Alton Park/Piney Woods
Environmental Health and Justice Collaborative
End-of-Year 3 Summary Report
List of Appendixes

(Complete Appendixes Content is on the EHJC website at http://chattanoogacreek.utk.edu)

Appendix A: Year 3 EHJC Program Projects- Work Plan Summary and Highlights 4

Appendix B: Collaboration with Calvin Donaldson Environmental Science Academy 11
  - Greenhouse Project Mission/Goals/Objectives
  - Greenhouse Problem/Need/Benefit Statement

Appendix C: Year 3 EHJC IRB Renewal Form 15

Appendix D: EHJC Year 4 Timeline 17

Appendix E: The Alton Park/Piney Woods Environmental Health and Justice Collaborative Year 2 Process Outcome Evaluation 19

Appendix F: Spring 2008 NEC Environmental Health and Wellness Class 41
  Course II – (March 24th – April 28th)

  Part 1: NEC Class 42
  - Environmental Health and Wellness Flyers
  - What is the NEC?
  - NEC Health & Wellness Course II Syllabus
  - Presenters/Schedule
  - Application Packet
  - Health and Wellness Attendance Record and Sign-In Sheet
  - Evaluation Instruments
    o Pre-test
    o Post-test
    o Focus group questionnaire
    o Facilitator questionnaire
    o May 8th Graduation Invitation
    o May 8th Graduation Program
    o Graduate List

  Part II: A Success Story*** 74
  - Classroom Collaboration with Meharry Medical College, CNP, and SDACHC
    o Recipe booklet “You are What Eat: A Recipe Booklet for Healthier Living” was developed after a NEC Students participated in a focus group at CNP concerning the NEC Health and Wellness Course.

***This Booklet will be highlighted at the upcoming National Cancer Institute’s Health Disparities Conference in Washington DC July 13-16 as a “success story”

Part III: Outreach Activities 81
  - All Natural Cooking School April 6th – May 4th 2008
  - Chattanooga Green Public Input Meeting April 24th 2008
Appalachnia Food Desert Summit March 27th 2008
- 1st Annual Health Fair Sponsored by Southside and Dodson Avenue Community Health Centers
- Greenhouse Project at Calvin Donaldson

Appendix G: Southside Youth EJ Art
- Pictures from Environmental Art Display at C.D. that were created by neighborhood youth and displayed on Science Night

Appendix H: Year 3 EHJC Grant Proposal Submissions
- NIEHS Supplemental Grant
  - Administrative Supplements to Promote Partnerships for Environmental Public Health, Partnerships for Environmental Public Health (PEPH)
    - The proposed project is designed to give residents a more active voice through the construction of a community Environmental Narrative – Request is for $85,884.

Appendix I: The Environmental Justice Theatre with John Sullivan and Brian Parras from The University of Texas Medical Branch (UTMB-NIEHS)
- Invitation letter to participants
- Schedule
- Evaluation
  - Informal Focus Group Questionnaire

Appendix J: EHJC Neighborhood Environmental College – Course II
- Youth NEC Environmental Health and Wellness Class at the AP/PW Bethlehem Center (June 10th – July 15th)
  - Application Packet
  - NEC Health and Wellness Course II Syllabus
  - Schedule
  - Pretest

Appendix K: Year 3 EHJC Presentations
- McKay, Larry Birdsall-Dreiss Lecturer, “Chattanooga Creek: How 30,000 tons of Coal Tar Brought Together Scientists, Social Workers and a Community”
  - Presented:
    - February 13, 2008: College of William & Mary (VA)
    - April 9, 2008: Smith College (MA)
    - June 11, 2008 University of Tubingen, Germany
- Rogge, Mary, Invited Lecturer, National Taiwan University, Taipei, Taiwan (July 24, 2007)
- Rogge, Mary Council on Social Work Education 53rd Annual Program Meeting, San Francisco, CA (October 27th – October 30th 2007) scheduled
- Rogge, Mary American Public Health Association Public Policy and Public Health 135th Annual Meeting and Expo, (November 5, 2007) scheduled
- EHJC Team NIEHS Annual Grantee Meeting, Boston Poster Presentation, (December 11, 2007)
- Bruce, John, and Kim Davis, “Building A Neighborhood Environmental College”, presentation on the Exposure Research and Community Capacity Building Panel, at the NIEHS Annual Grantee Meeting (December 11, 2007)
- Davis, Kim, Falice Haire, Niakiah Ward, and Shirley Collins, in ‘Popular Arts & Education in Community-Based Participatory Research: Friere, Boal, etc. as Engines of Change in the Real World”, with John Sullivan, at the 14th Annual Pedagogy and Theatre of the Oppressed Conference in Omaha, Nebraska (May 24, 2008)

**Appendix L: Year 3 EHJC Media Coverage**

- Press Releases to *Chattanooga Times Free Press*
  - Alternative Spring Break Brings North Carolina Students to Calvin Donaldson Elementary School in Chattanooga’s Alton Park Community
  - “Going and Growing Green” Science Night
- “Empowering a Community” - Published on UTK’s website in the Spring 2008
- “Knoxville professor selected to give international lectures” – *The Daily Beacon*
- “College students build greenhouse at elementary school” – *Chattanooga Times Free Press*
- “City planners study need for grocery stores” – *Chattanooga Times Free Press*
- Publications from Community Section of *Chattanooga Times Free Press*
  - “Registration underway for Neighborhood Environmental College”
  - “Winthrop Students coming to town with service in mind”
  - “Alton Park named one of six urban food deserts in Chattanooga”
  - “Greenhouse coming to Calvin Donaldson”
  - “Going and Growing Green Science Night set for May 8 at Calvin Donaldson”
  - “Report from Forum Theatre shared”
Appendix A

Year 3 EHJC Program Projects - Work Plan Summary and Highlights
<table>
<thead>
<tr>
<th>PROJECT/ COMMITTEE</th>
<th>PROJECT LEADER</th>
<th>PROJECT TEAM MEMBERS</th>
<th>MAJOR TASKS and ACCOMPLISHMENTS</th>
</tr>
</thead>
</table>
| Youth Planning Committee  | John Bruce (SSDACHC) | Shere’ Washington (CNP)  
Falice Haire (APDC)  
Kim Davis (UT-ISSE)  
Stephanie Harness (UT-CSW)  
Debbie Perkins (UT-ISSE)  
Taletha McJunkin (VAP)  
Tracy Wamp (SSRC)  
Manuel Rico (City Council)  
Carol Hinton (CD)  
Cheryl Shouse (HCHD)  
Laura Bryant (UT-CSW)  
Tracy Wamp (SSRC)        | 1. The youth planning committee was dissolved in early 2008 as subcommittee work expanded into distinct project areas reflected in this work plan. Now, those who attend the EHJC All-Team Meeting make decisions to carry out the project area goals and objectives the youth planning committee was previously making. Those who were on the youth planning committee who do not attend All-Team EHJC Meetings are still called up for input and play a role in the decisions, work and processes that occur in AP/PW. |
| Oral History Project/ Environmental Theater | Debbie Perkins/ Kim Davis | Falice Haire (APDC)  
John Bruce (SSDACHC)  
Christine Barnes (NEC Grad)  
Benny Watkins (NEC Grad)  
Gloria Witcher (NEC Grad)  
Kim Davis (UT-ISSE)  
Laura Bryant (UT-CSW)  
Tracy Wamp (SSRC)        | 1. Maintained community partnerships with Howard School of Academics and Technology, Southside Recreation Center, and The Villages at Alton Park (ongoing).  
3. Lessons learned from the EJ workshop are being incorporated into the 2008 June-July NEC Youth course  
4. EHJC Staff were trained in the use of a video camera to record oral histories.  
5. Southside Youth EJ Art! Southside Recreation Center youths created illustrated their interpretation of the environment and how it relates to life, and the preservation of our planet. EHJC purchased art supplies.  
6. Southside Youth artwork was displayed at the Center, at EHW graduation/Science Night May 8, 2008, and during the CD Greenhouse ribbon cutting/dedication. |
<table>
<thead>
<tr>
<th>PROJECT/ COMMITTEE</th>
<th>PROJECT LEADER</th>
<th>PROJECT TEAM MEMBERS</th>
<th>MAJOR TASKS and ACCOMPLISHMENTS</th>
</tr>
</thead>
</table>
| NEC (Environmental Health & Wellness - Adult) | John Bruce (SSDACHC) & Falice Haire (APDC) | Geri Spring (APDC) Christine Barnes (NEC Grad) Benny Watkins (NEC Grad) Gloria Witcher (NEC Grad) Kim Davis (UT-ISSE) Laura Bryant (UT-CSW) Bingham Pope (SWORPS) | 1. This EHW class met at CD March 24th – April 28th 2008  
   a. In-class/outreach activity included:  
     i. All Natural Cooking School  
     ii. Green Cleaning Products Mixing  
     iii. Chattanooga Food Desert Summit March 27  
     iv. Chattanooga Green Public Input Meeting April 24  
     v. CNP 2K Walk-a-Thon 2008 Saturday May 3  
   2. NEC Course Two Graduation (May 8, 2008) held at CD |
| NEC (Environmental Health & Wellness-Youth) | Falice Haire (APDC) Geri Spring (APDC) | Kim Davis (UT-ISSE) Laura Bryant (UT-CSW) Bingham Pope (SWORPS) | 1. This Youth class is meeting at the Howard School of Academics and Technology from June 10 to July 14.  
   a. Scheduled in-class/outreach activity includes  
     i. Native American Longest Walk  
     ii. Media Training/Oral History/EJ Theater and Action  
     iii. Healthy Food Choices and Gardening |
| NEC Course 3 Development (Leadership and Advocacy) | Geri Spring | Falice Haire (APDC) | 1. Course development during fall 2007; planning discussions with Villages  
   2. Implementation planned for Year 4. |
   2. NEC course held at CD in Spring 2008.  
   3. EHJC funded a greenhouse (provided cash and organized in-kind contributions and labor) for CD to be used by the school to teach gardening practices.  
   4. 20 students from Winthrop University, Rock Hill, South Carolina visited the EHJC on March 17, did the AP/PW “Toxic Tour”, helped construct the greenhouse and donated $200 to CD. Chattanooga Free Times Press produced an article and a video available at the CFTP website.  
   5. Community volunteers gave time and in-kind resources to lay a concrete foundation and landscape the greenhouse.  
   6. Greenhouse dedication and ribbon cutting was at the NEC graduation on May 8, 2008. |
### Year 3 EHJC Program Projects – Work Plan Summary and Highlights

**Historic Exhibit**
- **Project Leader**: John Bruce (SSDCHC)
- **Team Members**: Geri Spring (APDC), Shere’ Washington (CNP)
1. Data / material collection is ongoing; development and implementation planned for Year 4 in conjunction with Oral History, Youth Planning, and NEC course activities.
2. Currently a historic exhibit display is a SSDCHC. In year 3 the display was displayed at The Environmental Justice Theatre, and the 1st Annual South Chattanooga Health Fair.

**National Cleanup Day in AP/PW**
- **Project Leader**: Falice Haire (APDC)
- **Team Members**: John Bruce (SSDCHC), Geri Spring (APDC)
1. NEC graduates participated in the cleanup event in the AP/PW neighborhood.

**Chattanooga Food Desert Summit**
- **Project Leader**: John Bruce (SSDCHC)
- **Team Members**: Falice Haire (APDC), Geri Spring (APDC)
1. Issues and answers pertaining to food access, nutrition, and economic development in Chattanooga’s underserved communities was addressed.
2. AP/PW is one of six food deserts in Chattanooga
3. Six spring NEC students attended the Food Desert Summit

**Spring 2006 Health Fair – May 3, 2008**
- **Project Leader**: John Bruce (SSDACHC)
- **Team Members**: Montrell Beasley (CDPR).
1. Hosted by The Southside Recreation Center and SSDACHC.
2. Four spring NEC students participated and volunteered in this event.

**CNP 2K Walk-a-Thon – May 3, 2008**
- **Project Leader**: Shere’ Washington (CNP)
- **Team Members**: John Bruce (SSDACHC)
1. Hosted by CNP, festivities were held at The Villages at Alton Park.
2. Two spring NEC students participated in this event.

**Publicity/Marketing of EHJC**
- **Project Leader**: Laura Bryant (UT-CSW)
- **Team Members**: Geri Spring (APDC), Kim Davis (UT-ISSE), Falice Haire (APDC), John Bruce (SSDACHC)
1. Magnets were developed and produced to advertise NEC.
2. T-shirts were developed with EHJC logo, Environmental Journey drawing (created by a youth participant), and CNP. T-shirts were distributed to participants and community members.
3. Environmentally safe household cleaners were made by NEC class participants and distributed at the health fair with the EHJC logo on them.
4. Posters advertising the EHJC and NEC were developed and displayed at The Bethlehem Center, SSRC, and SSDACHC.
5. New pamphlets explaining the EHJC and NEC were developed and are continually distributed.
<table>
<thead>
<tr>
<th>PROJECT/ COMMITTEE</th>
<th>PROJECT LEADER</th>
<th>PROJECT TEAM MEMBERS</th>
<th>MAJOR TASKS and ACCOMPLISHMENTS</th>
</tr>
</thead>
</table>
| NIEHS Grantee Annual Meeting                         | Mary Rogge (UT-CSW)     | John Bruce (SSDACHC)  
Falice Haire (APDC)  
Kim Davis (UT-ISSE)  
Helen Pinkerton (SSDACHC)  
Geri Spring (APDC) | 1. Attended NIEHS Grantee Annual Meeting in Boston, MA December 9-12, 2008  
2. Poster Presentation, AP/PW EHJC  
4. 2008 EJ and CBPR Annual Grantee Meeting Planning Committee |
| 14th Annual Pedagogy and Theater of the Oppressed Conference | Kim Davis (UT-ISSE)     | Falice Haire (APDC)  
Shirley Collins (NEC Graduate)  
Nakia Ward (NEC Graduate) | 1. “Creating a Community Narrative Using the Neighborhood Environmental College”, presented by Kim Davis, Falice Haire, Niakiah Ward, and Shirley Collins. In the workshop ‘Popular Arts & Education in Community-Based Participatory Research: Friere, Boal, etc. as Engines of Change in the Real World”, with John Sullivan, on May 24, 2008 at the 14th Annual Pedagogy and Theatre of the Oppressed Conference in Omaha, Nebraska (hosted by the University of Nebraska). |
| Tennessee Comprehensive Cancer Control Coalition      | John Bruce (SSDACHC)     | Shirley Collins (NEC Graduate)                                                     | 1. Community member attended conference.  
2. The Conference was hosted by St. Jude Children’s Research Hospital May 15th and 16th in Memphis, TN.                                                                                                                     |
| Website Development & Maintenance                    | Kim Davis (UT-ISSE)     | Vijay Vulava                                                                       | 1. Update and make additions to NIEHS-EHJC website (ongoing)                                                                                                                                                                        |
| Literature: Review and Update                        | Laura Bryant (UT-CSW)    | Mary Rogge (UT-CSW)  
Kim Davis (UT-ISSE) | 1. Database continues to be updated throughout the grant with updated information and articles (ongoing)                                                                                                                                         |
<table>
<thead>
<tr>
<th>PROJECT/COMMITTEE</th>
<th>PROJECT LEADER</th>
<th>PROJECT TEAM MEMBERS</th>
<th>MAJOR TASKS and ACCOMPLISHMENTS</th>
</tr>
</thead>
</table>
| Meharry/ EHJC Coordination (including sub-grant) | Kim Davis (UT-ISSE)  | Helen Pinkerton (SSDACHC) John Bruce (SSDACHC) Mary Rogge (UT-CSW) Margaret Hargreaves (MMC) | 1. Dr. Hargreaves and EHJC met to discuss submitting grant proposals, but time limitations prevented us from actually following through with this.  
2. Drafted and submitted: Grant was “Administrative Supplements to Promote Partnerships for Environmental Public Health, Partnerships for Environmental Public Health (PEPH)”  
3. Andy Fazzio donated his time to landscape around the new greenhouse at Calvin Donaldson Elementary School.  
4. Other donations were made by Julia Gregory and George Bartnik of the Tennessee Aquarium, Rock-Tenn, Reflection Riding Arboretum and Botanical Garden, Creative Discovery Museum, Camp Lookout, Stone Source Tile Company, Students of Winthrop University, Calvin Donaldson teachers, staff, parents and students. |
| Grants/ Funding                         | Kim Davis (UT-ISSE)  | Helen Pinkerton (SSDACHC) John Bruce (SSDACHC) Mary Rogge (UT-CSW) Margaret Hargreaves (MMC) | 1. Drafted and submitted: Grant was “Administrative Supplements to Promote Partnerships for Environmental Public Health, Partnerships for Environmental Public Health (PEPH)”  
2. Andy Fazzio donated his time to landscape around the new greenhouse at Calvin Donaldson Elementary School.  
3. Other donations were made by Julia Gregory and George Bartnik of the Tennessee Aquarium, Rock-Tenn, Reflection Riding Arboretum and Botanical Garden, Creative Discovery Museum, Camp Lookout, Stone Source Tile Company, Students of Winthrop University, Calvin Donaldson teachers, staff, parents and students. |
| Evaluation                               | Debbie Perkins (UT-ISSE)/Kim Davis (UT-ISSE) | Helen Pinkerton (SSDACHC) John Bruce (SSDACHC) Mary Rogge (UT-CSW) Margaret Hargreaves (MMC) | 1. Analyzed NEC Youth Course pre and post tests, reaction surveys, June – August 2007.  
2. Drafted, administered, and analyzed EHJC staff mailed surveys August – October 2007.  
4. Administered pre test and focus groups to NEC spring EHW class participants March-April 2008.  
5. Environmental Justice Theater Focus Group held and comments recorded post-workshop April 2008.  
6. Pre, post-tests, and reaction surveys scheduled for NEC summer Youth class participants June-July 2008.  
7. End-of-Year staff focus group and staff surveys planned for August 2008. |
Abbreviations:
APDC - Alton Park Development Corporation
CD - Calvin Donaldson Environmental Science Academy
CNP - Community Networks Program
CDPR - Chattanooga Department of Parks and Recreation
SSDACHC - South Side Dotson Avenue Community Health Center
SSRC - Southside Recreation Center
SWORPS - Social Work Office of Research and Public Service
UT-CSW - University of Tennessee College of Social Work
MMC - Meharry Medical College

UT-ISSE - University of Tennessee Institute for a Secure and Sustainable Environment
VAP - Villages at Alton Park
HCHD - Hamilton Co. Health Dept.
ECL - Earth’s Care Landscaping
UTMB – NIEHS: John Sullivan, University of Texas Medical Branch and Co-Director: Public Forum & Toxics Assistance Sealy Center for Environmental Health & Medicine, NIEHS Center in Environmental Toxicology University of Texas Medical Branch @ Galveston TX, NIEHS Center for Environmental Toxicology
Appendix B

Collaboration with Calvin Donaldson Environmental Science Academy
Greenhouse Project 2008-2009

Mission Statement of the Greenhouse Project
To promote student and family learning of how all things are connected on our planted
by focusing on the environment and natural resources while collaborating with
community partners

Goals
1. To bring family, students, and community together through greenhouse project
2. To develop interconnectedness of environment and partners
3. To recycle natural resources

Objectives
(Family, student, & community)
1. Each student will learn the direct effect the environment has on them
2. Each student will recognize energy recycling through the intersection of
   plant growth and nutrition
3. Each student will learn a healthy lifestyle through nutrition

Geographic Area Served
1. Alton Park
2. Piney Woods
3. Magnet Students of CDESA
4. Families
5. Community at large
6. St. Elmo

Community Partners
1. NEC: Neighborhood and Environmental College
2. CNP:
3. Sustained Environment
4. Health Department
5. Meharry Medical
6. Rockhill Students from Winthrop University
7. UTC: University of Tennessee Chattanooga
8. UTK: University of Tennessee Knoxville

Greenhouse Timeline
Activities to be implemented by staff, students, families and partners (something on gardening techniques
for volunteers)

February: BOD Approval
March: funding → Lay Foundation → Build Greenhouse →
   5 Gallon cans for Solar Energy → Shelving → Seeds for Planting
April: Spring planting → Classes on energy recycling → Composting → Cultivating
May: Run/Walkathon → Food Preparation

**Curriculum based on current benchmarks and standards for environmental science and state TENN
Mission: Family Engagement
1. To promote family learning and empowerment through the development of family, school and community partnerships
2. While....
3. Collaborating...

