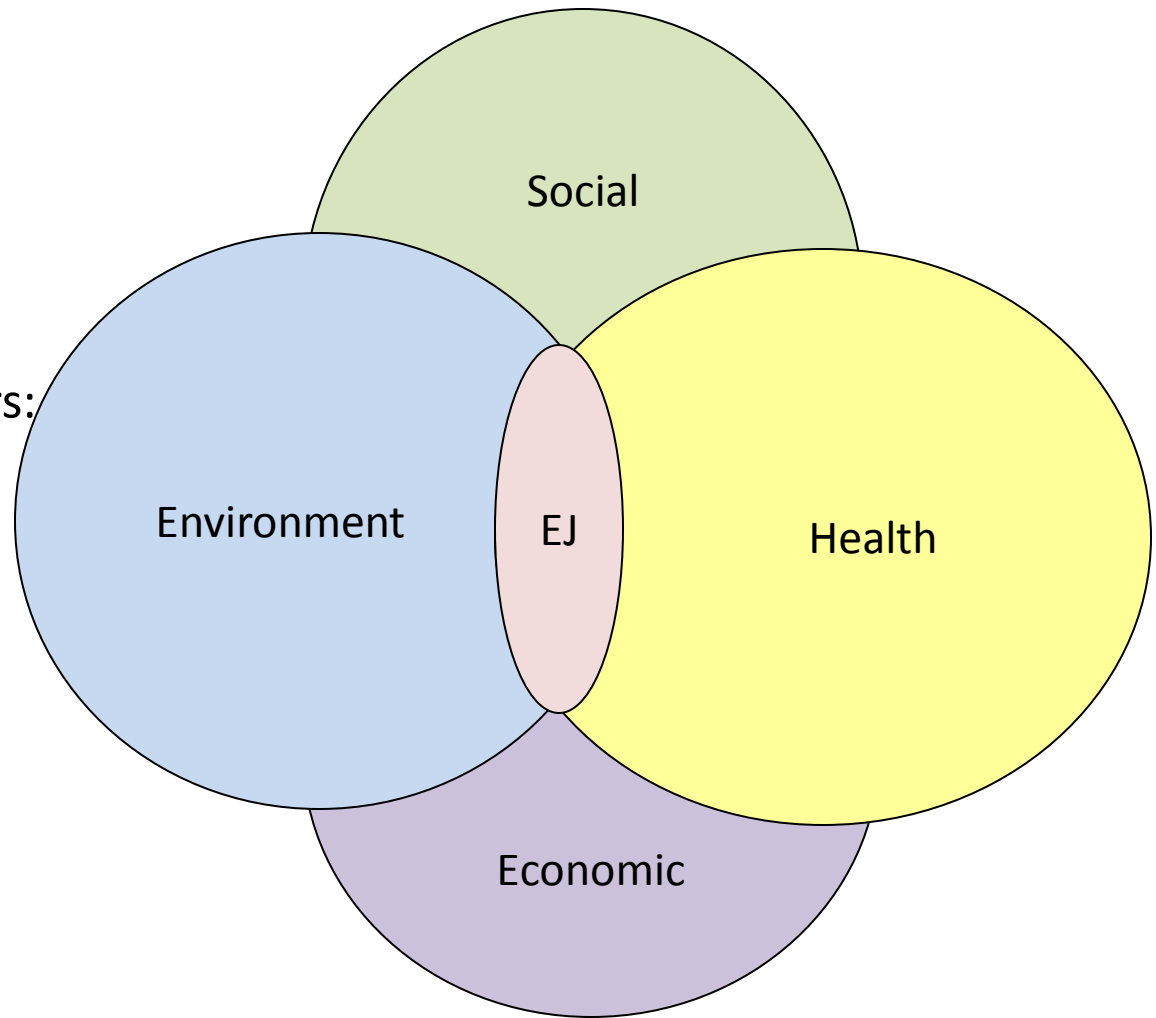
What did I see, smell, or hear today?

Environmental:

Health:

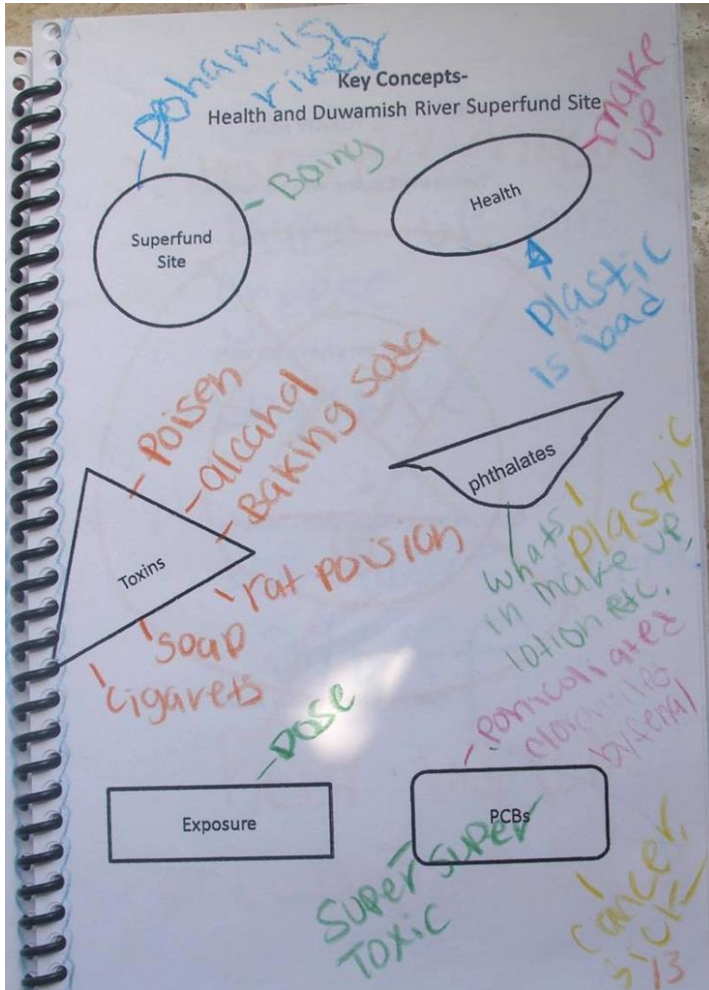
Social:

Economic:

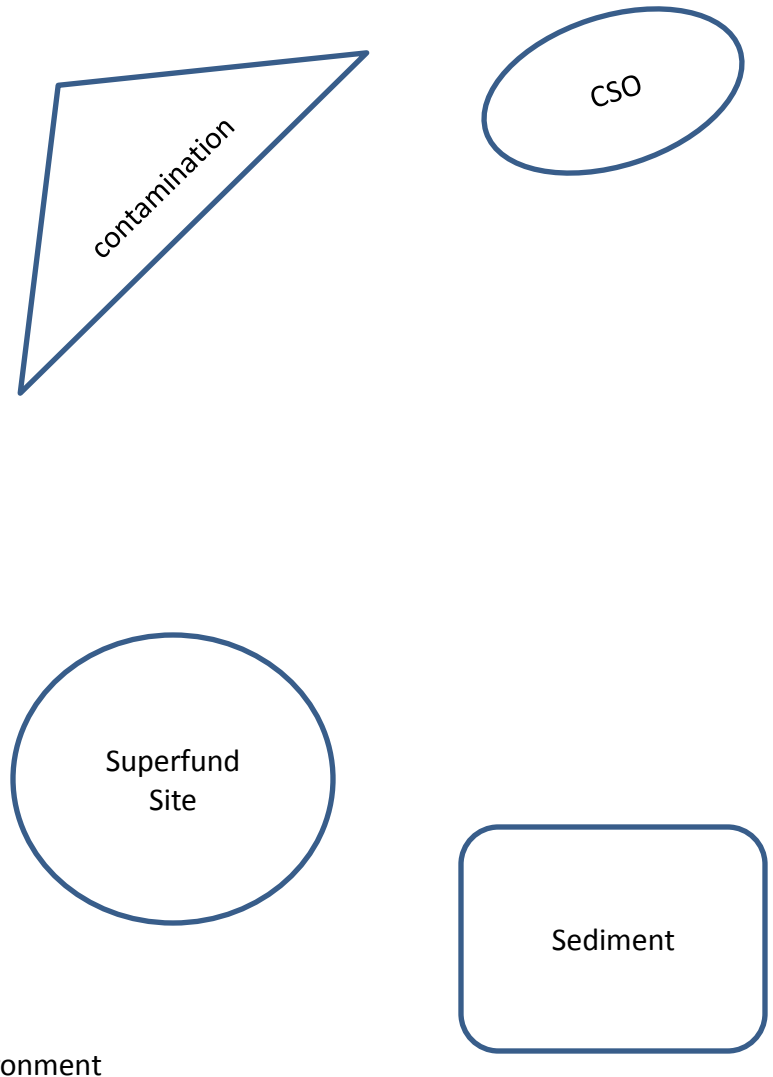


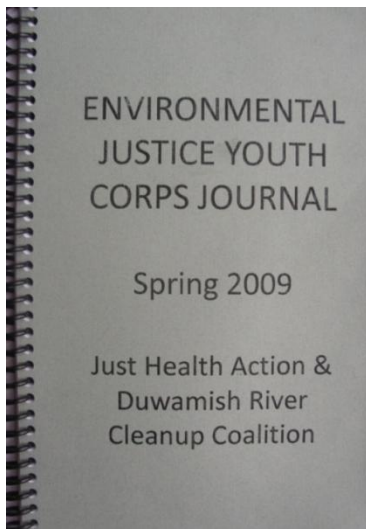
EJ JOURNAL

DRAW HERE



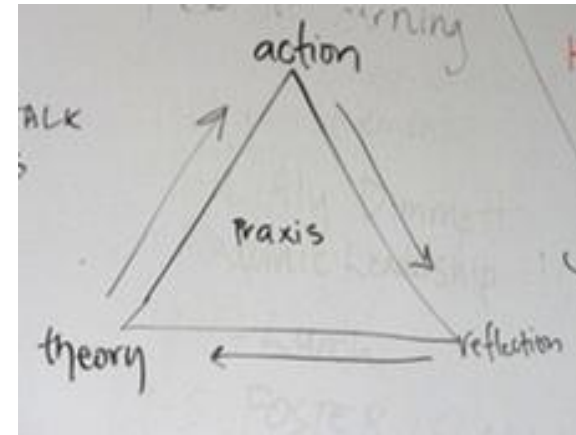
Key Concepts- Duwamish River Tour





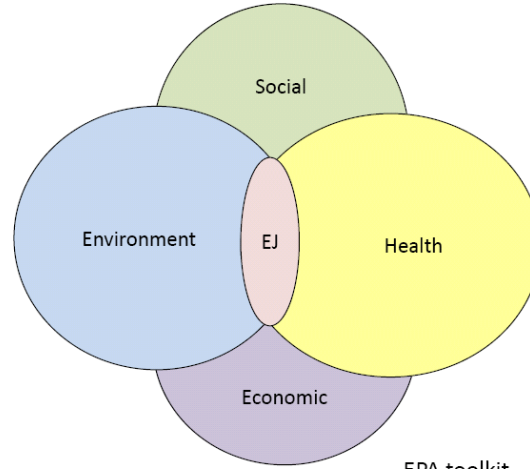
EJ JOURNAL

My Action Ideas

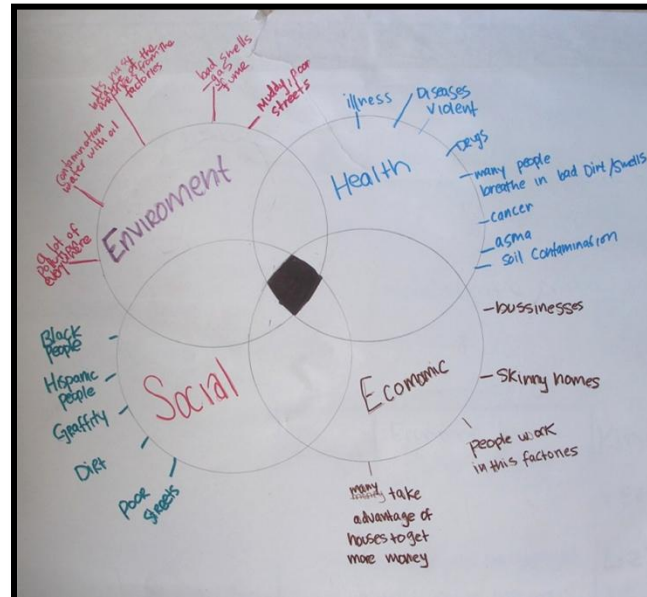


1. What did I see and or learn today?
2. How did it make me feel?
3. What do I think can be done about it?
4. What would my action be?