Focusing on the environment with community partners, students learn the importance of preserving our resources and how all things on our planet are interconnected.

Problems:
Identify school and community historical issues unemployment issues
- Historical Pollution
- Industrial Environment
- Graduation Rate

Process Evaluation: Outcomes
* This is directly correlated to state and student performance indicators

Students will be tested on classroom material
Adults will have pre and post survey of the information they have at the beginning, middle and completion of project

Need:
- To change (redirect, develop, enhance) environmental mindset
- Better Nutrition - more information on food

Benefits:
Students and staff at CDESA practice “recycling energy” by participating in a community project that recognized the interconnectedness of all living systems. Students will experience in the Greenhouse project that they are linked to their science and humanities curriculum though key concepts:

Key Concepts:
These Concepts are embedded in the long-term pedagogical goals and visions of the school

1. Community
2. Sustainability of Life
3. Cyclics
4. Flows
5. Networks
6. Diversity
7. Responsibility
8. Teaching goals in the mission and vision
Greenhouse Purpose/Mission

Calvin Donaldson Environmental Science Academy (CDESA) will provide students with an awareness of the importance of preserving our resources and how all things on our planet are interconnected.

We will also promote learning of environmental awareness, natural resources and collaboration with students, families, and community partners.

Problem

There is a historical pollution on the land surrounding CDESA. The contamination prevents us from growing a garden on the land surrounding the school. There is now awareness of the damage being done to the environment through human activity and the future can be changed through education of children and families.

Need

We believe that a greenhouse will give our students an effective way to create a broader environmental knowledge without subjecting them to the current environmental hazards on our land. The students will develop skills involved in identifying, investigating and problem solving associated with growing plants. Many community groups are working on ways to solve the problems of pollution in our area and will partner with our students to help them learn ways to sustain the environment to make it a better future. Students, families, and community partners need a place for hands-on/concrete understanding/experiences about ecosystems, natural resources and how they impact the environment.

Benefit

Students, at CDESA will practice “Recycling Energy” by participating in a community project that recognizes the interconnectedness of all living systems. The greenhouse project will link science and humanities curricula. Sustainability, cycles of science and life, networks, diversity and personal responsibility are just a few concepts that students will focus on. These concepts are embedded in the long-term pedagogical goals and mission of the school. Our students and their families will gain an awareness and sensitivity to the environment and related issues. They will also gain skills involved in identifying, investigating, and problem solving associated with the environment. We believe that their attitudes and actions will reflect feelings of concern for the environment. Students will have a sense of responsibility through participation and action as individuals and partners with the community.

The greenhouse will be a learning laboratory, essentially a new classroom with endless opportunities for investigation and study. Our students will learn responsibility through the nurturance of plants that will benefit the entire school while recycling natural resources and collaborating with community partnerships.
Appendix C

Year 3 EHJC IRB Renewal and New Approved Forms
Date: December 13, 2007

To: Rogge, Mary, et al
   Social Work
   310 Henson Hall
   Campus

From: Brenda Lawson
      Compliances

Subject: Annual Review and Progress Report:
        Project Involving Research with Human Subjects

IRB #: 6922B

IRB-APPROVED RENEWAL

Project: The Alton Park/Piney Woods Environmental Health & Justice Collaborative

Initial Approval Date: 11/18/2005    Last IRB Approval Date: 12/13/2007

Approval Expires: 11/18/2008

In response to our request regarding annual review and a progress report of the above protocol, you indicated that the study is still active and that there have been no changes with regard to the use of human subjects in this project since the last date of review. Therefore, the Institutional Review Board has approved the protocol until November, 2008, which coincides with the anniversary month of your initial approval date.

If there should be any modifications in the project before the date of next annual review, please submit them, utilizing a Form D, to the Compliances Office immediately for review. Requests for your next annual review will be sent to you approximately one month prior to the expiration date.
Appendix D

EHJC Year 4 Timeline
## EHJC Timeline

<table>
<thead>
<tr>
<th>Proposed Schedule</th>
<th>Year1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Assessment Plan</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build on existing community networks</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Develop Neighborhood Environmental College structure, develop course curriculum</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Implementation Plan</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin courses</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Historical data collection (repositories, other secondary documents)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Collect oral histories</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Develop and exhibit historic documentation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Engage in leadership development programs</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Participate in EHJC research Project-lab and field visit training</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Communication and Dissemination Plan</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit/exchange with other communities</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Building cooperative relationships</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Engagement in political processes and meetings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Newsletter and website updates</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process evaluation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Outcome evaluation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

- In this table 1<sup>st</sup> refers to the first half of the year and 2<sup>nd</sup> refers to the second half of the year.
Appendix E

The Alton Park/Piney Woods Environmental Health and Justice Collaborative Year 2 Process Outcome Evaluation
DRAFT
Alton Park/Piney Woods
Environmental Health and Justice Collaborative: Program Evaluation Year 2, 2006-2007

Environmental Justice Grant #1R25ES014317-02

[1] The EHJC was made possible by a grant funded through the National Institute of Environmental Health Sciences (NIEHS), Environmental Justice Grant #1R25ES014317-02. Contents of this DRAFT report are solely the responsibility of the authors and do not necessarily represent the official views of the NIEHS, NIH.
Introduction

Upon award of a grant from the National Institute for Environmental Health Sciences, on September 19, 2005, co-principal investigators from three primary organizational partners (Alton Park Development Corporation (APDC), Chattanooga, TN; Southside/Dodson Avenue Community Health Centers (SS/DACHC), Chattanooga, TN; University of Tennessee (UTK), Knoxville, TN) launched the Alton Park/Piney Woods Environmental Health and Justice Collaborative (AP/PW EHJC). “The purpose of the EHJC is to extend support and guidance to AP/PW residents and to increase public awareness, understanding, and knowledge about environmental health-related issues in AP/PW.”

An evaluation of the AP/PW EHJC was conducted after the first year of program operation to assess “implementation of the EHJC, collaboration and relationships among partner organizations, and early signs of program impact” and findings were published in the year 1 evaluation report. In an effort to continue to assess and improve service delivery and program implementation, an evaluation has also been conducted of year 2 activities. The purpose of the evaluation is to examine program development, implementation, and process for year 2 activities and events as specified by EHJC staff in the Year 2 planning sessions.

During planning sessions, EHJC staff agreed the following efforts should be the focus of year 2 program development and developed committees to plan and organize these efforts:

1. Youth Component
2. Oral History Project
3. Outreach – Calvin Donaldson
4. Historic Exhibit
5. Grants/Funding
6. NEC Course 1: Contamination and the Chattanooga Creek
7. NEC Course 2: Environmental Health and Wellness
8. NEC Course 3: Leadership Development
9. Website Development and Maintenance
10. Program Evaluation

Presented below as part of the year 2 evaluation is a synopsis of each committee including evaluation of planning efforts, specific activities/events, communication, dissemination of information, etc. Appendix A provides a list of each committee and respective committee members.

In addition to assessing the development, implementation, and outcomes of planned EHJC activities and events and in accordance with the stated objectives in the evaluation plan of the EHJC proposal, the year two evaluation also provides an overall assessment of major EHJC objectives, including the following:

- Interaction and collaboration;
- Capacity building and leadership development;

---

1 Deborah G. Perkins, Ph.D., Senior Research Associate, The University of Tennessee, Institute for a Secure and Sustainable Environment, Knoxville, TN. November, 2007. Please do not cite without author’s permission.
3 Ibid, p.
Youth Component

During year 2 a Youth Planning Committee was formed to develop and incorporate the youth component of the EHJC. This committee held monthly meetings to discuss/plan

- collaboration with existing youth groups in the community;
- how to actively engage youth in the planning process;
- specific EHJC programs and activities for youth in AP/PW.

Major tasks and accomplishments as reported in the Year 2 NIEHS Progress Report include the following:

- The committee met for the 1st time (November 2006);
- 1st youth gathering was hosted to acquaint youths with EHJC; played Starpower a simulation of power dynamics and relationships (December 28, 2006);
- 2 EHJC staff participated in U.S. Social Forum Southeast Regional Gathering (planning sessions) in Atlanta GA (February 10-11, 2007) to plan youth events;
- Youth made site visits to toxic sites in the AP/PW neighborhood (February 13, 2007);
- Developed, and implemented the first NEC youth camp (Summer 2007);
- Planned and hosted the youth summit, as part of NEC youth course (June 23, 2007);
- Collaborated with local organizations including: Bethlehem Center, Youth Villages, Southside Recreation Center, and Howard [High] School of Academics and Technology (ongoing);

Youth Environmental and Leadership Development Camp

In summer, 2007, the Alton Park/Piney Woods Health and Justice Collaborative teamed with the Bethlehem Center’s Leadership Academy Summer Program, The Villages, and the Southside Recreation Center to offer the Youth Environmental Leadership Development Camp. This 40-hour camp provided an opportunity for more than 40 youth ages 11 to 17 to participate in education, training, and hands-on learning activities about environmental health and justice issues in the community. The Youth Camp was based on the ideas and practices of the EHJC’s Neighborhood Environmental College (NEC) and modeled on the first NEC Course, Contamination and the Chattanooga Creek.

The camp provided opportunities for students to:

- Study and explore the history of the local community;
- Learn more about what environmental research is and how to do it;
- Learn more about environmental careers;
- Learn more about issues facing people in the community;
- Develop important leadership skills that carry over to every part of life;
- Work cooperatively with other students to improve the community.
Students were provided a $50 stipend for 100% attendance. (See http://chattanoogacreek.utk.edu/youth.htm for more information).

**Participant Reaction**

Evaluators asked participants to evaluate implementation of the EHJC’s Youth Environmental and Leadership Development Camp. As shown in Figure 1, the majority of participants expressed agreement that the Camp was well-planned, classes began and ended on time, classes were held at a convenient time and location, and the course was just about the right length.4

![Figure 1. Participant's Reaction to Youth Environmental and Leadership Development Camp](chart)

Participants held generally positive perceptions of the course teachers/facilitators. Figure 2 shows that the majority of respondents agreed that teachers were well prepared, presented material in a clear manner, and were responsive to questions asked by participants.

---

4 Positive results are generally over-reported in self-reported survey data. In consideration of this limitation a meaningful way to interpret the findings is to calculate for each item total percentages for: those expressing agreement and strong agreement and those expressing disagreement and strong disagreement and compare. Those items with relatively higher percentages are particularly meaningful.
The majority of participants indicated their knowledge of the environment and their community increased as a result of participation in the camp (Figure 3). The majority also agreed that they think differently because of their participation. Interestingly, only one-half (50%) of participants responded that they would do something differently as a result of their participation in the youth camp.

While more than three-fourths of participants (76%) agreed the course was useful to them in their daily lives, less than half (43%) indicated that they would take another class, and only 26% of participants agreed that they would recommend the camp to family and friends (Figure 4).
Figure 4. Other Participant Responses

When asked to assign an overall grade to the summer youth camp, about two-thirds (66.6%) of participants gave the camp an “A” (excellent) or “B” (good), while nearly one-third (29.6) assigned a “C” (fair). No participants assigned “D” (poor) and only 3.7% assigned an “F”, failure.

Figure 5. Youth Camp Report Card

Program Impact
Evaluators employed a pre- and post-test design to assess change in level of knowledge about specific course topics before and after completing the camp. Figure 5 shows a comparison of means scores for each item in the pre- and post-test. The biggest increases in knowledge as indicated by the mean pre- and post-test scores are reported for

- The history of the Chattanooga Creek
No change was reported in knowledge of how people in the community work to make it an environmentally healthy and safe place to live. Surprisingly, a decrease in knowledge was reported between the pre- and post-test means for the following items:

- How race (for example, being black or white) is linked to pollution in your community
- How to raise money for things your community needs

Statistical analysis was performed to identify significant differences between the pre and post test scores. Matched pair and group analysis were performed. In both the matched pair analysis and the grouped analysis, 3 variables were significant. For these variables, the post-test scores were significantly higher than the pre-test scores, suggesting that the learning process was successful for those items.\(^5\) The 3 significant variables are:

1. The history of the Chattanooga Creek
2. Brownfields
3. Pollution in the Chattanooga Creek

\(^5\) A significance value of \(\alpha = .05\) was used in all tests of significance. Because of the problem of error inflation when performing multiple t-tests, the Stepdown Bonferroni method of adjustment was used.
Youth Summit

The 2007 Youth Summit was a 1-day retreat for members of the APPW EHJC Youth V-Team Members. Comprised of approximately 30 youth ages 13-19 from AP/PW, the 2007 Youth Summit focused on environmental and leadership development, information exchange, community outreach, team building skills, and self awareness/esteem building tools. The 2007 Youth Summit was held in conjunction with the 2007 Youth Neighborhood Environmental College, a six week-long course offered through a local summer camp for AP/PW youth.

During the 2007 Youth Summit, EHJC staff worked with other trained facilitators to model for youth V-Team members the 3 components of the Youth Environmental and Leadership Development Camp: 1) education/learning; 2) leadership development and capacity building; 3) community outreach. Specific goals for the youth V-Team members included:

- Providing youth members with an understanding of the EHJC’s model of youth participation and education.
- Learning and experiencing hands-on methods of environmental education and leadership development through team work and community advocacy.
- Planning specific youth summer camp sessions, events, and activities they will share with their community.
- Providing space and opportunity to youth V-Team members to think and plan for themselves, thereby empowering them.
- Self awareness and esteem building to encourage a higher level of leadership skills.

Evaluators administered a survey after the Summit to capture feedback from participants about their perceptions of the day long event. The first two questions on the survey evaluated learning opportunities at the Youth Summit. Participants were asked to identify on a 6-point scale, with 1 indicating “nothing” and 6 indicating “a whole lot,” specifically how much they learned about:

a. how to be a leader in their community;

b. their ability to make a difference in their community;

As shown in Table 1, average scores for these 2 items fell in the 5 to 6 range – “a whole lot” end of the continuum.

Table 1. Youth Summit: Frequencies and Means of Participant Opinions

<table>
<thead>
<tr>
<th>Question</th>
<th>frequencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did you learn at today’s Summit about how to be a leader in your community? (x = 5.09)</td>
<td>Nothing</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td></td>
<td>5.09</td>
</tr>
<tr>
<td>How much did you learn today about your ability to make a difference in your community? (x = 5.46)</td>
<td>Nothing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td></td>
<td>5.46</td>
</tr>
<tr>
<td>How much planning did you do today for upcoming events and activities in your community? (x = 3.64)</td>
<td>None</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td>3.64</td>
</tr>
<tr>
<td>How much better do you feel about yourself because of today’s Summit?</td>
<td>None</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td></td>
<td>3.64</td>
</tr>
</tbody>
</table>
Participants were asked to evaluate on a 6-point scale, with 1 indicating none and 6 indicating “a whole lot” how much planning they did at the Summit for upcoming community events and activities. As Table 1 shows, the average response was 3.64, with almost as many participants at the Summit indicating scores at or near the “nothing” end as at the “a whole lot” end of the continuum.

Finally, Table 1 shows that most youth participants indicated they felt “a whole lot better” about themselves because of the Summit (N=17; x=5.59). Table 1 also reveals that, overall, participants rated the Summit as very useful (N=16) or useful (N=4).

When asked to assess how well they enjoyed speakers for the Summit, on a 6-point scale, with 1 indicating “did not enjoy at all” to and 6 indicating “enjoyed a whole lot,” most participants responded favorably to speakers, Sabir and Pitner, with less enthusiasm for speakers Taylor and Smith (Table 2). However, it should be noted that there were actually only 2 speakers at the event: Taylor and Smith did not show, which explains the low results for them. Participants should have been instructed to answer this question for ONLY the speakers who were present at the Summit.

When asked what they learned at the Summit the most frequently stated learning point was leadership development: 8 of 22 participants indicated they learned more about how to be a leader. Five participants said they learned about the environment; and 4 said they learned about their community and how to make it better.

When asked what they liked most about the Summit, 7 of 22 participants indicated they liked most the movie, “Freedom Right,” while 4 said they liked the speakers, 4 said they liked learning how to become leaders, and 3 said they liked learning about the environment.
**Staff Perceptions of the Youth Component**

EHJC staff members were asked to evaluate planning, development, and implementation of the EHJC’s youth component. On a scale of 1 to 6, with 1 indicating the lowest score and 6 indicating the highest score, 4 of 7 staff assigned a score of 5 or 6 to planning, with an average score of 4.43 (Table 3).

When asked to assess communication regarding the Youth component, the average staff response was 4.0, with 5 of 7 staff members assigning a score of 4 or higher. When staff were asked to evaluate deliverables and products specific to the Youth component, the average score was 4.43, with 5 of 7 staff members assigning a score of 4 or higher.

Table 3. Staff Perceptions: Planning, Communication, Deliverables (f)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning (x=4.43)</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Communication (x=4.0)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Deliverables/Products (x=4.43)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

The following comments were provided by staff about planning, communication, and deliverables/products for the EHJC’s youth component:

- “The planning committee was well organized and on track for the summer youth activities and programming. Several months from implementation the planning process was halted by liability issues. An untimely resolution to these issues resulted in a poorly planned and organized program due to time restraints directly related to the liability situation.”

- “Bethlehem staff presented challenges because of lack of follow through on some occasions. EHJC partners made the best of this change with what they had to do.”

- “This committee started out strong with purposeful planning around the youth component. In the end much of this planning couldn’t be implemented due to liability issues that were not resolved timely. Because of this, events didn’t unfold as planned, resulting in deliverables/products that weren’t altogether consistent with the decisions made by the planning committee, nor the democratic and participatory ideas proposed to guide EHJC processes and products.”

**Oral History Project**

The EHJC Oral History Planning Committee formed in year 2 and began meeting monthly to research oral history methods and traditions and to develop plans for implementation and
evaluation of the Oral History Project. Using participatory planning methods and incorporating popular education techniques, the committee developed the overall objective for the oral history project, specific project goals, project evaluation plans, and communication and dissemination plans. Three members of the EHJC (one representative from each of the three partner organizations) attended the 2007 Oral History Training Institute to prepare them to instruct others on oral history methodology. Committee members drafted and submitted a grant proposal to the Community Foundation of Greater Tennessee to support the Oral History Project.

Committee progress for year 1 was fully documented in the EHJC’s Oral History Project notebook. Major tasks and accomplishments as reported in the Year 2 NIEHS Progress Report include the following:

- Met for the 1st time in December 2006;
- Developed strategic plan for the collection of oral histories (ongoing);
- Developed and maintain community partnerships with Howard School of Academics and Technology, Southside Recreation Center, and The Villages at Alton Park (ongoing);
- Drafted and submitted grant proposal to support the Oral History Project (March 2007);
- Three members of committee to attended the Oral History Training Institute (June 5-7, 2007).

Since the time that the NIEHS Progress Report was submitted, the committee has also begun developing the training curriculum for youth and planning the process and outcome evaluation for the oral history project.


NEC Course 2: Environmental Health and Wellness

The Environmental Health and Wellness (EHW) course is the 2nd of three “core” courses of the Neighborhood Environmental College. The course is designed to advance the long term goal and aims of the EHJC. As stated in the EHJC Research Plan, “the long-term objective of the EHJC is to facilitate and strengthen neighborhood empowerment and leadership, ongoing information exchange, health promotion, and policy improvements in regard to environmental health and justice -- with a focus on industrial and commercial chemical contamination – in the AP/PW neighborhood of Chattanooga, Tennessee.”

For the Environmental Health and Wellness course, environmental health is defined broadly as physical, mental, emotional, and spiritual wellbeing, as affected by conditions in the natural, built, cultural, socioeconomic, and other dimensions of the world in which we live. Environmental injustice is broadly defined as unequal, discriminatory distribution of “goods” (e.g., clean air, water, soil, food, access to green spaces) and
“bads” (chemical contamination of air, water, soil, food) associated with the natural environment.

Each class session engages facilitators and participants in an exchange of information about different topics relevant to environmental health and justice. For the spring 2007 class, the major topics are outlined in the class session schedule at the end of this syllabus. For each session, facilitator/presenters provide research and related material and engage participants in about a variety of topics according to their expertise. Each session addresses the following questions: What is the environmental topic? What problems or concerns associated with it are the focus of the session? What kinds of chemical contamination issues are associated with the problem/concern? What is the history of that problem/concern in AP/PW and why is it a current concern for AP/PW residents? What health effects (distinguishing between “known” and suspected effects, are associated with the concern? What resources are available for participants to learn more on their own? What are some concrete actions participants can take, on their own or with others, to reduce the problem/concern?

Because of the overall objective and aims of the EHJC, each session includes discussion about how the topic/concern may be related to chemical contamination. For example, the facilitators of the "Healthy Environments" session are asked to combine: a) information about individual behaviors that folks can take to promote health, exercise, and activity, with b) information about how neighborhoods can promote such behavior in their community (e.g., safewalks, greenways), and c) information about air quality or other chemicals (e.g., what indoor or outdoor air quality concerns might affect when and how folks should exercise?).

The overall goal of this course is to expand participants’ understanding about environmental health and justice in AP/PW, with a focus on chemical contaminants, so that they can use that knowledge to improve environmental health and justice in AP/PW. As with every NEC course, this Environmental Health and Wellness course has three main components of information exchange, community outreach/service/advocacy, and leadership development. These three components are reflected in the objectives below.

Toward this goal, class participants will:

1. Learn new information in class about the effects of and ways to improve environmental health and justice for themselves, their families, and community. Share in class understanding about and experiences with environmental health and justice issues.
2. Take information out to others in AP/PW about how to promote environmental health and justice through community outreach and service.
3. Bring in information from others in the AP/PW community about environmental health and justice issues, conditions, problems, and resources.
4. Expand personal leadership skills through experiences such as in sharing and locating new information and other communication skills, bringing others together to discuss and act, and organizing activities related to the promotion of environmental health and justice.
5. Engage with government, business, and non-profit organization “decision-makers” to influence actions that promote environmental health and justice in AP/PW.

6. Expand their experiences in organizing and mobilizing other community members and political leaders to action.

**Participant’s Reactions and Feedback**

**Facilitator Training**

Eight Participants attended the EHJC facilitator orientation/training for Course 2, Environmental Health and Wellness, held on January 18, 2007. Participants were asked to complete a feedback survey upon completion of the training; seven participants completed and returned the survey for a completion rate of 87.5%.

Participants were first asked to indicate how much they learned during the training about specific aspects of the EHJC, the NEC, the Environmental Health and Wellness class, and their roles as facilitators. Participants were asked to circle a number from 1 to 6, with 1 indicating learned nothing and 6 indicating learned a lot. As Table 1 reveals, across all questions, the majority of responses fell into the “learned a lot” range (5’s and 6’s). The average score for 5 of the 6 questions was 5.57. The question about how much participants learned about the objectives and course topics for the Environmental Health and Wellness Class received the lowest average score, a 4.86, although all of the responses still fell on the upper end of the learning continuum.

<table>
<thead>
<tr>
<th>Table 1. Impact of training on Participant’s Knowledge of the EHJC, NEC, Environmental Health and Wellness Class, and Facilitator’s Roles.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>a. how the Alton Park/Piney Woods Environmental Health and Justice Collaborative was started? (x=5.57)</td>
</tr>
<tr>
<td>b. the overall objectives and goals of the Environmental Health and Justice Collaborative? (x=5.57)</td>
</tr>
<tr>
<td>c. the purpose of the Neighborhood Environmental College? (x=5.57)</td>
</tr>
<tr>
<td>d. how the Neighborhood Environmental College is set up and run? (x=5.57)</td>
</tr>
<tr>
<td>e. course topics and learning objectives for the Neighborhood Environmental College course, “Environmental Health and</td>
</tr>
</tbody>
</table>
Participants were also asked to what extent their understanding of the Environmental Health and Justice Collaborative and the Neighborhood Environmental College had improved as a result of the facilitator training. Participants were asked to indicate a response from 1 to 6, with 1 indicating “no improvement” and 6 indicating “a lot of improvement”. All participants’ answers fell in the “lot of improvement” range, with 5 participants indicating a “5”, and 2 indicating a “6” (see Figure 1). The average score for this question was 5.29.

Participants were also asked how helpful the training was in preparing them to facilitate the Environmental Health and Wellness Class. Participants were asked to indicate a response from 1 to 6, with 1 indicating “not at all useful” and 6 indicating “very useful. All participants’ answers fell in the “useful” range, with 3 participants indicating a “6”, 1 indicating a “5”, and 2 indicating a “6” (see Figure 1). The average score for this question was slightly lower for this question at a 5.0.

As Table 2 shows, most participants agreed that
  - They were prepared to facilitate a NEC course \((x=4.29)\);
  - The basic ideas and principles of the EHJC and NEC were clear to them \((x=4.43)\);
  - The training had clearly stated objectives and was well organized \((x=4.29)\);
  - The facilitators were well prepared and qualified \((x=4.86)\).

However, Table 2 also reveals that participants were less inclined to agree that they understood their roles and responsibilities as facilitators for the Environmental Health and Wellness Course \((x=4.29)\).

### Table 2. Perceptions of Preparedness, EHJC and NEC principles, and the Facilitator Training

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel prepared to facilitate a Neighborhood Environmental College course. ((x=4.29))</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2. I understand my roles and responsibilities as a facilitator for the “Environmental Health and Wellness” Course. ((x=2.86))</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
3. The basic ideas and principles of the Environmental Health and Justice Collaborative and the Neighborhood Environmental College are clear to me. \( (x=4.43) \)  

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
</table>

4. Today’s training had clearly stated objectives and was well organized.  

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>0</th>
<th>1</th>
<th>3</th>
<th>3</th>
</tr>
</thead>
</table>

5. The facilitators for today’s training were well prepared and qualified for the job. \( (x=4.86) \)  

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>1</th>
<th>6</th>
</tr>
</thead>
</table>

Only 1 participant responded when asked for specific comments or recommendations regarding the facilitator training. This participant suggested that the length of training should be increased to 3 hours.

**Evaluation**

The following evaluation activities were completed during Year 2 of the EHJC grant:

1. Conducted telephone interviews with Course One facilitators (August 2006)
2. Conducted focus groups with project staff (August 8, 2006)
3. Completed written transcripts from focus group sessions (August 28, 2006)
4. Analyzed and wrote findings from focus groups of Course One participants, telephone interviews with Course One facilitators (September 18, 2006 and September 22, 2006 respectively)
5. Drafted evaluation for Chattanooga Creek Environmental Research and Community Action Conference (September 18, 2006) and surveyed conference participants (September 22, 2006)
6. Analysis completed for focus groups conducted with staff (October 4, 2006); analysis completed on findings regarding Chattanooga Creek Environmental Research and Community Action Conference (October 10, 2006); drafted and submitted for team review the Year One report (October 17, 2007)
7. Drafted and facilitated the “Facilitator Training Reaction Survey” (January 12, 2007 and January 18, 2007 respectively).
8. Completed and sent to the printers the “Year One Program Evaluation”
10. Drafted evaluation for EHJC’s NEC Course 2 and surveyed and held focus groups with course participants from Mary Walker Towers and Parent’s Place and completed data analysis.
11. Drafted evaluation for EHJC’s Youth Environmental and Leadership Development Camp, administered pre- and post-tests and reaction surveys, and completed analysis.
12. Drafted evaluation for project staff and NEC facilitators, created survey instruments, mailed surveys, and completed analysis.

NEC Course 1: Contamination and the Chattanooga Creek  
NEC Course 2: Environmental Health and Wellness  
11. NEC Course 3: Leadership Development  
12. Website Development and Maintenance  
13. Outreach – Calvin Donaldson  
Historic Exhibit  
Grants/Funding
Youth Environmental and Leadership Development Course
Summer 2007
Participant Evaluation

I know more about my community because of what I learned in this class.

I can use in my daily life the things I learned in this class.

This class was well planned.
I think differently about things because of what I learned in this class.

I plan on doing something differently because of what I learned in this class.

I would tell my friends and family to take this class.

The teachers for this class were well prepared for the job.
The teachers presented the lessons in a way that I understood.

When students in the class asked questions, the teachers listened and tried to answer the questions.

This class was held at a good place for me.

This class was held at a good time for me.
This class usually started and ended on time.

I know more about the environment because of this class.

I would be interested in taking another class like this in the future.

Report Card

Following is the distribution of grades participants assigned to the Youth Environmental and Leadership Development Course:

A (Excellent) 25.0%
B (Good) 40.7%
C (Fair) 29.6%
D (Poor) 0.0%
F (Failure) 3.7%
Participants Expressed Stronger Rates of Agreement with the following:

- I know more about the environment because of this class. (82%)
- I can use in my daily life the things I learned in this class. (78%)
- When students in the class asked questions, the teachers listened and tried to answer the questions. (72%)
- I know more about my community because of what I learned in this class. (71%)
- This class was well planned. (70%)

Participants Expressed Stronger Rates of Disagreement with the following statements:

- I would be interested in taking another class like this in the future. (32%)
- The length of this class was just about right for me to learn what I needed to know. (29%)
- The teachers presented the lessons in a way that I understood. (26%)
- I would tell my friends and family to take this class. (22%)

Interpreting Responses

- Positive results are generally over-reported in surveys such as these.
- To make better sense of the findings, for each item calculate total percentages for:
  1. Those expressing agreement & strong agreement
  2. Those expressing disagreement & strong disagreement
- Compare the percentages across items for those expressing agreement/strong agreement. Those items with relatively higher percentages are particularly meaningful.
- Compare the percentages across items for those expressing disagreement/strong disagreement. Those items with relatively higher percentages are particularly meaningful.
Appendix F

Spring 2008 NEC Environmental Health and Wellness Class
Course II – (March 24th – May 8th)

Part I: NEC Class

Part II: Outreach Activities

Part III: A Success Story
Sponsored by Neighborhood Environmental College and the Calvin Donaldson Environmental Academy

March 24th – April 28th, 2008
1:00 PM - 3:00 PM
Located at Calvin Donaldson Environmental Academy,
927 West 37th St

This class meets every Monday and Wednesday, and will focus on raising awareness of environmental health and justice in Alton Park, with a focus on chemical contaminants. Topics covered will include:

- Indoor/outdoor air hazards
- Benefits of exercise and health
- Community health trends and effects
- Healthy food choices
- Environmental stress and health

For more information, go to:
http://chattanoogacreek.utk.edu or contact
John Bruce (423) 778-2760 or Falice Haire (423) 635-6580
HEALTH AND WELLNESS COURSE

WHERE: CALVIN DONALSDON ELEMENTARY SCHOOL

WHEN: MONDAYS AND WEDNESDAYS BEGINNING MARCH 24, 2008

TIME: 1:00 P.M. UNTIL 3:00 P.M.

• THIS COURSE WILL TEACH YOU MORE ABOUT YOUR HEALTH AND THE ENVIRONMENT AROUND YOU!

DON'T STAY AT HOME, COME OUT AND LEARN HOW YOU CAN EARN FREE MONEY!

FOR MORE INFORMATION CONTACT JOHN BRUCE @ 423-778-2760
THE NEIGHBORHOOD ENVIRONMENTAL COLLEGE NEEDS YOUR PARTICIPATION!

THE FIRST 20 PEOPLE TO SIGN UP WILL BE ENTERED INTO A DRAWING FOR A HAMILTON PLACE GIFT CERTIFICATE!

FOR MORE INFO, CONTACT JOHN BRUCE @ 423-778-2760
WHAT IS THE NEIGHBORHOOD ENVIRONMENTAL COLLEGE?

The Neighborhood Environmental College (NEC) is a key strategy and structure for carrying out the objective and aims of the Environmental Health and Justice Collaborative (EHJC). NEC courses are one of the ways the EHJC works to build on existing connections with Alton Park/Piney Woods (AP/PW) residents about basic environmental health and justice issues; current and emerging research about chemicals in AP/PW water, air, and soil; environmental health and justice considerations in the implementation of the Southside Development Plan; risk reduction strategies, and involvement in relevant decision-making processes. The purpose of the EHJC/NEC is to share knowledge through research and training, leadership, capacity building, and action to create a self-sustaining, participatory model that starts small but branches to different areas.

The NEC organizes and hosts short courses to learn from and provide research information to residents about the nature and distribution of contaminants in their community. All courses include the following components:

- information exchange
- leadership development
- outreach

Each training course involves 40 hours of time, and community members will receive a stipend of $50 for completion. EHJC partners (i.e., Alton Park Development Corporation, Southside/Dodson Avenue Community Health Centers, and the University of Tennessee – Knoxville) and other community partners and neighbors work together to develop and implement courses.

Based on input from community partners and neighbors, all NEC participants will begin by taking the Foundation Series, 3 courses that provide a basic understanding of current environmental issues in the AP/PW community, environmental health and wellness, and leadership development and advocacy around local environmental concerns. These courses include:

1. “Contamination in the Chattanooga Creek”
2. “Environmental Health Risks, Effects & Wellness”
3. “Leadership and Advocacy in Our Own Backyard”

You have agreed to help facilitate Course 2 of the Foundation Series. Course 2 targets neighbors’ serious and ongoing concerns about the health effects of living in AP/PW, with a particular concern for children’s health, due to the known and unknown dimensions of industrial and commercial contamination. For example, elementary age children in summer camp at the AP/PW Family Resource Center – the site of a former school - were observed by Center staff to have red, itchy eyes and complaining of breathing difficulties after playing outside on the field previously flooded by the Chattanooga Creek. Such anecdotal data indicates the urgent need for individual and aggregate assessment of health effects. The outreach and community service component of this course could contribute to this data collection by implementing household assessments, conducted by neighbors and EHJC staff and researchers jointly.