Environmental Justice Mapping



EPA toolkit

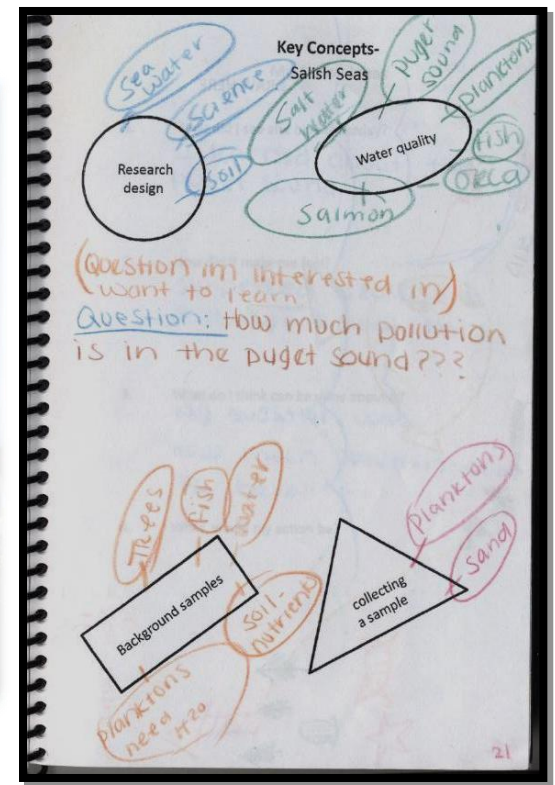


HEALTH EFFECTS OF PHTHALATES (PLASTICS)- MAKE YOUR OWN COSMETICS



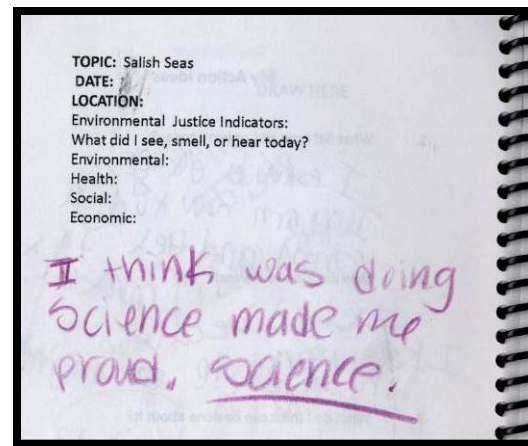
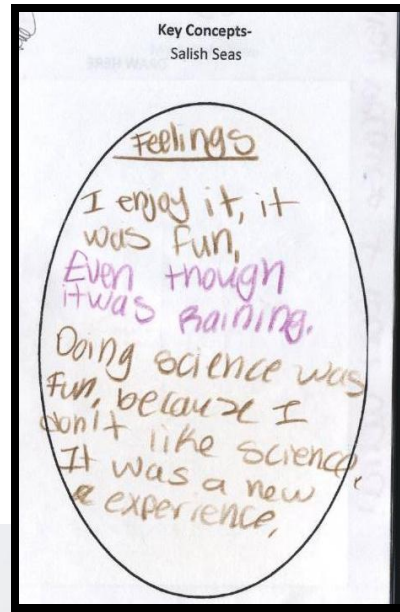
Salish Sea Expeditions

Science inquiry:
How does water
quality in the
Duwamish River
compare to Puget
Sound?



Salish Sea Expeditions

- Team building
- Learning and doing science
- Navigation and sailing skills





Seattle Aquarium



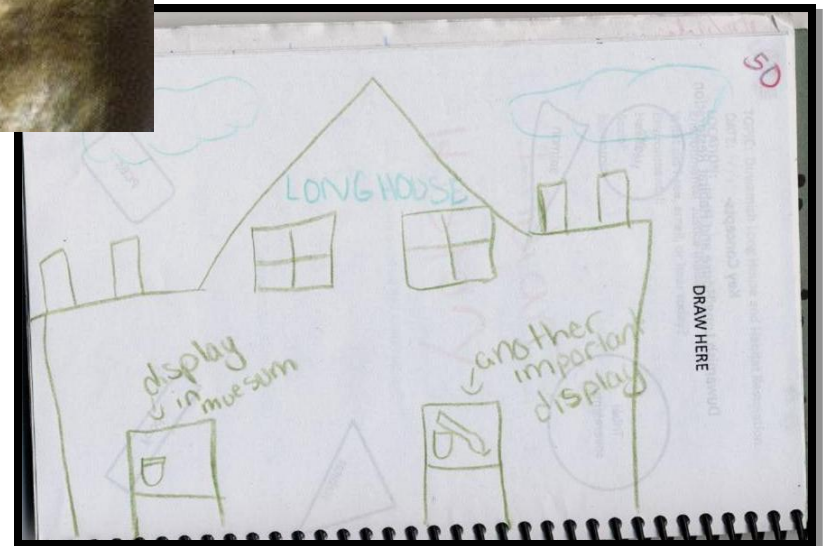
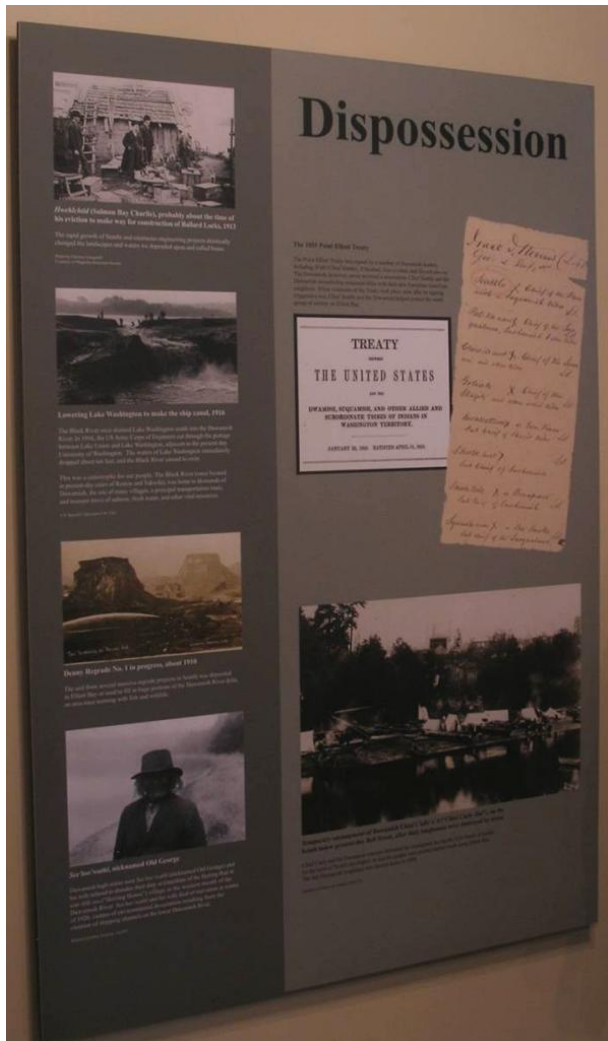
Interdisciplinary approach