The EHJC was made possible by a four year grant (2005 – 2009) funded through the National Institute of Environmental Health Sciences (NIEHS), Environmental Justice Grant #1R25ES014317-01
Environmental Health and Justice Collaborative  
Neighborhood Environmental College  
Course II, Environmental Health & Wellness Syllabus

Course

Environmental Health and Wellness in Alton Park / Piney Woods

Course Overview

The Environmental Health and Wellness (EHW) course is the 2nd of three “core” or “foundation” adult courses of the Neighborhood Environmental College (NEC). The course is designed to advance the long term goal and aims of the EHJC. As stated in the EHJC Research Plan, “the long-term objective of the EHJC is to facilitate and strengthen neighborhood empowerment and leadership, ongoing information exchange, health promotion, and policy improvements in regard to environmental health and justice -- with a focus on industrial and commercial chemical contamination – in the AP/PW neighborhood of Chattanooga, Tennessee.”

The five aims that guide the EHJC toward this long-term objective are to 1) collaborate in partnerships that promote environmental health and justice; 2) build adult and youth leadership, educational, and occupational opportunities; 3) create neighborhood-based information exchange and outreach about chemical contamination, 4) collect data on what neighbors know about chemical contamination, health effects, and health risk reduction; and 5) engage adults and youth in influencing policy changes in AP/PW and other communities in Tennessee.

As described in the EHJC Research Plan, the NEC is a key strategy and structure for carrying out the objective and aims of the EHJC. NEC courses are one of the ways the EHJC works to build on existing connections with AP/PW residents about basic environmental health and justice issues; current and emerging research about chemicals in AP/PW water, air, and soil; environmental health and justice considerations in the implementation of the Southside Development Plan; risk reduction strategies, and involvement in relevant decision-making processes. (See EHJC aims 1, 3, 4 and 5).

The NEC organizes and hosts short courses, most of which will be 40 clock hours in length, to learn from and provide research information to residents about the nature and distribution of contaminants in their community. As do all NEC workshops and courses, the Environmental Health and Wellness course includes components on residents engaging in information exchange in the classroom. Participants also engage in community outreach and service (e.g., community mapping of contaminants, surveys of other residents), and training with regard to local resources and leadership development, so that they can act more effectively to reduce their exposure to these contaminants and participate in the environmental research and political debate related to contamination in their neighborhood.
The NEC Environmental Health and Wellness Course

For the Environmental Health and Wellness course, environmental health is defined broadly as physical, mental, emotional, and spiritual wellbeing, as affected by conditions in the natural, built, cultural, socioeconomic, and other dimensions of the world in which we live. Environmental injustice is broadly defined as unequal, discriminatory distribution of “goods” (e.g., clean air, water, soil, food, access to green spaces) and “bads” (chemical contamination of air, water, soil, food) associated with the natural environment.

Each class session engages facilitators and participants in an exchange of information about different topics relevant to environmental health and justice. For the spring 2007 class, the major topics are outlined in the class session schedule at the end of this syllabus. For each session, facilitator/presenters provide research and related material and engage participants in about a variety of topics according to their expertise. Each session addresses the following questions: What is the environmental topic? What problems or concerns associated with it are the focus of the session? What kinds of chemical contamination issues are associated with the problem/concern? What is the history of that problem/concern in AP/PW and why is it a current concern for AP/PW residents? What health effects (distinguishing between “known” and suspected effects, are associated with the concern? What resources are available for participants to learn more on their own? What are some concrete actions participants can take, on their own or with others, to reduce the problem/concern?

Because of the overall objective and aims of the EHJC, each session includes discussion about how the topic/concern may be related to chemical contamination. For example, the facilitators of the "Healthy Environments" session are asked to combine: a) information about individual behaviors that folks can take to promote health, exercise, and activity, with b) information about how neighborhoods can promote such behavior in their community (e.g., safewalks, greenways), and c) information about air quality or other chemicals (e.g., what indoor or outdoor air quality concerns might affect when and how folks should exercise?).

Assessment of Need

The Environmental Health and Wellness (EHW) course targets neighbors’ serious and ongoing concerns about the health effects of living in AP/PW, with an emphasis on chemical contamination. AP/PW has many sources of chemical contamination, including the Chattanooga Creek, a number of active industries that use and release toxic chemicals, brownfields, and about 45 locations that have been identified by state or national officials as known or suspected chemically contaminated sites.

While research studies in the AP/PW have not found statistical evidence that the industrial and commercial chemicals in the area cause health problems such as cancer, respiratory problems, developmental disabilities, most studies that have been done have had important limitations. And, other factors such as multiple sources of these kinds of health problems and the long time it often takes for illness to develop from chemical exposure, make it difficult to state with scientific certainty that exposure to chemicals in AP/PW are one source of greater health problems. Public health data for AP/PW do
indicate higher than expected levels of certain types of health problems associated with chemical exposure, and neighbors voice many stories and concerns. For example, elementary age children in summer camp at the AP/PW Family Resource Center – the site of a former school - were observed by Center staff to have red, itchy eyes and complaining of breathing difficulties after playing outside on the field previously flooded by the Chattanooga Creek.

This course uses a “Precautionary Principle” approach to address these concerns. That is, course facilitators and participants together discuss ways to improve environmental health and justice for AP/PW neighbors and ways to reduce the risk of, exposure to, and harm from known and suspected chemical sources.

**Goal and Objectives**

The overall goal of this course is to expand participants’ understanding about environmental health and justice in AP/PW, with a focus on chemical contaminants, so that they can use that knowledge to improve environmental health and justice in AP/PW. As with every NEC course, this Environmental Health and Wellness course has three main components of information exchange (IE), community outreach/service/advocacy (CO/S/A), and leadership development (LD). These three components are reflected in the objectives below.

Toward this goal, class participants will:

1. Learn new information in class about the effects of and ways to improve environmental health and justice for themselves, their families, and community. (IE)
2. Share in class understanding about and experiences with environmental health and justice issues. (IE)
3. Take information out to others in AP/PW about how to promote environmental health and justice through community outreach and service. (CO/S/A)
4. Bring in information from others in the AP/PW community about environmental health and justice issues, conditions, problems, and resources. (CO/S/A)
5. Expand personal leadership skills through experiences such as in sharing and locating new information and other communication skills, bringing others together to discuss and act, and organizing activities related to the promotion of environmental health and justice. (LD)
6. Engage with government, business, and non-profit organization “decision-makers” to influence actions that promote environmental health and justice in AP/PW. (IE, CO/S/A, LD)
7. Expand their experiences in organizing and mobilizing other community members and political leaders to action. (CO/S/A, LD)
Components

(Please see Figure 1 on the following page)

1. Information Exchange in the Classroom – This component of classroom learning will involve issues and questions raised by members of Neighborhood Environmental College Course Planning Committees about contamination in the APPW community, especially the Chattanooga Creek, and related health and wellness issues. Specific class topics are reflected in the class session schedule at the end of this syllabus.

2. Leadership Development - This component of the course integrates personal leadership development experiences and opportunities for course participants.

3. Community Outreach/Service/Advocacy - This component involves class participants in experiences outside of the classroom to take information out to and bring information in from the community about environmental health, justice, chemical contamination, and the NEC, and to influence “decision-makers” about related topics, problems/concerns.

Timetable

The 40 clock hours of the EHW course, as with all NEC courses, is organized so that participants spend 20 hours of in-class time exchanging information with class facilitators, and 20 hours of outreach/advocacy time outside of the classroom. Each class schedule is arranged in advance with the needs of potential participants in mind. That is, n-class sessions may range from about 1.5 to 4 hours each session, there may be 1 or more sessions each week, and the number of weeks over which the course occurs may range from 2-3 weeks to 2-3 months.

For example, in the spring of 2007, two “sections” of this 40 clock hour class were held beginning the week of January 16 and ending in May. This spring 2007 class had nine 2.5 hour in-class sessions and out-of-class community outreach activities for the remainder of the course hours. One “section” of the course was held Tuesday mornings from 10 – 12:30 with the Relative Caregiver Program in the Signal Centers building. The other “section” was held 9:30 – noon at the Mary Walker Towers. Thirty-six adults graduated at the graduation ceremony held May 17 at the new Emmanuel Missionary Baptist Church.

Class Sessions

[See Class Schedule, Environmental Health and Wellness Course]
Alton Park/Piney Woods
Environmental Health and Justice Collaborative
701 Hooker Road, Chattanooga, TN 37410, 423.821.0861, http://chattanoogacreek.utc.edu
“...environmental health and justice with a focus on industrial and commercial chemical contamination - in the AP/PW neighborhood of Chattanooga, Tennessee.” *

This project is supported by grant number #1R25ES014317 from the National Institute of Environmental Health Sciences (NIEHS), NIH, Mary E. Rogge, PhD., Principle Investigator. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the NIEHS, NIH.

University of Tennessee
[Center for Environmental Biotechnology College of Social Work Earth & Planetary Sciences Veterinary Medicine Institute for a Secure and Sustainable Environment] (environmental research scientists)

Alton Park Development Corporation (Community-based organization)
Southside/Dodson Avenue Community Health Centers (local health provider)

EHJC Core Structure
The Neighborhood Environmental College

3 Courses:
“Chemical Contamination & Chattanooga Creek”
“Environmental Health & Wellness”
“Leadership and Advocacy”

Neighbors in each Course Apply: Issue Information Exchange
20 Classroom hours + Community Outreach/ Service/Advocacy
20 Outreach hours = Leadership Development

To achieve 5 Aims:
- Partnerships that promote environmental health and justice
- Adult and youth leadership, educational, and occupational opportunities
- Neighborhood-based information exchange and outreach about chemical contamination
- Data about what neighbors know about chemical contamination, health effects, and health risk reduction
- Adults’ and youths’ influence on policy changes in AP/PW and Tennessee
## Course Name: Health and Wellness

**Location:** Calvin Donaldson Elementary School

<table>
<thead>
<tr>
<th>Dates</th>
<th>Location</th>
<th>Time</th>
<th>Class Title</th>
<th>Facilitator</th>
<th>Agency Assoc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-Mar.</td>
<td>CD</td>
<td>1:00</td>
<td>Orientation/Overview of APPW Envir. Mvmt.</td>
<td>EHJC Staff</td>
<td>EHJC</td>
</tr>
<tr>
<td>26-Mar.</td>
<td>CD</td>
<td>1:00</td>
<td>Outdoor Air Hazards</td>
<td>Jim Holloway/John Tucker</td>
<td>CNP Program</td>
</tr>
<tr>
<td>31-Mar.</td>
<td>CD</td>
<td>1:00</td>
<td>Indoor Air Hazards</td>
<td>Shere Washington</td>
<td>Air Pollution Control Bureau</td>
</tr>
<tr>
<td>2-Apr.</td>
<td>CD</td>
<td>1:00</td>
<td>Chemicals at Home</td>
<td>Dorothy Simmons</td>
<td>UT Agricultural Extension</td>
</tr>
<tr>
<td>7-Apr.</td>
<td>CD</td>
<td>1:00</td>
<td>Benefits of Exercise and Health</td>
<td>John Bruce</td>
<td>UTC Wellness Coordinator</td>
</tr>
<tr>
<td>9-Apr.</td>
<td>CD</td>
<td>1:00</td>
<td>Healthy Food Choices</td>
<td>John Bilderback</td>
<td>Hamilton Co. Health Dept.</td>
</tr>
<tr>
<td>14-Apr.</td>
<td>CD</td>
<td>1:00</td>
<td>Environmental Stress and Your Health</td>
<td>John Bilderback</td>
<td>Mpact Concepts</td>
</tr>
<tr>
<td>16-Apr.</td>
<td>CD</td>
<td>1:00</td>
<td>Animal Hazards/Emergency Preparedness</td>
<td>Ray Burden</td>
<td>UT Agricultural Extension</td>
</tr>
<tr>
<td>21-Apr.</td>
<td>CD</td>
<td>1:00</td>
<td>Health Trends/Effects</td>
<td>Dawn Ford/Patti Tithopf</td>
<td>Hamilton Co. Health Dept./UTK</td>
</tr>
<tr>
<td>23-Apr.</td>
<td>CD</td>
<td>1:00</td>
<td>Healthy Cooking Demonstration</td>
<td>Dr. Martina Harris</td>
<td>UTC Human Ecology Dept.</td>
</tr>
<tr>
<td>26-Apr.</td>
<td>CD</td>
<td>10:00 A.M.</td>
<td>Community Outreach Garden Day</td>
<td>Andy Fazio</td>
<td></td>
</tr>
<tr>
<td>28-Apr.</td>
<td>CD</td>
<td>1:00</td>
<td>Make Up Day(Student Led Class)</td>
<td>NEC Students</td>
<td></td>
</tr>
<tr>
<td>30-Apr.</td>
<td>CD</td>
<td>1:00</td>
<td>Make-Up Day(Home Cleaning Supplies)</td>
<td>Falice Haire</td>
<td></td>
</tr>
<tr>
<td>5-May</td>
<td>CD</td>
<td>1:00</td>
<td>Make Up-Day(Gardening w/Christine)</td>
<td>Christine Barnes</td>
<td></td>
</tr>
<tr>
<td>7-May</td>
<td>CD</td>
<td>1:00</td>
<td>Evaluation Day</td>
<td>Kim Davis</td>
<td>Univ. of Tenn. Knoxville</td>
</tr>
<tr>
<td>3-May</td>
<td>SSRC</td>
<td>All Day</td>
<td>Community Outreach Day/Health Fair</td>
<td>John Sullivan</td>
<td>South Chatt. Rec. Center</td>
</tr>
<tr>
<td>2-May</td>
<td>BC</td>
<td>TBA</td>
<td>Community Theater</td>
<td>John Sullivan</td>
<td></td>
</tr>
<tr>
<td>4-May</td>
<td>BC</td>
<td>TBA</td>
<td>Community Theater</td>
<td>John Sullivan</td>
<td></td>
</tr>
<tr>
<td>8-May</td>
<td>CD</td>
<td>6:00</td>
<td>Graduation Day</td>
<td>EHJC Staff</td>
<td></td>
</tr>
</tbody>
</table>

### Community Outreach Events

- Health Fair Sponsored By Rec. Center
- South Chattanooga Community Residents Mtg.
- Greenhouse Project at Calvin Donaldson
- Brown Site Visit in South Chattanooga
APPLICATION FOR THE NEIGHBORHOOD ENVIRONMENTAL COLLEGE PROGRAM

Name ____________________________________________________________________________

Residence Address___________________________________________ __________________________________

Mailing Address____________________________________________________________________

Telephone:  Day______________________   Evening__________________________

How long have you lived in the Alton Park/Piney Woods community?_____________________ 

Briefly state why you are interested in participating in the Neighborhood Environmental College program.

Please list your membership(s) in any community activities/organizations.

Please accept my application to become a candidate of the Neighborhood Environmental College Program.

______________________________________________ ___________________________
Signature Date

Notice: The APPW EHJ Collaborative does not discriminate on the basis of age, race, religion, national origin, or disability. Should special accommodations be necessary in order for an individual with a disability to participate in this program, please call Deborah Maddox at 423-488-4643.

RETURN COMPLETED APPLICATIONS TO:
  Geri Spring
  701 Hooker Road
  Chattanooga, TN  37410

PARTNERS: Alton Park Development Corporation…Southside Community Health Center…University of Tennessee at Knoxville
March 24, 2008

Dear NEC Participant,

I understand that I am enrolling in the Health and Wellness Course II of the Neighborhood Environmental College and accept the following conditions of this class.

- I will attend each of the 10-4 hour sessions of this course
- I will participate in both the in-class and "in field" parts of the class
- I will follow class policies for attendance, assignments, and other standards as described in the attached course "ground rules."
- If I have 100% attendance, I will receive a $50 stipend for completion at the end of the class.
- When I complete this course with 100% attendance, I will receive a certificate of completion.

I understand that as part of my participation in this course I may be expected to assist with research related activities such as the development and implementation or research instruments, data collection and data analysis and agree to these conditions. I also agree to participate in evaluation activities, such as surveys, interviews, focus groups and content analysis of the documents to see how well program activities work. I am aware that findings from research and evaluation activities may be presented at local, regions, and rational conferences and/or published in professional journals and my name and identity will remain confidential.

For and in consideration for permission to participate in all classes and activities, I hereby waive and release any and all claims against the Alton Park/Piney Woods Environmental Health & Justice Collaborative and its constituents for any injuries or losses sustained as a result of my participation.

Signature: ___________________________________________    Date: ____________

Name (Please Print):_________________________________________
Address:___________________________________________________ Zip Code: ___________
Phone (H): ___________________  (W):_____________________ (C):_____________________
Emergency Contact Person:_______________________________ Phone: __________________

Please list any medications you are currently taking and/or any physical or emotional problems that staff should be aware of. Please understand that this may cause refusal into program activities.

Type of Medication: ______________________________________________________________

Comments: ______________________________________________________________________________
________________________________________________________________________________________
## Attendance Record & Sign-in Sheet

### NAME ______________________________

**April 2008**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HOURS

<table>
<thead>
<tr>
<th>DATE</th>
<th>INITIALS</th>
<th>HOURS ATTENDED</th>
<th>HOURS MISSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 2</td>
<td>---------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>M 7</td>
<td>---------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>W 9</td>
<td>---------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>M 14</td>
<td>---------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>W 16</td>
<td>---------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>M 21</td>
<td>---------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>W 23</td>
<td>---------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>M 28</td>
<td>---------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>W 30</td>
<td>---------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>

### NOTES

Copyright © 2008 by Al Fritsch

www.earthhealing.info
Please answer each of the questions below. Circle ONLY one answer for each question. By answering the questions, that means you agree to be a part of this study.

<table>
<thead>
<tr>
<th>How much would you say you know about each of the following topics?</th>
<th>Nothing at all</th>
<th>A little bit</th>
<th>Some</th>
<th>A lot</th>
<th>A whole lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Radon</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>2. Indoor air quality and hazards (e.g., mold, 2nd hand smoke)</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>3. How to use commercial chemicals in the home (e.g., household cleaners)</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>4. Outdoor air quality and hazards (e.g., air pollution)</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>6. How pollution or chemicals we use in homes can affect our health</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>7. Common household pests</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>8. Ways to reduce pest problems in the home (e.g., cleaning, proper pesticide use)</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>9. How city and neighborhood planners make decisions</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>10. Ways that I can get involved in neighborhood planning</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>11. Facts and myths about healthy exercise</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>12. Healthy exercise choices that I can make</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>13. Healthy eating choices that I can make</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>14. Social and economic stresses that can affect our health</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>15. Public health trends and how they affect my personal health</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>16. Environmental justice</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>17 What “sustainability” means</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>18. People and places I can contact to learn more about environmental health in our neighborhood</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
</tbody>
</table>
15. What are 2 things you want to learn about in this spring’s Environmental Health and Wellness course?