- science plus EJ
- art
- technology
- careers

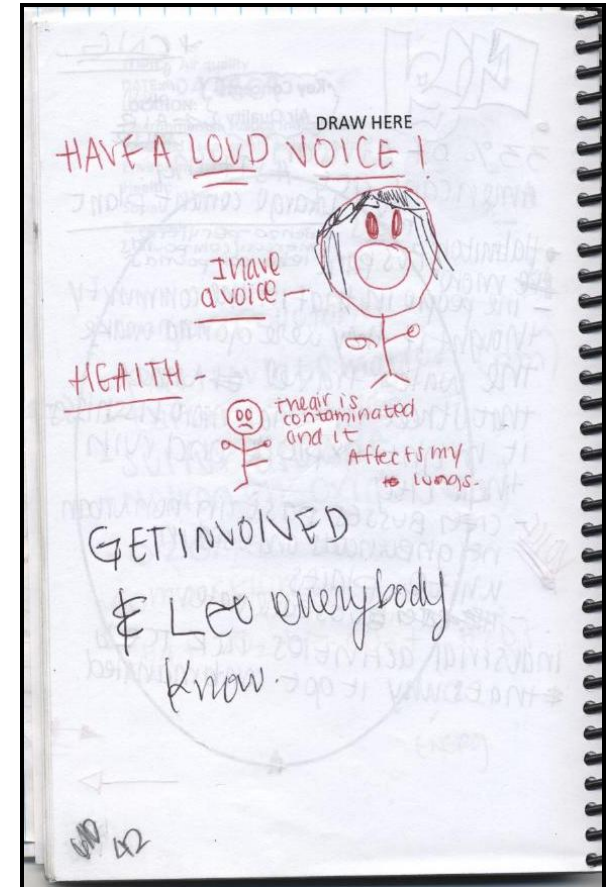
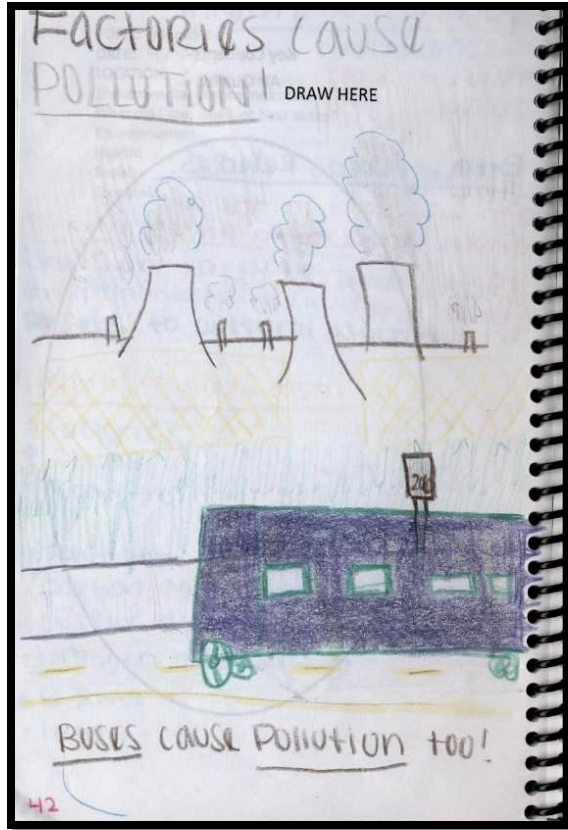


DUWAMISH LONG HOUSE

- Traditional knowledge
- Cultural understanding
- Salmon



AIR QUALITY AND EJ

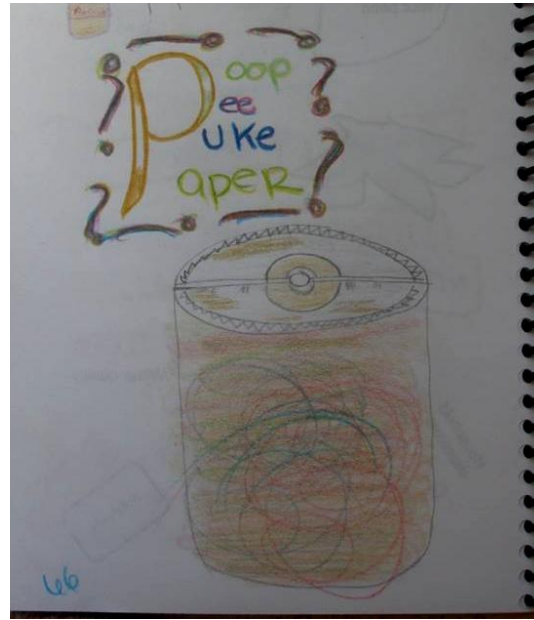


Duwamish Alive!