16. What questions do you have about this course?

Please fill in or write in the spaces provided your answers to each of the following

<table>
<thead>
<tr>
<th>17. What is the month of your birth?</th>
<th>18. What is the date you were born (1 – 31)?</th>
<th>19. In what year were you born?</th>
<th>20. What are the LAST 4 numbers of the phone you use most often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ January</td>
<td></td>
<td>○ 1988  ○ 1993</td>
<td>____ ____ ____ ____</td>
</tr>
<tr>
<td>○ February</td>
<td></td>
<td>○ 1989  ○ 1994</td>
<td>____ ____ ____ ____</td>
</tr>
<tr>
<td>○ March</td>
<td></td>
<td>○ 1990  ○ 1995</td>
<td>____ ____ ____ ____</td>
</tr>
<tr>
<td>○ April</td>
<td></td>
<td>○ 1991  ○ 1996</td>
<td>____ ____ ____ ____</td>
</tr>
<tr>
<td>○ May</td>
<td></td>
<td>○ 1992  ○ 1997</td>
<td>____ ____ ____ ____</td>
</tr>
<tr>
<td>○ June</td>
<td></td>
<td></td>
<td>____ ____ ____ ____</td>
</tr>
</tbody>
</table>
Course Evaluation

Thank you for taking time to complete this survey. It is important to get feedback from you and others who participate in training and classroom courses.

I. Please answer each question by checking how much you agree with each of the following statements. Circle ONLY one response per statement. Completion of this survey constitutes your consent to participate.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content of the course was relevant for me and my family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I can use in my daily life the things I learned in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. This course had clearly stated objectives and was well organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The length of the course was just about right for me to learn what I needed to know.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I think differently about things because of what I learned in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I plan on doing something differently because of what I learned in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I would recommend this course to my friends and family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The facilitators for this course were well prepared and qualified for the job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. The facilitators presented the material in a clear and understandable manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. The facilitators were responsive to questions asked by class participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. The training was held at a location convenient for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. The training was held at a time convenient for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Classes started on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Classes ended on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I would be interested in taking another Neighborhood Environmental College course in the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
II. Please answer each question by indicating how much you learned about a specific topic in this course. Circle ONLY one response per statement.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learned nothing</th>
<th>Learned a little</th>
<th>Learned some</th>
<th>Learned a lot</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Radon</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>2. Indoor air quality and hazards (e.g., mold, 2nd hand smoke)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>3. How to use commercial chemicals in the home (e.g., household cleaners)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>4. Outdoor air quality and hazards (e.g., air pollution)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5. How pollution or chemicals we use in homes can affect our health</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>6. Common household pests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>7. Ways to reduce pest problems in the home (e.g., cleaning, proper pesticide use)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>8. How city and neighborhood planners make decisions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>9. Ways that I can get involved in neighborhood planning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>10. Facts and myths about healthy exercise</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>11. Healthy exercise choices that I can make</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>12. Healthy eating choices that I can make</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>13. Social and economic stresses that can affect our health</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>14. Environmental justice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>15. What “sustainability” means</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>16. People and places I can contact to learn more about environmental health in our neighborhood</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

III. What grade would you give the Environmental Health and Wellness course? (Please Circle ONE response)

A. Excellent
B. Good
C. Fair
D. Poor
E. Failure
IV. Please answer each question by checking how much you agree with each of the following statements. Circle ONLY one response per statement.

<table>
<thead>
<tr>
<th>The Course</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content of the course was relevant for me and my family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I can use in my daily life the things I learned in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. This course had clearly stated objectives and was well organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The length of the course was just about right for me to learn what I needed to know.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I think differently about things because of what I learned in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I plan on doing something differently because of what I learned in this course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I would recommend this course to my friends and family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Facilitators/Instructors</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. The facilitators for this course were well prepared and qualified for the job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. The facilitators were knowledgeable about the course material.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. The facilitators presented the material in a clear and understandable manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. The facilitators were responsive to questions asked by class participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. The facilitators were available to help me when I needed it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Facilities/Logistics</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. The classroom was adequate for our needs as a group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Classes started on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Classes ended on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I was given sufficient notice of the training schedule beforehand.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. The equipment and training aids and resources were adequate to meet the needs of this training/course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. The training was held at a location convenient for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
19. The training was held at a time convenient for me.

20. What are 2 things you liked best about this course?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

21. What 2 recommendations do you have to improve or change the course?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

22. What new knowledge have you gotten from this course?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

23. What will you do differently as a result of your participation in this course?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Please fill in or write in the spaces provided your answers to each of the following:

<table>
<thead>
<tr>
<th>17. What is the month of your birth?</th>
<th>18. What is the date you were born (1 – 31)?</th>
<th>19. In what year were you born?</th>
<th>20. What are the LAST 4 numbers of the phone you use most often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ January</td>
<td>○ July</td>
<td>○ 1988</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>○ February</td>
<td>○ August</td>
<td>○ 1989</td>
<td></td>
</tr>
<tr>
<td>○ March</td>
<td>○ September</td>
<td>○ 1990</td>
<td></td>
</tr>
<tr>
<td>○ April</td>
<td>○ October</td>
<td>○ 1991</td>
<td></td>
</tr>
<tr>
<td>○ May</td>
<td>○ November</td>
<td>○ 1992</td>
<td></td>
</tr>
<tr>
<td>○ June</td>
<td>○ December</td>
<td>○ 1993</td>
<td></td>
</tr>
</tbody>
</table>

Thank You!!!
### Alton Park/Piney Woods Environmental Health and Justice Collaborative  
**Neighborhood Environmental College**  
**Participant Focus Group Format and Questions**  
**Course II – Environmental Health and Wellness**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Welcome and Introductions</td>
<td></td>
<td><strong>5 minutes</strong></td>
</tr>
<tr>
<td>1. <strong>Introductions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Overview of the evaluation and informed consent to participate in the focus group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>ground rules/housekeeping</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> How would you describe to your friends and family:</td>
<td></td>
<td><strong>10 minutes</strong></td>
</tr>
<tr>
<td>1. <strong>The Environmental Health and Wellness course?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>The Neighborhood Environmental College?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> What are some of the things you learned about in this course?</td>
<td></td>
<td><strong>10 minutes</strong></td>
</tr>
<tr>
<td>1. Can you tell me a little bit about how your thinking has changed, if at all, about environmental health and wellness as a result of what you learned in this course?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What will you <strong>DO</strong> differently, if anything, as a result of what you learned in this course?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> In addition to the classroom component of the course, community outreach is another component of the Neighborhood Environmental College courses.</td>
<td></td>
<td><strong>10 minutes</strong></td>
</tr>
<tr>
<td>1. Can you tell me a little bit about the community outreach activities you all participated in as part of the Environmental Health and Wellness class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What did you all <strong>learn</strong>, if anything, from the community outreach activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Leadership development is the third component built into the Neighborhood Environmental College courses.</td>
<td></td>
<td><strong>10 minutes</strong></td>
</tr>
<tr>
<td>1. Can you tell me a little bit about what this Environmental Health and Wellness class has done for you, if anything, in terms of leadership development?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How, if at all, has this course helped to empower you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> Will you please discuss some of the things you liked best about this course, and why?</td>
<td></td>
<td><strong>5 minutes</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7.</td>
<td>What recommendations do you have to improve or change the Environmental Health and Wellness course?</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
| 8. | A) Overall, on a scale of 1 to 5 (*with 1 being the most negative and 5 being the most positive*), how would you rate your experience with Course 1 of the NEC?  
B) What else would you like to add about the Environmental Health and Wellness class or the Neighborhood Environmental College that we haven’t already discussed? | 5 minutes |
| 9. | The Environmental Health and Justice Collaborative and the Neighborhood Environmental College are based on the model of “neighbors teaching neighbors.” If you are interested in volunteering to help out with future NEC courses or the Collaborative, please fill out this sheet that I’m passing around now. A staff member will contact you soon about how you can help.  
As representative of the EHJC and NEC, I’d like to thank you very much for your time and participation in this focus group session. | 2 minutes |
Interviewer Script

“MAY I SPEAK TO [FACILITATOR’S NAME]?”

[IF NOT THERE, ASK] “WHEN WOULD BE A GOOD TIME TO CALL BACK?”
________________________________________________________

[IF THERE CONTINUE WITH…] “HI, MY NAME IS [YOUR NAME] AND I WORK FOR THE UNIVERSITY OF TENNESSEE’S COLLEGE OF SOCIAL WORK AND WITH THE ALTON PARK/PINEY WOODS ENVIRONMENTAL HEALTH AND JUSTICE COLLABORATIVE. HOW ARE YOU TODAY? I AM CALLING BECAUSE YOU WERE A FACILITATOR FOR THE AP/PW COLLABORATIVE’S NEIGHBORHOOD ENVIRONMENTAL COLLEGE. WE ARE CONTACTING ALL FACILITATORS TO INTERVIEW THEM ABOUT THEIR CLASS PRESENTATIONS AND HOW THINGS WENT FOR THEM AT THE NEIGHBORHOOD ENVIRONMENTAL COLLEGE. IT’S VERY IMPORTANT TO GET THE VIEWS OF PRESENTERS LIKE YOURSELF SO WE CAN CONTINUE TO MAKE IMPROVEMENTS TO THE NEIGHBORHOOD ENVIRONMENTAL COLLEGE. THE INTERVIEW WILL TAKE ABOUT 30 MINUTES TO COMPLETE AND, OF COURSE, IT IS COMPLETELY VOLUNTARY AND YOU MAY CHOOSE NOT TO PARTICIPATE. KEEP IN MIND THAT ANYTHING YOU SAY IN THE INTERVIEW IS COMPLETELY CONFIDENTIAL, AND ALTHOUGH THE CONTENT OF WHAT YOU SAY WILL BE ANALYZED ALONG WITH OTHER PRESENTER’S COMMENTS, YOUR NAME OR ANY OTHER PERSONAL IDENTIFIERS WILL NOT BE REVEALED. DO YOU HAVE TIME TO COMPLETE THE SURVEY NOW?”

[IF NO, ASK] “WHEN WOULD BE A BETTER TIME TO CALL BACK?”
________________________________________________________

[IF YES, CONTINUE] “GREAT! LET’S GET STARTED, THEN.”

[IF REFUSAL, CHECK BOX]
“NOW ONE LAST THING. I WILL NEED TO SEND OUT TO YOU A CONSENT FORM TO PARTICIPATE IN THE STUDY. YOU SIMPLY NEED TO READ AND SIGN THE FORM AND ENCLOSE IN THE SELF-ADDRESSED, STAMPED ENVELOPE THAT IS PROVIDED. WHAT WOULD BE THE BEST ADDRESS TO SEND THIS FORM TO?”

Name___________________________________________________________
Address________________________________________________________________
City__________________________ State_______ Zip Code____________

“THANK YOU SO MUCH FOR YOUR TIME AND PARTICIPATION. IF YOU HAVE ANY QUESTIONS OR NEED ADDITIONAL INFORMATION ABOUT THE SURVEY, FEEL FREE TO CONTACT DR. MARY ROGGE AT THE UNIVERSITY OF TENNESSEE’S COLLEGE OF SOCIAL WORK. SHE CAN BE REACHED AT 865-974-7500.”
1. To begin, can you briefly discuss your role as facilitator during Course II of the AP/PW NEC?

2. How was communication between you and the NEC staff in preparation of facilitating your piece? What kind of information about the NEC and the course were you given before coming to facilitate?
3. What is your understanding of the goals, structure, and process for the Neighborhood Environmental College?

4. What are 2 learning objectives you hoped to accomplish with your presentation at the NEC? How were these objectives accomplished? What challenges exist to accomplishing specific learning objectives?
5. How would you want class participants’ attitudes and thinking to change as a result of what they learned in your class presentation? What would you want or expect participants to do differently as a result of what they learned in your class presentation?

6. One component of the NEC is leadership development and capacity building for local community members. How do you think your presentation helped in working to facilitate leadership development and capacity building among participants in the class?
7. Another component of the NEC is community outreach and community activism. How do you think your presentation and instructional materials could be used to facilitate community outreach? What is your sense that this occurred?

8. “The AP/PW EHJC and NEC are based on the ideas of collaboration, open communication, and equitable relationships of power. What is your sense that these values/standards are being represented through the NEC?”
9. What do you see as the major strengths of the AP/PW NEC? What recommendations do you have to improve Course II? What recommendations do you have to improve the NEC?

10. Is there anything else you would like to add about Course II or the NEC?
You're Invited:

The Neighborhood Environmental College

A Division of the Alton Park/Piney Woods
Environmental Health and Justice Collaborative

Request the Honor of your presence

At our

Commencement Exercises to be held at

Calvin Donaldson Environmental Academy on

May 8, 2008 @ 5:45 p.m.

This evening will also include science projects and art exhibits, created by students from Calvin Donaldson and the local area!

And a very special dedication and ribbon cutting ceremony for the new greenhouse donated to Calvin Donaldson by the Alton Park/Piney Woods Environmental Health and Justice Collaborative (funds provided by The National Institute of Environmental Health Science).
Program

Environmental College
The Neighborhood
Environmental Science Academy

An Evening of Celebration with Calvin Donaldson

Growing and Going Green

Lobby Entrance  Environmental Art Exhibit
Directed by Tracy Wamp

Welcome and Introductions  Valerie Brown, Principal of CDESA

Graduation of Participants of
The Neighborhood Environmental College
Guest Speaker, Missy Gruchfield

Presentation of Grade Level Projects
Pre-K - Mother's Day Plants (in greenhouse)
Kindergarten - Energy Friendly Fans
1st Grade - "Trashy Art"
2nd Grade - Recycled C.D. case picture frames
3rd Grade - Recycled Newspaper Bowls
4th Grade - School Wide Food Waste Project
5th Grade - Individual Science Fair Projects

Touring of Displays -
- Pre-K Mother's Day Plants in the Greenhouse
- K, 1st, 2nd and 3rd Grade Projects in Multipurpose Room
- 4th Grade Trip Presentation of Class Trip to the
  Tremont Institute in Multipurpose Room
- 4th Grade Food Waste Project in Cafeteria
- 5th Grade Science Project Fair in Cafeteria
- Tennessee Aquarium Display in Science Lab
- Community Recycling Information in Science Lab

Ribbon Cutting and Dedication of
Greenhouse and Outdoor Classroom
Honoring Ms. Ruby Key

Refreshments  Multipurpose Room
Door Prizes  Multipurpose Room

Conclusion of the Evening Program

To All Parents: Please take your child's project with you as you leave. Thank you for coming!
Environmental Health and Justice Collaborative
Environmental Health and Wellness
NEC Graduates
Spring 2008

- Shirley Collins
- Niakiah Ward
- Elisabeth Williams
- Mandy McMurray
- Loretta Beasley
- Dorothy Beasley
- James McClennon
- Alen Underwood
YOU ARE WHAT YOU EAT!

A RECIPE BOOKLET FOR HEALTHIER LIVING

SPONSORED BY:

ALTON PARK/PINEY WOODS HEALTH AND JUSTICE COLLABORATIVE
&
THE COMMUNITY NETWORKS PROGRAM

ALL FUNDS PROVIDED BY:
NATIONAL INSTITUTE OF ENVIRONMENTAL HEALTH SCIENCES
AND
THE TENNESSEE COMPREHENSIVE CANCER CONTROL COALITION
Project Activity: Cooking with the CNP- Educate the community about healthy lifestyles with a focus on nutrition.

Purpose and Rationale: Cooking with the CNP was developed in 2007 by the Tennessee CNP to address daily eating habits and teach community residents how to prepare foods in a healthy manner to promote better health and cancer prevention. The cooking and preparation class seek to demonstrate to residents shopping tips while at the supermarket, how to eat when dining out, and ways to prevent cancer by eating healthier foods.

Community Networks Program partnered with the Environmental Health and Justice Collaborative’s Neighborhood Environmental College specifically its Health and Wellness course. The course’s overall purpose seeks to demonstrate the crucial link between environmental factors and health disparities (i.e. cancer) that exist within minority populations because of environmental conditions. Community residents in Chattanooga, Tennessee are exposed to educational outreach activities that integrate classroom instruction with interactive hands-on methodology to demonstrate to participants the importance of being pro-active about fighting cancer and other health disparities. The class engages community residents in a process of information exchange surrounding wellness, nutrition, and more specifically the importance of cancer fighting foods.

Implementation: Community residents and staff participated in other cancer-related activities leading up to the Cooking with the CNP activity. These activities include but were not limited to; membership and participation in activities sponsored by the Tennessee Comprehensive Cancer Coalition, attendance at education outreach activities on a variety of cancer related topics, participation in the Community Action Board, attending community meetings to glean information on community needs, and enrollment in the Neighborhood Environmental College sponsored by the Alton Park/Piney Woods Health and Justice Collaborative. This course is a 40 clock hour course that allows community residents to engage in participatory research and community activities through a model of information exchange, community outreach, and leadership development. CNP staff met with EHJC staff on several occasions to plan and prepare for the four hour class that would be offered to community residents. The Environmental Health and Justice planning committee staff also met with CNP staff to plan other classes on cancer-related topics that were also offered along with the Cooking with the CNP class.

Results: During instructional learning time, community residents were given the opportunity to observe a local chef preparing healthy food options. In addition to observing the preparation of these foods, residents were allowed to enjoy a delicious healthy meal prepared by the class facilitator. Residents have participated in a focus group concerning the Health and Wellness
Course, and have commented that the Cooking with the CNP class was the highlight of their instructional learning, and do plan to implement methodologies learned in class. The Cooking with the CNP cookbook was also developed as a result of this class. Community members, health center staff, and course facilitators all participated in editing and writing the recipes found in the guide to healthier living.

**Impact:** Students who participated in the two-part Cooking with the CNP class have told other community residents that they need to also sign up for this course when it is offered again. They have also implemented healthier lifestyle options by attending a Walk-a-Thon and health fair sponsored by the Community Networks Program and other community partners.

**Lessons Learned:** Offering the class in conjunction with the Neighborhood Environmental College worked well because the community residents participating in the course had already been involved in educational instruction about preventative health care and other cancer related topics. Perhaps the class would also be more effective if students were given the opportunity to prepare a recipe before hand, bring it to class with ingredients needed, and prepare it for classmates.

**Partners:**

A. Environmental Health and Justice Collaborative  
   (Neighborhood Environmental College)  
B. Chattanooga Black Nurses Association  
C. The University of Tennessee at Chattanooga  
D. Southside/Dodson Avenue Community Health Centers  
E. Tennessee Comprehensive Cancer control Coalition  
F. Calvin Donaldson Environmental Academy

**Funding:**

Funding for this project included:  
A. MMC-Southside/Dodson Avenue CHCS Community Networks Program  
B. Tennessee Comprehensive Cancer Control Coalition  
C. The National Institute of Environmental Health Sciences

**Contact:**

Shere Washington, CNP Health Educator  
Southside Community Health Center  
100 East 37th Street  
Chattanooga, TN 37410
**Caesar Salad**; buy a bag of Romaine lettuce; buy a bottle of low sodium Caesar Salad dressing; buy seasoned croutons. Do NOT put salad dressing on lettuce; let guests get a little via a spoon from a dish that you set out. They can better control their sodium intake that way.

**Grilled Chicken for Caesar Salad**

1/2 Teaspoon Dried Basil
1/4 Teaspoon Oregano
1/4 Teaspoon Black Pepper
1/2 Teaspoon Thyme
1/2 Teaspoon Garlic Powder

1 Cup Dale’s Marinade (Low Sodium)
1/2 Teaspoon Colgin Hickory Smoke Liquid

4 Large Chicken Breasts (Boneless and Skinless)

Combine the following dry seasonings and mix in a separate bowl: dried basil, oregano, thyme, garlic powder (NOT garlic salt!); ground black pepper. Marinate chicken overnight in A LITTLE LOW SODIUM Dale’s marinade and a small amount of Colgin Hickory Smoke liquid. To cook; drain chicken, pat dry. Arrange chicken on a flat surface and sprinkle with dry seasonings to taste. Use a non-stick grill or spray cooking surface with non-stick spray. Grill chicken.

**Broccoli Stir Fry**

1.5 lbs. Sirloin Steak

3/4 Cup Soy Van Hoisin Garlic Sauce
1/2 Cup Soy Sauce (Low Sodium)

2 Cups Brown Rice
3 Tablespoons Teriyaki Marinade
1 Red Bell Pepper
24 oz. Broccoli Florets

Sirloin steak, cut into very thin strips (this is easier if you put beef in the freezer for approximately 10 minutes prior to cutting; don’t allow to freeze!). Marinated in Soy Van Hoisin garlic sauce; low sodium soy sauce and teriyaki marinade (3:1:1 ratio); red bell pepper (you can use green) cut into thin strips; fresh broccoli florets. Heat wok to high; use approximately 2 - 3 tablespoons pure vegetable oil in wok; cook beef, turning constantly, approximately 5 - 6 minutes. Remove beef from wok. Wipe wok with paper towels (BE CAREFUL!). Add 2 - 3 tablespoons pure veggie oil to hot wok; add in broccoli florets, couple of cloves garlic, cut up or smashed with flat of knife (remove garlic skin!), pepper strips in that order. Sauté in wok for 3 - 5 minutes (depending on amount) cook, turning constantly; add beef back in and heat through. Serve over brown rice (prepared beforehand and heated up in microwave).
Fruit Salad: go to Sam's Club; buy mixed fruit bag in frozen food section (the brand with mangoes is what we used); also blackberries and blueberries in frozen food section. These have no sugar added. Let thaw in refrigerator over night. About 90 minutes before serving, put both bags of fruit into large serving bowl and set out, covered with a paper towel, to serve. Serve with no sugar added Vanilla Ice Cream.

Mint Tea Ingredients:
100% Natural Pineapple Juice 1 can
Decaffeinated Ginger Ale 1 1/2 liters
100% Orange Juice 1 gallon
Decaffeinated Tea 1 gallon
Sugar 1 cup
Lemon Juice 2 tablespoons

Mix all ingredients in a punch bowl
Put in the freezer for 1-2 hours
Serve about 25-40 people

Savory Peach Chicken
1 tablespoon canola oil
4 skinless, boneless chicken breasts, about 1 1/4 pounds
1/2 teaspoon salt
1/4 teaspoon pepper
2 tablespoons brown sugar
2 tablespoons low-sodium soy sauce
2 tablespoons lemon juice
1/4 cup orange juice
1 teaspoon freshly grated ginger
2 cloves garlic, minced
1/2 cup low-sodium chicken broth
4 large firm-ripe peaches, cut into 1/4-inch slices, or 2 (10-ounce) packages frozen peaches, (about 4 1/2 cups)
2 tablespoons sliced almonds

Heat the oil in a large skillet over a medium-high heat. Season the chicken on both sides with salt and pepper, add to the skillet and cook until browned, about 2 minutes per side. Meanwhile combine the brown sugar, soy sauce, rice vinegar and orange juice in a small bowl and set aside. When the chicken is browned, transfer to a plate and set aside.

Add the ginger and garlic to the pan and cook, stirring, for 30 seconds. Add the chicken broth, the soy sauce mixture, and the peaches to the pan. Turn the heat up to high and cook, uncovered, for about 8 minutes, stirring occasionally until the sauce is nicely thickened and the peaches soften. Add the chicken back to the pan with the sauce, turn the heat down to moderate-low, cover and cook for about 5 minutes, or until chicken is cooked through. In the meantime, toast the almonds in a dry skillet over a medium-high heat stirring frequently, until golden brown and fragrant, about 2 minutes. Serve the chicken topped with the sauce and sprinkled with the toasted almonds.

Yield: 4 serving, 1 piece chicken, 2/3 cup sauce and 1/2 tablespoon almonds per serving
Stir-Fried Cabbage

1 chinese cabbage
1sm onion (sliced)
1 clove of garlic (minced)
½ tsp fresh grated ginger or couple of sprinkles of dried ginger
2 tsp canola oil
2 tsp toasted sesame seed oil
2 tbls low sodium soy sauce
1 tbls lemon juice

Heat 2 tsp canola oil in frying pan add sliced onion, ginger and garlic to pan sauté for 1 min. add shredded cabbage, soy sauce and lemon juice stir until slightly tender, leaving it a little crunchy. Plate cabbage and drizzle sesame oil over top.
Special Acknowledgments

DR. MARTINA HARRIS
UNIVERSITY OF TENNESSEE AT CHATTANOOGA

WILLIAM HICKS
SOUTHSIDE/DODSON AVENUE COMMUNITY HEALTH CENTERS
Wildwood Lifestyle Center & Hospital and the St. Elmo Seventh-day Adventist Church Present:

All Natural Cooking School

Practical life changing principles and practices that are sure to bring health to body, mind, and soul

Presenters from Atlanta:
James Luke: International Health Educator
Erica Luke: Health Educator, Personal Trainer & Fitness Chef

5 Sunday Sessions, 3:00pm-6:00pm

Sunday, April 6 - "Hero or Villain?" - Cholesterol
Sunday, April 13 - "One Nation Under Pressure" - High Blood Pressure
Sunday, April 20 - "Your Knife and Fork" - Reverse Heart Disease
Sunday, April 27 - "Where Is the Sugar?" - Diabetes
Sunday, May 4 - A Complete Menu Plan

Cost: $25.00 for all 5 sessions
Early bird registration by March 29, $20.00

Location:
St. Elmo Ave Baptist Church
4500 St. Elmo Ave,
Chattanooga, TN 37409

Contact: Darlene Seath
Daytime: 706-820-1493 ext. 260
Evenings: 423-315-3737
MAYOR RON LITTLEFIELD
AND THE CHATTANOOGA GREEN COMMITTEE
INVITE YOU TO A

CHATTANOOGA GREEN
PUBLIC INPUT MEETING

Please join us and share your knowledge, concerns and hopes for Chattanooga's environment. Bring your ideas about conservation, transportation, natural resources, recycling, air quality, education, energy, water and other environmental issues.

THURSDAY, APRIL 24, 2008
6:30 PM to 8:30 PM
THE CHATTANOOGAN, MAIN BALLROOM
1201 BROAD STREET

RSVP to (423) 648-7353

Help us spread the word by passing this invitation along. Invite your friends, family, neighbors and coworkers.

Special thanks: Recycle RIGHT
The Community Research Council and the Chattanooga-Hamilton County Regional Planning Agency present:

**Chattanooga Food Desert Summit**

Exploring issues and answers related to food access, nutrition, and economic development in Chattanooga's underserved communities

Thursday, March 27th | 1:00 pm – 4:00 pm
Development Resource Center | 1250 Market Street

Many residents in the Chattanooga region live in food deserts. These areas lack traditional grocery stores and supermarkets, thereby limiting the availability of nutritious and affordable food for neighborhood residents.

Please join us as we seek to learn more about the impact of food deserts on our community and how we can work to address this issue.

**FEATURED SPEAKERS:**

Mari Gallagher, President of Mari Gallagher Research and Consulting, is a nationally-recognized expert on food deserts. Her research has focused on quantifying the impact of food deserts on public health in Detroit and Chicago. [www.marigallagher.com](http://www.marigallagher.com)

John Talmage, President and CEO of Social Compact, a nonprofit that promotes successful business investment in lower-income communities through its inner-city market analysis methods. [www.socialcompact.org](http://www.socialcompact.org)

**WHO SHOULD ATTEND?** Anyone with an interest in food access, community health, the environment, or economic development in our community.

For more information, or to RSVP, please contact Lori Quillen at (423) 425-5613 or lquillen@researchcouncil.net.
What are Food Deserts? Mari Gallagher Research & Consulting Group (MG) defines Food Deserts as large geographic areas with no or distant grocery stores. Often, they also have an imbalance of food choice, meaning more nearby fringe food such as fast food, convenience stores, and liquor stores. While these communities are without enough mainstream grocers, many do have community assets, disposable income, appropriate sites for sustainable grocery stores, and talented community leaders working to improve healthy food options. **Why it matters:** findings from our studies reveal that residents of Food Deserts suffer worse diet-related health outcomes, including diabetes, cancer, obesity, heart disease and premature death.

What is food insecurity? Food insecurity is defined by the U.S. Department of Agriculture to be “limited or uncertain availability of nutritionally adequate and safe foods.” One in eight U.S. households with infants (12.5 percent) reports being food insecure, according to a new analysis by Child Trends (July 2007). In Food Deserts, there is often food insecurity. **Why it matters:** MG contends that hunger needs to be redefined in the Food Desert, where while there might be an abundance of food, little of it is fresh, nutritious and low in salt, fat or sugar. Some have said, for example, that when you are hungry, cupcakes are better than nothing. Would you agree or disagree?

What are mainstream and fringe food venues? A mainstream grocer is a place where you can support a healthy diet on a regular basis. A fringe food location is the opposite; it is not inherently bad, but if it were the primary source of acquiring food, local diets and public health would likely suffer. Mainstream grocers, while not necessarily “full service” stores, sell an assortment of foods – including fresh produce – that can contribute to a healthy diet. Fringe food venues include convenience stores and fast food restaurants, as well as gas stations, liquor stores, department stores, discount bakeries, pharmacies and a multitude of other retailers that sell ready-made, fast, boxed, canned, and other types of food products but for whom food is not the primary line of business. **Why it matters:** Fringe retailers do provide consumer options, but when they are the only or dominant option, there can be negative consequences. MG cites other industry examples of mainstream and fringe retailers, such as banks (mainstream) and currency exchanges (also called check cashers) and pawnshops (both fringe).

What is Food Balance? In a community with Food Balance, residents can access healthier types of food – such as a salad or fresh chicken, typically available at a mainstream grocery store – as easily as they can access fringe food products – such as highly processed food or food high in fat, salt and/or sugar. Fringe food is typically available at venues such as fast food restaurants, liquor stores, convenience stores, and other similar locations. A community with easy access to fringe food retailers and limited access to mainstream grocers would be considered out-of-balance. **Why it matters:** MG has identified statistically significant relationships between improved access to mainstream food options and better diet-related public health outcomes. In short, where there is a greater access to mainstream grocery stores, premature death and suffering from diet-related diseases decreases. These effects are independent from other contributing factors such as income, race, and education.

What is the Food Balance Score and Food Balance Effect? MG developed a unique measure to test our core theory that Food Balance contributes to diet-related health outcomes. In essence, this ratio score is the distance to any grocer divided by the distance to any fringe food venue. We call this ratio the Food Balance Score, and we call its impact the Food Balance Effect. These measures were developed exclusively by MG as part of our work on food access and its impact on public health.
Food Deserts are large geographic areas with no or distant grocery stores. Often, they also have an imbalance of food choices, meaning more nearby fringe food such as fast food, convenience stores, and liquor stores. While these communities are without enough mainstream grocers, many do have community assets, disposable income, talented community leaders working to improve healthy food options, and appropriate sites for sustainable grocery stores, community gardens, and much more.

Why It Matters: Studies reveal that residents of Food Deserts suffer worse diet-related health outcomes, including diabetes, cancer, obesity, heart disease, and premature death.

Healthy food options and choices are important for everyone.

Let June be the month to showcase what you, your community, your school, your church or your business are doing to promote solutions that improve food access, wellness, and quality of life.

JUNE – National Food Desert Awareness Month – is a time to showcase

Community Assets • Informed Action • Education • Solutions Celebration

Sponsored by the National Center for Public Research

We are a national organization dedicated to providing meaningful and unbiased local data and information to improve quality of life, quality of health, and financial well-being for all people and communities.

To participate in National Food Desert Awareness Month, email Mari Gallagher at NationalCenterforPublicResearch.org or info@NCforPR.org
1ST ANNUAL SOUTH CHATTANOOGA HEALTH FAIR
MAY 3, 2008
12:00PM - 4:00PM
AT THE SOUTH CHATTANOOGA
PROMOTING FAMILY WELLNESS SOUTH CHATTANOOGA HEALTH FAIR 2008

HEALTHSPRING
SOUTHSIDE AND DODSON AVENUE
COMMUNITY HEALTH CENTERS
Community Networks Program

2K Walk-a-Thon
2008
Walking your way to better health

Come and join the fun!!

The Villages at Alton Park
3750 Hughes Avenue

Saturday May 3, 2008
8:15am – 9:15am - Registration
9:30am – 11:30am - Walk
Incentives will be provided for participants

To pre-register for the Walk-a-Thon or for more information please contact:
Shere' Washington at Southside/Dodson Avenue Community Health Centers (423)778-2706
Appendix G

Southside Youth EJ Art
It’s not nice to keep on trying to fool Mother Nature.
It's not nice
to keep on
trying to fool
Mother Nature

South Chattanooga
Environmental
Artists

Chattanooga Zoo

Rainforest

Keep your pets
out of the rainforest.
Appendix H

Year 3 EHJC Grant Proposal Submissions
Summary of Funded Grant

Chattanooga Creek (Creek), a "brownfield" urban watershed environment, links economically disadvantaged, minority communities of Alton Park and Piney Woods (AP/PW) in South Chattanooga, Tennessee, to contaminants from multiple Superfund sites. The Creek is the primary vehicle for mixed contaminant exposure in those neighborhoods. Extensive polynuclear aromatic hydrocarbons (PAH) in the Creek originated from the Tennessee Products Coke Plant Site, a coal carbonization facility operating for almost 70 years (1918-1987). Coal tar, a major by-product of the process, is a complex mixture of carcinogenic and noncarcinogenic PAH compounds. Chattanooga-Hamilton County citizens from within and outside AP/PW report that race, income, lack of power, and toxic risk have been connected intricately in over 30 years of frustration and ongoing efforts to improve living conditions in the neighborhood (Rogge, 1998). A primary concern is that AP/PW residents have serious and ongoing concerns about the health effects of living in proximity to Chattanooga Creek, due to the known and unknown dimensions of industrial and commercial contamination. To address these environmental health issues, a series of AP/PW citizens’ groups have played important roles in advocating with local, state, and federal entities for a series of health surveys done in the neighborhood (Rogge et al, 2005). An important milestone occurred in 1995 when a stretch of the Creek was placed on the U.S. Environmental Protection Agency’s (EPA) National Priority List, leading to remediation that is still ongoing today. However, studies conducted since 2001 on the remediated portion of the Creek and the surrounding floodplain show PAH concentrations at levels that still warrant concern about health effects on the surrounding population (Vulava, et al. 2007).

The Alton Development Corporation (APDC) was formed in 1998 to derive a common agenda and create a stronger voice to correct injustices in environmental health risk in the neighborhood. In 2005, APDC joined forces with the University of Tennessee at Knoxville and the Southside/Dodson Avenue Community Health Centers (SS/DACHC) to form the AP/PW Environmental Health and Justice Collaborative (EHJC). The long-term objectives of the EHJC are to increase public understanding and knowledge about environmental health-related issues, to strengthen neighborhood empowerment and leadership, and to work toward policy improvements regarding environmental health and justice.

Five specific aims of the EHJC are to:
1. Create and put into place a neighborhood-based model of collaboration,
2. Inventory and build resources for adult and youth leadership and job opportunities,
3. Create a neighborhood-based model of information exchange and community outreach,
4. Collect and examine data about neighbor’s knowledge of chemical contamination in AP/PW, potential health effects, and health risk reduction strategies and tactics, and
5. Engage local youths and adults in data collection, information exchange, collaborative partnerships, and actions that influence policy changes.