Community Service – Habitat Restoration

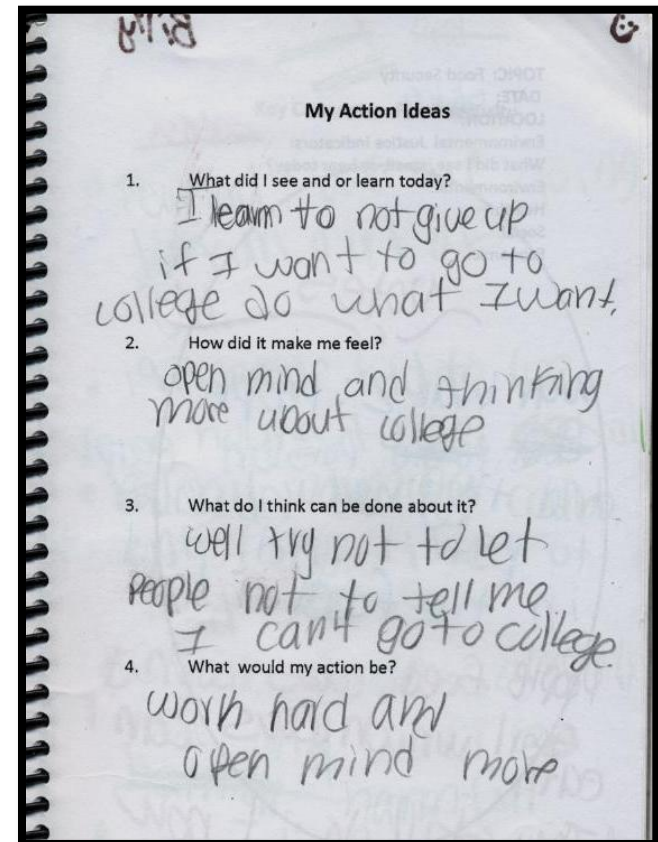


SEWAGE TREATMENT PLANT VISIT



EJ Career Day

- What do you do?
- How have you incorporated EJ into your life/career?
- How has racism affected your health and how have you dealt with it?
- What would you recommend to us?
- Dream Act



University of Washington

Air Quality Laboratory and Office of Minority and Diversity



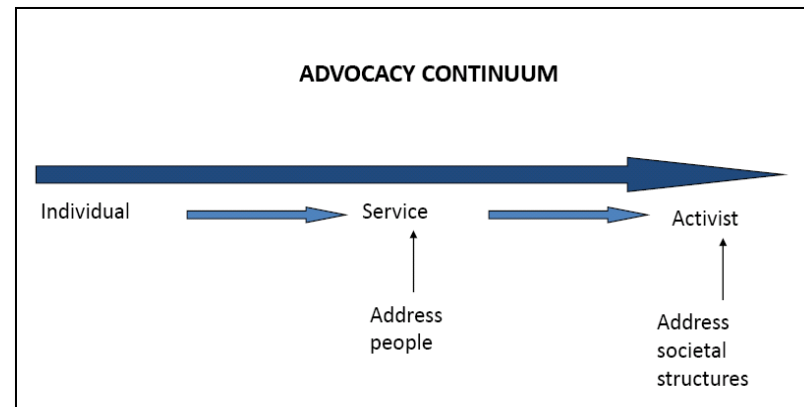


Duwamish River Kayak Trip



Community Action:

What kind of EJ action does EJYC want to do in South Park that can make a positive, sustainable health change in the community?

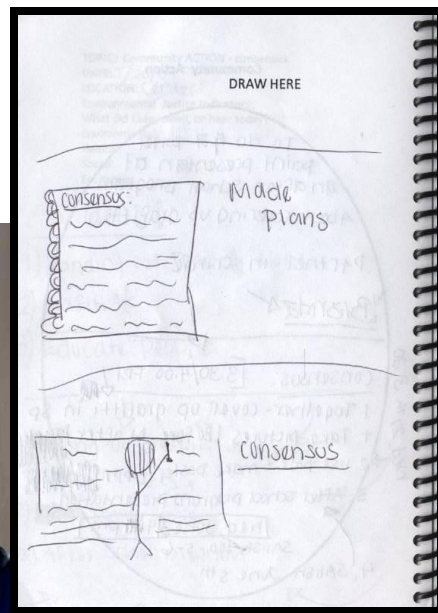


Cover graffiti

Cover up graffiti

Clean Graffiti

Cover graffiti



Consensus:

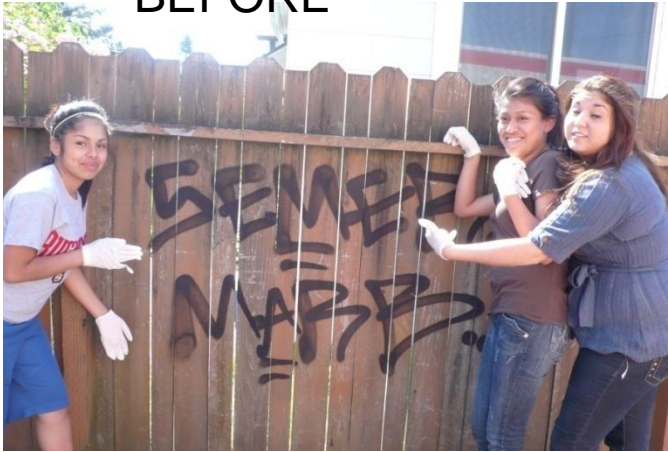
1. TOGETHER - cover up graffiti in SP + take pictures (before + after) Girls in pix [red 3:30/400 red 27th Friday]
 2. Use pix and make poster + PPT (approx 30m) red 27th 3:30
 3. After-school program presentation red June 34-5 Salish too 5-6
 4. Salish June 5th
- \$300 ticket fine fee for graffiti

My Action Ideas

1. What did I see and or learn today?
We made plans on what we wanted to do to change the community. Activism * 4-1
2. How did it make me feel?
Happy, we finally came to consensus. on what we were going to do.
3. What do I think can be done about it?
Stick to our plans. Cover up the graffiti. Start getting our presentation ready.
4. What would my action be?
Help out the community. Activism * 4-1

EJYC COMMUNITY ACTION: GRAFFITI COVER UP AND LITTER PICKUP

BEFORE



BEFORE



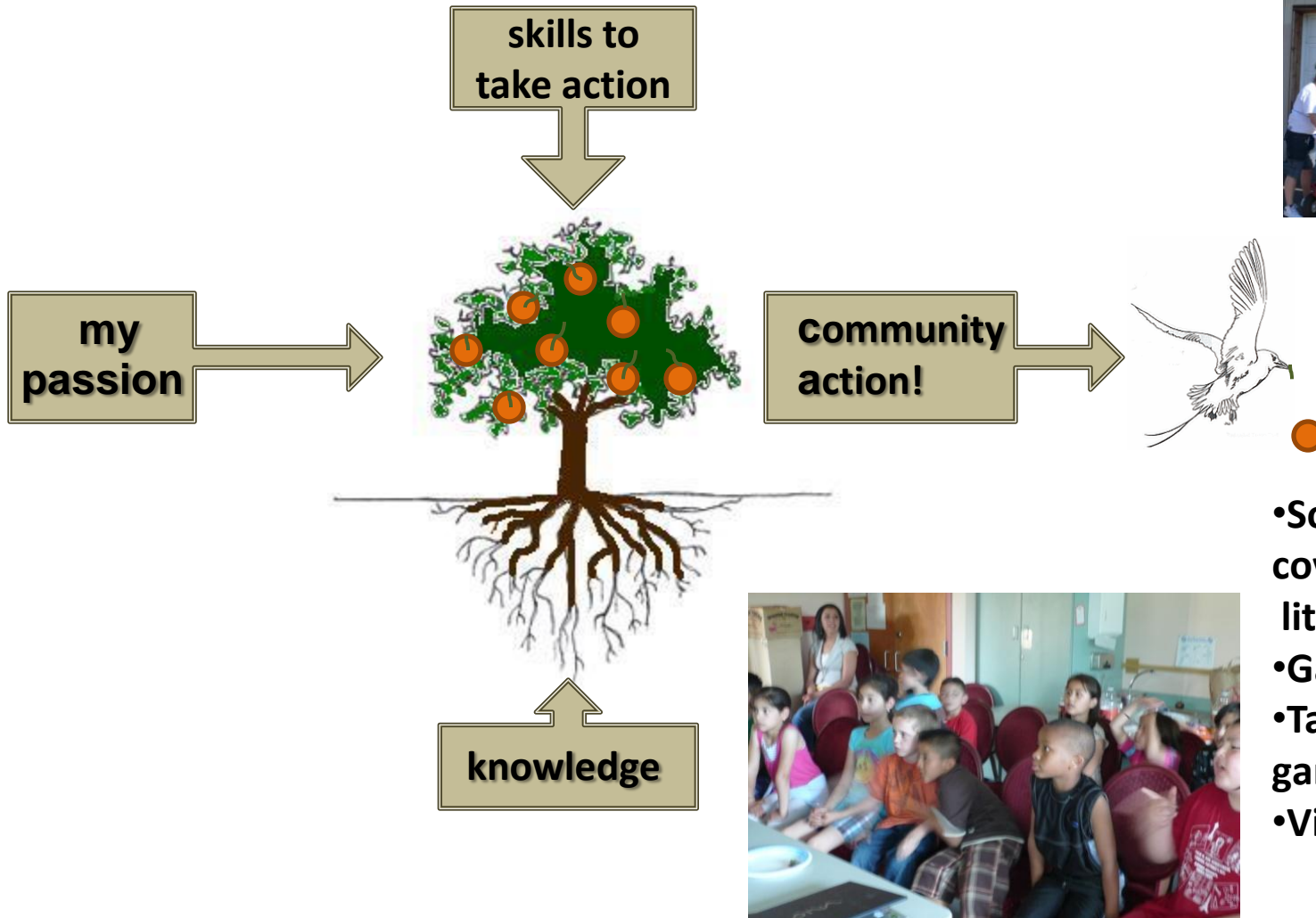
AFTER



AFTER



EJYC COMMUNITY ACTION



- South Park graffiti cover up and litter cleanup
- Gangs → graffiti
- Talk to kids about gangs
- Video



JHA Evaluations

- Student pre-tests and post-tests examined change in: knowledge, attitudes, skills, and empowerment around taking action in the community (critical health literacy)

Partner questionnaire – that worked, what didn't, challenges, successes, how change.



Student evaluations



- Post-test flawed (heat wave + spring fever)
- But.....'*girls kept on coming back*' (Consejo comment)
- EJ journals showed deep reflection (ie, racism)
- "*Interest level high – see wheels spinning*" (Partner comment)
- "*EJ theme- much more universally served in all activities*" (Partner comment)

Partnering challenges



- Multiple partner mission statements
- Lack of knowledge of EJ
- Educational teams do not necessarily have EJ in teaching toolbox.
- Lack of capacity to integrate current organization educational model with EJ educational model

Partner challenges (continued)

- Literacy (environmental vs science)
- Time – need a lot of it to create and nurture relationships
- Money – not set aside anywhere to develop relationships
- Ended one “partnership” – ethics? Misunderstanding?



Partner Successes

- Power of collaboration (EJ journal)
- Opportunity to influence partner educational programs on EJ
- Partners served as mentors and role models for girls
- Science taught through EJ lens



Partner response: challenges



- Working with this unique population without understanding where they were coming from
- More background on girls to tailor education
- Institutional buy-in from own organization (no infrastructure support)
- What to do about people continuity for all partnerships?

EJYC in 2010?

- Latinas are “invisible” – funding goes to boys
- This age group – “too late”
- New partnerships - Concord Elementary and Camp Long
- Applied and received Racism, EJ, health curriculum development (PRRAC)
- Looking for funding



Acknowledgements

Carmen Martinez (co-teacher)

Salish Sea Expeditions

Seattle Aquarium

Washington Sea Grant

Molly Baxter (SSCC)

Robin Clark (PPS)

Consejo counselors and youth

Erin Corwine (UW)

Michael Davis (Seattle Public Utilities)

Katie Frevert (UW)

Christina Gallegos (CCEJ)

James Rasmussen (Duwamish Tribe)

Running Grass (EPA)

Thea Levkovitz (DRCC)

Stacy Noland (Moontown Foundation)

Casey Plank (West Point Sewage Treatment Plant)

Vanessa Reed (SSCC)

Cari Simson (DRCC)

South Park Community Center

South Park Neighborhood Association

Erin Stamper (UW)

Cindy Updegrave (UW)

UW School of Minority and Diversity Affairs



Contact:


Linn Gould, MS, MPH

JUST HEALTH ACTION

GouldJHA@gmail.com

www.justhealthaction.org

EJ Street Mapping

<p>Environment</p> <ul style="list-style-type: none"> - Graffiti on bridges - No traffic = No cars - green water at park - 1 school, many more - but unsafe - violence & drugs 	<p>Social</p> <ul style="list-style-type: none"> - library/consejo/Seamav - Ethnicity = Latino, Black, Asian, - ^{White} Community Center - Poor looking houses - moderate crime
<p>Health/Exposure</p> <ul style="list-style-type: none"> - More drinking and drugs - Contaminated rivers - garbage all over streets - pollution - Nasty smell at park 	<p>Economic</p> <ul style="list-style-type: none"> - most ppl rent their houses instead of own it. - metal place - most people are unemployed - people with more income care more about their property <p>Injustice</p>  <p>Kindra Miriam Lizbeth Lanette "Jose"</p>



JHA's partner

DRCC: Alliance of 10 community, environmental and small business groups

Mission: Ensure a Duwamish River cleanup that is accepted by and benefits the community and is protective of fish, wildlife and human health.