The Neighborhood Environmental College. The EHJC launched the Neighborhood Environmental College (NEC) in 2006. The NEC concept builds on the use of community-based participatory research (CBPR) in an environmental justice context. CBPR facilitates information exchange and promotes health and policy improvements regarding an understanding of the origins and persistence of environmental health disparities in AP/PW (Israel et al., 1998; Krieger et al., 1993). Community meetings are held to solicit neighbors’ ideas about NEC curricula. Councilman Manuel Ricco regularly attends EHJC planning meetings and has been instrumental in helping the EHJC to establish connections to other neighborhood organizations and facilitators for the NEC. The pilot course entitled Contamination and the Chattanooga Creek was held in the summer of 2006 and again with youth in the summer of 2007. A second course on Environmental Health and Wellness addresses other forms of chemical contamination such as indoor and outdoor air pollution; reducing risks from pests, pesticides, and other chemicals; and healthy food choices. The third course planned for 2008, Community Leadership, fosters civic dialogue within and beyond the neighborhood. The NEC is designed to enhance individual and community capacity and nurture trust in community decision-making.

1 The EHJC was made possible by a grant funded through the National Institute of Environmental Health Sciences (NIEHS), Environmental Justice Grant #1R25ES014317-01.
2 The EHJC interacts most frequently with representatives of Southside Recreation Center, the Bethlehem Center, Calvin-Donaldson Elementary School (an Academy of Environmental Sciences), Howard School of Academics and Technology, The Villages (a new housing development funded by HOPE VI), and the Hamilton County Health Department.
processes through development of skill sets in communication techniques, information gathering, presentation options and opportunities, building partnerships, and conflict resolution.

**Description and Plan of Proposed Activity**

Through the process of participation and collaboration among the research team and community stakeholders, it is the goal to gain greater insight and understanding of environmental health/justice issues in AP/PW. Both “insider” and “outsider” views are necessary and important to truly achieve collaboration, and to help each group to understand the perspective of the other in order to achieve constructive change together. This is one of the central tenets of the Neighborhood Environmental College. It is of particular importance to understand historic and current interaction dynamics among residents and intervening agencies and institutions. AP/PW residents have developed sophistication in dealing with external entities regarding Chattanooga Creek, through experiencing and experimenting with a variety of organizing, education and intervention strategies (Rogge et al., 2005).

**Creating a Community Environmental Narrative**

The proposed project is designed to give residents a more active voice through the construction of a community Environmental Narrative. The construction of this narrative will (1) build a framework for the EHJC to better serve the needs and wants of the community and (2) link neighborhood youth into the activities of the EHJC. The narrative will foster awareness of environmental health risks potentially related to exposure to contaminants originating at Chattanooga Creek, by introducing new methods to encourage dialogue within the existing infrastructure of the EHJC and the NEC.

**Objective 1: Meeting the needs and wants of AP/PW.** The first objective is to provide more opportunities for the EHJC to meet the needs and wants of the AP/PW community. These needs have been identified as an area of improvement in the evaluation and assessment of previous EHJC work. A strong interest has been expressed for more information about environmental health risk, and what residents can do to reduce their exposure to environmental contaminants. There has also been an expressed desire among residents to work toward reducing the source of this contamination through policy that encourages the cleanup and redevelopment of brownfields in the community.

Reaching out to the AP/PW community has been accomplished by building partnerships with established neighborhood organizations (e.g., the Bethlehem Center, Mary Walker Towers, Parent's Place, and Southside Recreation Center). They allowed access to a “captured audience” already engaged in structured programs which helped to alleviate concerns about lack of transportation to the NEC venues, day jobs, and pressing obligations in the evening related to childcare and other family responsibilities. These types of barriers are more easily dealt with than larger social, institutional, and environmental factors that act as barriers and bridges to overcoming systematic social and physical vulnerabilities in environmental justice and health issues faced by the community. Potential barriers are caused by economic factors, such as the lack of financial resources, and limited access to educational resources about environmental health risk. Bridges may include sustained efforts through faith-based institutions to help residents take advantage of preventive health care opportunities and provision of educational programs (Schulz and Northridge 2004; Krieger et al., 1993).

**Objective 2: Focus on youth.** The second objective is to promote youth leadership through mentoring teens in community problem solving, community organizing, and political participation. Through community collaborations and broad-based partnerships among community, city agencies and organizations, the need for youth-based programming, events, and support will be addressed through the CBPR and community narrative process being proposed (Haire, 2007). Existing partnerships and programming will be enhanced and coordinated to help give our teens expanded opportunities in education, the arts, and leadership development. Established youth development organizations in AP/PW, such as the Bethlehem Center and Southside Recreation Center, help to promote positive development of young people rather than only overcoming their deficits. The Southside Environmental Youth Council and the South Chattanooga Community Collaborative anchored at the Southside Recreation Center each serve as key organizations for EHJC programs and activities. During the summer, the Bethlehem Center hosts the EHJC/NEC courses for youth in the neighborhood through their Literacy and Leadership Academy. These centers furnish important
opportunities for strengthening neighborhood youths’ confidence in guiding their own destinies. The purpose of strengthening EHJC’s ties to youth-oriented community partners is to help neighborhood youth become more aware of themselves as a potential civic and political group, rather than taking the community environment as a given ("participation without power") (Checkoway 1998; Kim and Sherman 2006).

**Potential Benefits of Constructing Environmental Narratives in AP/PW**

Central to any popular democracy is the requirement that all participants have equal and equitable opportunities to contribute their positions and opinions in a free and fair communications system. Often though, an imbalanced situation occurs when a community lacks the social, political, or economic power to play a role in normal civic engagement processes. The opposing power of the “dominant cultural narratives” often preclude personal or community stories that may present alternative perspectives (Rappaport 1995). A dominant cultural narrative in Alton Park’s case was the promotion of the revitalization actions downtown and in tourist areas of Chattanooga (e.g., emphasis on the development of “zero-emissions” in areas outside of AP/PW). Also, great fanfare has surrounded efforts to provide new housing units through a $84 million HOPE VI project in AP/PW. However, the project suffered a black eye after the discovery of lead-contaminated foundry sands at the housing site were initially dismissed until the community pressured authorities to investigate and remediate the contamination at the site (US Department of Health And Human Services, 2002).

Environmental Narratives used in a CBPR context open up the possibilities for changing the role relationship from “teacher/researcher” and “student/subject” to “coparticipants,” allowing a new view of knowledge that permits multiple perspectives through the collaboration of citizens and scientists. The provision of a forum for unexpressed opinions and observations provides valuable information sources through personal and collective narratives that not only overcome the limitations of historical and contemporary reference information (e.g., incomplete data sets or bias in the record), but also place the narrators firmly in their landscape. (Robertson, Nichols et al. 2000; Corburn 2007). Knowing how the Creek and other environmental contamination problems feature in the social history of the AP/PW community helps to provide an essential understanding of the origins and persistence of environmental health disparities, while also giving ownership and meaning to community residents’ participation in the information exchange. Ultimately this acknowledgement of experiences with and observations about living in the community has the potential to generate a body of “narrative knowledge” to open up a greater possibility for health and policy improvements.

**Methods**

The purpose of the activities outlined in this proposal is to further encourage young people living in AP/PW to develop their sense of efficacy about and personal responsibility to helping residents understand how their past links into an environmentally sustainable future. Through the various opportunities offered by the creation of a community narrative, youth and community elders can work together to critically analyze the causes of various environmental injustices in AP/PW, and to empower all ages to collectively formulate strategies to change existing conditions. Project performance sites will be Alton Park Development Corporation, Chattanooga, Tennessee; Southside Community Health Center, Chattanooga, Tennessee; and the University of Tennessee, Knoxville, Tennessee.

Evaluation and assessment of the research described below will be conducted as described in the parent NIEHS/PEPH grant, which focuses on the efficacy of the process to work toward stated project goals (e.g., collaboration and trust development among interested parties, neighbors’ knowledge of local chemical contamination, education and training). The evaluation will also measure the impact of training, education, and outreach on changes in risk and exposure, attitudes and behavior, action initiatives, and public policy. The proposed evaluation incorporates a participatory research approach to the design of instruments, data collection activities, and analysis of data. We will seek review and approval of the University of Tennessee’s Internal Review Board for any additional elements not covered under our currently approved protocol, with regard to the use of human subjects and potential research risk related to their participation in the proposed research plan.
Oral History and a Historical Repository
The objective of the EHJC’s Oral History project is for youth to obtain personal narratives from AP/PW elders in an effort to preserve their collective experience regarding the history of environmental issues in AP/PW, participation and involvement in the local environmental justice movement, perceived health impacts and effects associated with environmental exposure, and relationships between the underlying political, socio-economic conditions and environmental issues in AP/PW. These personal narratives will then be organized into a community narrative in the ways described below. Three EHJC members (one from each EJHC partner) attended the June 2007 Oral History Training Institute to prepare them to instruct others on oral history methodology. Introduction of the oral history concept will take place during the summer 2008 NEC course for youth. Actual work will begin in the fall of 2008 through Earth Day in April 2009.

Project goals include the following:
1. Preserving the local people’s history;
2. Educating ourselves and others on what it was like to live in AP/PW over the years;
3. Examining community perceptions of environmental issues and their impact on health;
4. Linking youth and elders in learning about the local history;
5. Engaging youth and empower them to take ownership of their community;
6. Providing training on documenting and recording community history as it related to environmental issues; and
7. Creating a physical artifact reflective of findings from the oral histories.

A historical repository of the oral histories will be created and then stored at a neighborhood school’s library and linked to the South Chattanooga library branch, UT-Chattanooga, and the Hamilton County library. Excerpts will be placed on the EHJC website at UT-Knoxville (http://chattanoogacreek.utk.edu) for publicity and to increase awareness. The historical record and the oral histories will be used as educational tools for the EHJC/NEC, local organizations, schools, and other groups as they learn about the local history of AP/PW.

The Oral History project will also serve youth by providing hands-on experience in research (i.e., design, data collection, analysis, reporting) and technical skills development (i.e., audio and video recording, editing, production). Art forms (painting, sculpture, music, drama, and poetry) will be used to create an oral history presentation as a foundation to write a play. The long term goal is to incorporate stories into a “storybook” which can be interpreted through a traveling docudrama or local theatre production, produced and performed by community youth. In an effort to involve younger students, a wall mural is proposed for Calvin Donaldson Elementary School, the new “environmental magnet” school, based on a winning design of bids from student competitions. Also proposed is a “how to” or “cookbook” on the collection and documentation of oral histories, to serve as a model for other communities.

Alton Park/Piney Woods Environmental Justice Theater
The Alton Park/Piney Woods Environmental Justice Theater (AP/PW EJ Theater) will strive to create a narrative “dialogue” that is both educational for the participants while providing an outlet for new ways to think and talk about themselves. The theater process will emphasize concepts related to environmental health normally below the radar of citizens’ experiences within their community, such as the effects of individual choices, behaviors, and day-to-day living on potential contaminant exposure. Exploring these complex interactions together provides the essential bridge between technical expertise and local knowledge from the point of view of community residents living in harm’s way (Fischer, 2000).

In April 2008, Dr. John Sullivan3 of the Sealy Center for Environmental Health & Medicine will conduct a weekend workshop for EHJC adults and youth to help others in the community develop community information exchange using Augusto Boal’s Theater of the Oppressed Image and Forum Theatre framework. This method will be used to frame community dialogue on environmental justice and regulatory policy issues. It will be incorporated into the EHJC/NEC’s curriculum for Environmental Health and Wellness in the fall of 2008 to facilitate discussion of toxicological concepts, to develop a working knowledge of health risk issues

3 Dr. Sullivan is a team member of the PEPH-funded Project COAL (Communities Organized against Asthma and Lead).
and accompanying risk burdens stemming from contamination problems in AP/PW, and to gain an understanding of socioeconomic factors that contribute to health, opportunity, and justice disparities. A key element of Boal’s technique is the preparation of “images” (short scenes), which are used as an ethnographic tool to demonstrate community risk perceptions, attitudes toward activist engagement, and local social dynamics. These images are used to communicate “worst environmental fears,” predicted power dynamics that would occur as a result of environmental activism, and to illustrate a community’s assets or needs in response to environmental challenges. The performance of this local knowledge serves to offer a “window into the real life of a community” revealing critical social values about goals, perceived power structures, and experiences of the system they inhabit (Sullivan and Lloyd 2006).

Specifically, the AP/PW EJ Theater serves the following goals of environmental science research and outreach:

1. To integrate sound science within the goals and rhetoric of citizen activism,
2. To engage an environmental justice community skeptical of scientific methodologies and motives, and
3. To meld a rationalist and democratic approach toward achieving environmental justice in CPBR projects.

The AP/PW EJ Theater will engage citizens and the environmental science community in an intensive process of analysis and consensus-building.

**Proposed Outcomes**

The outcomes of the work proposed for this supplemental grant would directly tie into and enhance the aims of the original grant as follows:

**Aim 1**: The creation of Environmental Narratives through oral histories and theater would serve to enhance the level of collaboration among neighborhood partners and the existing EHJC;

**Aim 2**: The Oral History Project would document AP/PW environmental history for use in creative expression for youth as well as a permanent record of narratives, while the AP/PW EJ Theater would provide leadership opportunities for adults and youth together in the creation and implementation of stage performances;

**Aim 3**: Environmental Narratives would serve as a new means of neighborhood-based information exchange and community outreach;

**Aim 4**: “Data” in the form of Environmental Narratives will be recorded about: knowledge of past chemical contamination in AP/PW, concerns about potential health effects, and health risk reduction strategies and tactics; and

**Aim 5**: AP/PW youths and adults will work together to document “data” in the form of Environmental Narratives, as well as to exchange information and form new partnerships. The empowering process of providing new useful resources through discoveries, creations, and alternative voices serves to instill greater confidence for successfully advancing neighbors’ viewpoints and interests in a public forum.

Additionally, the proposed work addresses many of the guiding principles for the effective use of CBPR outlined by O’Fallon and Dearry (2002), by addressing the needs and wants of the AP/PW residents to have a more community-driven collaboration, fostering co-learning among EHJC participants through discovering neighborhood history not documented in traditional media sources, using local expertise from shared community knowledge and cultural tradition to work toward more democratically accountable environmental policy, and developing/disseminating results from the Oral History and AP/PW EJ Theater projects in a useful way (e.g., “cookbook” of the process).

Listening to stories and helping people create a situation that “privileges the voices” of AP/PW residents – such as through the Oral History Project and the AP/PW EJ Theater – opens the door to creating a powerful force for personal and social change. Through this process of creating Environmental Narratives, the EHJC will foster equality in the decision-making processes and help to validate experiential knowledge. An added benefit of this proposed work will be the possibility for increasing trust among partners and improving working relationships, which will strengthen the necessary infrastructure for a sustained, organized effort to enact much-needed environmental policy improvements in the AP/PW community.
February 21, 2008

Liam R. O’Fallon, Program Analyst
Partnerships for Environmental Public Health
Division of Extramural Research and Training
National Institute of Environmental Health Sciences
79 T. W. Alexander Drive
Room 3412A
Research Triangle Park, NC 27709

Re: Administrative Supplement to “AP/PW Environmental Health & Justice Collaborative” proposal

This letter is written to support the Alton Park/Piney Woods Environmental Health and Justice Collaborative’s application for a supplemental grant to continue efforts to advance environmental health in the Alton Park/Piney Woods community of south Chattanooga, TN.

As a partner in the EHJC since the beginning, we strongly support the Collaborative’s efforts. Our work in the Alton park community has been significantly enhanced by our relationship with the efforts of the NIEHS Partnerships for Environmental Health. Sharing information, engaging community residents, neighborhood organizations, health care providers, research scientists at the University of Tennessee at Chattanooga, and informing policy makers about ways to improve the environment in our community have all been efforts that have helped to enhance community involvement.

The Alton Park Development Corporation is pleased to again enter into a contract relationship with the University of Tennessee. The administrative and programmatic personnel of APDC are aware of the NIH consortium agreement policy and are prepared to establish the necessary inter-organizational agreements consistent with that policy.

We look forward to partnering with Alton Park/Piney Woods Environmental Health and Justice Collaborative through the Administrative Supplements to Promote Partnerships for Environmental Public Health and continue to serve the residents of the Alton Park community.

Sincerely,

Geri Spring, Director
Alton Park Development Corporation
February 19, 2008

Liam R. O’Fallon, Program Analyst
Partnerships for Environmental Public Health
Division of Extramural Research and Training
National Institute of Environmental Health Sciences
79 T. W. Alexander Drive
Room 3412A
Research Triangle Park, NC 27709

Dear Dr. O’Fallon:

RE: ADMINISTRATIVE SUPPLEMENT TO “ALTON PARK/PINEY WOODS (AP/PW) ENVIRONMENTAL HEALTH & JUSTICE (EHJC) COLLABORATIVE” PROPOSAL

This letter is written to support the AP/PW EHJC’s application for a supplemental grant to continue its efforts to advance environmental health in the AP/PW community of south Chattanooga, TN.

We strongly support the Collaborative’s efforts and have been a partner with the Collaborative since its inception. The EHJC has been highly successful sharing information, engaging community residents, neighborhood organizations, health care providers, research scientists at the University of Tennessee at Chattanooga and others and informing policy makers about ways to improve the environment in our community. This has been accomplished via the Neighborhood Environmental College curriculum, youth camps, outreach activities and conferences.

The Southside and Dodson Avenue Community Health Centers intend to enter into a contract relationship with the University of Tennessee. The administrative and programmatic personnel of the Health Centers are aware of the NIH consortium agreement policy and are prepared to establish the necessary inter-organizational agreements consistent with that policy.

We look forward to partnering with AP/PW EHJC to meet the needs of our community and to improve the environment in which we live and work.

Sincerely,

William H. Hicks, MPH
Executive Director

WH: djb
02 / 21 / 2008

To Whom It May Concern:

It is indeed a pleasure to share information of support on behalf of the Alton Park/Piney Woods Environmental Health and Justice Collaborative. For the past three years this organization has touched the lives of many adults and youth who live in neighborhoods in South Chattanooga through its program activities. Their strengths in collaboration, facilitation, and promotion of environmental health and justice education and outreach opportunities really impact our community in a positive way. Residents developed a sense of how environmental health risks and health impacts may be causally connected, and were inspired to take active roles in the life of their community. Young people increased their scientific literacy and developed leadership skills which greatly impact their daily lives.

The Sealy Center for Environmental Health & Medicine (SCEHM) / NIEHS Center Community Outreach & Education Core at the University of Texas Medical Branch (UTMB) / Galveston TX supports efforts of the Alton Park / Piney Woods Environmental Health & Justice Collaborative to develop innovative communications channels linking their community with the culture of research, and enabling the community to effectively express their needs and priorities to environmental scientists and public policy-makers. Practitioners from SCEHM / NIEHS Center at UTMB agree to offer consultative services to enrich the development of the Environmental Health & Justice Collaborative outreach efforts in South Chattanooga.
Sincerely,

John Sullivan
Co-Director: Public Forum & Toxics Assistance
Sealy Center for Environmental Health & Medicine
National Institute of Environmental Health Sciences Center
In Environmental Toxicology

409-747-1246
josulliv@utmb.edu
February 22, 2008

Liam R. O'Fallen
Grants Management Division
ATTN: PEPH
Division of Extramural Research and Training
National Institute of Environmental Health Sciences
P.O. Box 12233, MD EC-22
Research Triangle Park, NC 27709

Dear Mr. O’Fallen:

This letter is to support the continued work of the Alton Park/Piney Woods Environmental Health and Justice Collaborative. For three years, this organization has impacted many people - both adults and youth - who live in neighborhoods in South Chattanooga.

The Collaborative’s programs and activities have strengths in collaboration, facilitation, and promotion of environmental health and justice education and outreach opportunities. The Chattanooga-Hamilton County Health Department has been involved directly with the Collaborative through the Neighborhood College. We much enjoyed assisting in developing the curriculum and presenting classes, and saw firsthand the benefits of the program. Through the Neighborhood College, residents are inspired to take active roles in the life of their community and young people are learning leadership skills which greatly impact their daily lives.

The Chattanooga Hamilton County Health Department greatly supports the work of the Alton Park/Piney Woods Environmental Health and Justice Collaborative, and will continue to partner and collaborate with them as we strive together to better serve the residents of South Chattanooga.

Sincerely,

Dawn M Ford, MS
Emergency Response Coordinator, Environmental Scientist
Chattanooga-Hamilton County Health Department
February 18, 2008

Bethlehem Community Center
200 W. 38th Street
Chattanooga, Tennessee 37410

To Whom It May Concern:

It is indeed a pleasure to share information of support on behalf of the Alton Park/Piney Woods Environmental Health and Justice Collaborative. For the past three years this organization has touched the lives of many adults and youth who live in neighborhoods in South Chattanooga through its program activities. Their strengths in collaboration, facilitation, and promotion of environmental health and justice education and outreach opportunities really impact our community in a positive way. Residents are inspired to take active roles in the life of their community and young people are learning leadership skills which greatly impact their daily lives.

Our organization salutes Alton Park/Piney Woods Environmental Health and Justice Collaborative, and will continue to partner and collaborate with them as we strive together to better serve the residents of South Chattanooga.

Sincerely,

[Signature]

Lurone "Coach" Jennings, Sr.
Executive Director
The Villages at Alton Park  
3750 Hughes Avenue  
Chattanooga, TN 37410

February 11, 2008

To Whom It May Concern:

It is indeed a pleasure to share information of support on behalf of the Alton Park/Piney Woods Environmental Health and Justice Collaborative. For the past three years this organization has touched the lives of many adults and youth who live in neighborhoods in South Chattanooga through its program activities. Their strengths in collaboration, facilitation and promotion of environmental health and justice education and outreach opportunities really impact our community in a positive way. Residents are inspired to take active roles in the life of their community and young people are learning leadership skills which greatly impact their daily lives.

Our organization salutes Alton Park/Piney Woods Environmental Health and Justice Collaborative, and will continue to partner and collaborate with them as we strive together to better serve the residents of South Chattanooga.

Sincerely,

[Signature]

Teletha McJunkin, BSW, MPA  
Service Coordinator
February 19, 2008

To Whom It May Concern:

This correspondence is written in support of the Alton Park/Piney Woods Environmental Health and Justice Collaborative in its effort to secure a supplemental one year grant to fund an arts program for adults and youth.

The Southside Recreation Center, a part of the Department of Parks and Recreation, is one of the neighborhood partners of the Alton Park/Piney Woods Environmental Health and Justice Collaborative. For the past three years this organization has touched the lives of many adults and youth who live in neighborhoods in South Chattanooga through its program activities. Residents are inspired to take active roles in the life of their community and young people are learning leadership skills which greatly impact their daily lives.

We whole heartily support the mission of the EHJC and encourage your assistance with this project.

Sincerely,

[Signature]

Lawrence A. Zehnder CPRP
Administrator
Chattanooga Parks & Recreation

LAZ/we
To Whom It May Concern:

It is indeed a pleasure to share information of support on behalf of the Alton Park/Piney Woods Environmental Health and Justice Collaborative. For the past three years this Organization has touched the lives of many adults and youth who live in neighborhoods in South Chattanooga through its program activities. Their strengths in collaboration, facilitation, and promotion of environmental health and justice education and outreach opportunities really impact our community in a positive way. Residents are inspired to take active roles in the life of their community and young people are learning leadership skills which greatly impact their daily lives.

Our organization salutes Alton Park/Piney Woods Environmental Health and Justice Collaborative, and will continue to partner and collaborate with them as we strive together to better serve the residents of South Chattanooga.

Sincerely,

[Signature]

MANUEL RICO
Councilman, District 7
1000 Lindsay Street
Chattanooga, Tennessee 37402
Phone: (423) 425-7856
Fax: (423) 757-4857
February 21, 2008

Liam R. O’Fallon  
Grants Management Division  
ATTN: PEPH  
Division of Extramural Research and Training  
National Institute of Environmental Health Sciences  
P.O. Box 12233, MD EC-22  
Research Triangle Park, NC 27709

Dear Mr. O’Fallon,

This letter is to support the Alton Park/Piney Woods Environmental Health and Justice Collaborative (EHJC) in its efforts to address environmental issues and health concerns that impact the neighborhoods in South Chattanooga. We congratulate their efforts of collaboration, sharing of information and engaging community residents, neighborhood organizations, health care providers, research scientists and many others in addressing these issues through their programming activities.

We commend EHJC as it strives to broaden opportunities for the community through its Neighborhood Environmental College (NEC) Curriculum, youth camps, outreach activities and conferences.

Regional Planning Agency looks forward to partnering with AP/PW Environmental Health and Justice Collaborative as we join together to meet the needs of our community.

Sincerely,

Yuen Lee, AICP  
Program Manager, Alton Park Communitywide Brownfield Assessment Grant Program  
Director, Information and Research
February 21, 2008

Mr. Liam R. O’Fallen  
Grants Management Division  
ATTN: PEPH  
Post Office Box 12233, MD EC-22  
Research Triangle Park, NC 27709

Dear Mr. O’Fallen:

It is indeed a pleasure to share information of support on behalf of the Alton Park/Piney Woods Environmental Health and Justice Collaborative. For the past three years this organization has touched the lives of many adults and youth who live in neighborhoods in South Chattanooga through its program activities. Their strengths in collaboration, facilitation, and promotion of environmental health and justice education and outreach opportunities really impact our community in a positive way. Residents are inspired to take active roles in the life of their community and young people are learning leadership skills which greatly impact their daily lives.

Our organization salutes Alton Park/Piney Woods Environmental Health and Justice Collaborative, and will continue to partner and collaborate with them as we strive together to better serve the residents of South Chattanooga.

Sincerely,

Missy Crutchfield  
Administrator
Appendix I

The Environmental Justice Theatre with John Sullivan and Brian Parras from The University of Texas Medical Branch (UTMB-NIEHS)
Dear;                      April 21, 2008

You are invited to join a select group of Alton Park/Piney Woods residents in a theater workshop that will be held May 2 -4, 2008. The purpose of the workshop is to learn about new ways to communicate the public health and environmental justice needs of our neighborhood people to others in Chattanooga and beyond.

The workshop will be led by Mr. John Sullivan from the Environmental Health Sciences Center at the University of Texas Medical Branch in Galveston, Texas. The goals of the workshop are to help members of the Alton Park community gain:

- more knowledge = more power
- more presence = more confidence, more personal assurance
- more awareness of community needs = more effective personal involvement
- better rhetoric = more effective advocacy for better public health and justice
- deeper understanding = more effective use of organizational resources

The theater workshop will be held at the Bethlehem Center, 200 West 38th Street.

Friday May 2  5:30pm - 8
Saturday, May 3  10:30 pm – 5:30
Sunday, May 4  1:00 pm – 6:30

Meals will be provided and you will receive a $50.00 stipend for your participation and commitment to our community. We look forward to working together with you in the theater workshop.

The Environmental Health and Justice Collaborative Partners:
Alton Park Development Corporation – Geri Spring, Falice Haire
Southside/Dodson Avenue Health Center – Helen Pinkerton, John Bruce
University of Tennessee, Knoxville – Kim Davis, Laura Bryant

Please contact Falice Haire for questions or more information: 635-6580 cell
Environmental Theater Workshop: EHJC Staff Schedule

Thursday: May 1, 2008

Arrival Thursday @ 3:20
Clarion check-in
Dinner 6-8:30 Rembrandt’s Bluff View Geri pick up

Friday: May 2

Lunch 1- 3:30 212 Market Walk from Clarion

*** Invite 2 Community Members*** Falice

Beth Setup @ 4:00 (John, Falice, Geri)

Kim will bring John and Bryan to Beth @ 4:30

Workshop 5:30

Intro/Forms/Pretests

One Exercise

Short dinner is served @ 6:30 for participants

Participants fill out forms

Finish up class @ 8:30 Kim takes to Clarion
ALTON PARK/PINEY WOODS ENVIRONMENTAL HEALTH AND JUSTICE COLLABORATIVE

Environmental Theater Workshop: EHJC Staff Schedule

Saturday: May 3

Breakfast on own

Kim will bring John and Bryan @ 9:30

Class starts @ 10:30

Lunch 12:30 – 1 PM  Le Mont’s (Renita 364-6942)

Resume class 1 PM

Dinner 5:30-6 PM  Charles Darr 866-7770

Resume class at 6:30 ** Ask Community Members about this

Conclude @ 8  Kim takes John and Bryan Back to Hotel

Possible Debrief
Environmental Theater Workshop: EHJC Staff Schedule

**Sunday: May 4**

Breakfast on own

Staff arrives at 11 am

LB and Bingham arrive at Noon

Lunch @ 1 (Breaking the Bread)  Charles Darr 866-7770  

Workshop 2-5 pm

5-5:30 quick snacks

5:30 -5:55 performance prep

Performance 6pm

Evaluations @ 6:30
Monday: May 5

Breakfast on your own

Morning debriefing: 9-12 @ Hotel

Heath and Wellness Class from 1-3 at Calvin Donaldson

Depart for Airport @ 2

John and Bryan leave @ 3:45
Focus Group Questionnaire
Evaluation of Students Experience of Environmental Justice Theatre
with John Sullivan and Bryan Parras

1. What did you like about the Environmental Justice Theatre?
2. What did you dislike about the Environmental Justice Theatre?
3. Would you attend this training again?
4. Would you be willing to help train someone else?
5. Are you going to tell family and friends about this weekend?
6. What did experience make you think about?
7. Is there something that you want to say, that you did not get to say today?
8. Do you have any suggestions?
The Forum Theatre of Augusto Boal: A Dramatic Model for Dialogue and Community-Based Environmental Science

J. SULLIVAN & R. S. LLOYD

UTMB at Galveston, Galveston, Texas, USA

ABSTRACT Community oriented environmental science combines the inclusive, action-oriented goals of environmental justice communities and the rationalist methodologies of science in an effort to balance urgent social and physical needs with research protocols, precise analysis and carefully measured conclusions. Community-based participatory research acknowledges that local expertise and networks, adverse social and economic consequences of environmental degradation and community beliefs and attitudes are vital factors that affect both overall community health and research outcomes. A unique CBPR approach to inclusive outreach and education is Community Environmental Forum Theatre (CEFT), developed through the National Institute of Environmental Health Sciences Center in Environmental Toxicology at the University of Texas Medical Branch/Galveston TX. CEFT integrates the dramaturgy of Augusto Boal’s Theatre of the Oppressed and the democratizing dialogic process of Paulo Freire into the design and implementation of environmental health research, community health care and education. CEFT projects throughout the Texas petrochemical belt have used this form of interactive workshop and energized public performance to increase knowledge of toxicological concepts, develop risk awareness, extend and strengthen coalitions, create action agendas and promote community advocacy skills. Boal image-making techniques help to deconstruct concepts such as exposure pathways, dose response, differential susceptibilities, multiple stressors/cumulative risk and the healthy worker effect. Image-based ethnographies provide insight into risk perceptions, risk communication outcomes and overarching community dynamics impacting environmental justice. CEFT project efficacy is evaluated via a multi-frame process focused on goals specific to the roles of the scientific/environmental health outreach specialist, the community development artist/practitioner and the advocate for environmental health and justice issues.

Correspondence Address: J. Sullivan, SCEHM/NIEHS Center, 301 University Boulevard, UTMB at Galveston, Galveston, TX 77555-1071, USA. Email: josullivan@utmb.edu
1354-9839 Print/1469-6711 Online/06/060627-20 © 2006 Taylor & Francis
DOI: 10.1080/13549830600853684
Appendix J

EHJC Neighborhood Environmental College
Course II
Youth NEC Environmental Health and Wellness Class
(June 10th – July 15th)
Dear Parent or Guardian:

This summer the Alton Park/Piney Woods Environmental Health and Justice Collaborative (EHJC) with support from Howard School of Academics and Technology and the Bethlehem Center are hosting a Youth Environmental Health and Wellness Camp. This camp will provide opportunities for youth 13 – 18 years to participate in educational, training, and hands-on learning activities around environmental health and justice issues in their community. The camp will provide additional opportunities for your child to learn in a hands-on way about:

- Benefits of exercise and health;
- Healthy food choices;
- Environmental stress and health;
- Indoor/outdoor air hazards;
- Community health trends and effects; and
- Healthy cooking.

Your child’s participation in the 2008 Youth Environmental Health and Wellness Camp is completely voluntary. If you would like for your child to participate, please complete and sign the enclosed permission AND health forms and return along with your child’s application form to the school by May 19, 2008.

If you have questions regarding this program or your child’s rights as a participant in any aspect of the 2008 Youth Environmental Health and Wellness Camp, please call Dr. Mary Rogge at the University of Tennessee in Knoxville at 865-974-7500 or Ms. Geri Spring at the Alton Park Development Corporation, 423-991-6435. If you have questions about your school’s participation in this study, please contact your principal.

Sincerely,

Mary Rogge, Ph.D., Principal Investigator
2008 Youth Environmental Health and Wellness Camp
PARENT/GUARDIAN PERMISSION FORM

By signing this form you are indicating that you have read and understand the information provided to you in the attached letter and on this form. If you agree for your child to participate in the EHJC’s 2008 Summer Youth Camp, please read and sign the following:

I give permission for my child/guardian, ____________________________________________ (PRINT NAME OF CHILD) to participate in the 2008 Youth Environmental Health and Wellness Camp to be held at Howard School of Academics & Technology. I understand that participation in this week-long (Monday through Friday), day camp (9-5) includes educational, training, and hands-on activities around environmental health and justice and leadership development.

For and in consideration for permission for my child to participate in all Youth Environmental Health and Wellness classes and activities, I hereby waive and release all claims against the Alton Park/Piney Woods Environmental Health and Justice Collaborative and its constituents for any injuries or losses sustained as a result of my participation.

_______________________________________  __________________
SIGNATURE OF PARENT OR GUARDIAN   DATE

STUDENT’S FULL NAME (PLEASE PRINT) ____________________________________________

STUDENT’S DATE OF BIRTH ________________________________________________

PARENT/GUARDIAN’S FULL NAME (PLEASE PRINT) __________________________________

PHONE ________________________________________

NAME OF STUDENT’S HOMEROOM TEACHER ______________________________________

Notice: The EHJC does not discriminate on the basis of age, race, religion, national origin, or disability. Should special accommodations be necessary in order for an individual with a disability to participate in this program, please call Geri Spring at 423-991-6435. If you have questions about this program or your rights as a participant in any aspect of EHJC activities, please contact Dr. Mary Rogge by phone at 865-974-7500 (or by mail at The University of Tennessee, College of Social Work, 225 Henson Hall, Knoxville, TN 37996), or contact Ms. Geri Spring at the Alton Park Development Corporation, 423-991-6435. If you have questions about your school’s participation in this study, please contact your principal.
2008 Youth Environmental Health and Wellness Camp

Student Application Form

Name: ______________________________________________________________________

Street Address: ___________________________________________________ Apt. #:_____ 

City: ___________________ State:_______ Zip Code:_________________ 

Home Telephone: ___________________ Cell Phone: ___________________ 

Age: ___________ Gender:_____________ Race:_____________ Grade:___________ G.P.A.:___________ 

I. Please answer the following questions:

1. Why are you interested in participating in the 2008 Youth Environmental Health and Wellness Camp?

2. Please list any school organizations, clubs, and sports teams that you belong?

3. Please list your membership(s) in any community activities/organizations.

II. Please accept my application for the 2008 Alton Park/Piney Woods Environmental Health and Wellness Camp.

Signature:__________________________________________________________________________ 

Date:______________________________

Teacher Signature/Recommendation:______________________________________________________ 

Notice: The EHJC does not discriminate on the basis of age, race, religion, national origin, or disability.
Environmental Health and Justice Collaborative  
Neighborhood Environmental College  
Course II, Environmental Health & Wellness Syllabus

Course Overview

The Environmental Health and Wellness (EHW) course is the 2nd of three “core” or “foundation” adult courses of the Neighborhood Environmental College (NEC). The course is designed to advance the long term goal and aims of the EHJC. As stated in the EHJC Research Plan, “the long-term objective of the EHJC is to facilitate and strengthen neighborhood empowerment and leadership, ongoing information exchange, health promotion, and policy improvements in regard to environmental health and justice -- with a focus on industrial and commercial chemical contamination – in the AP/PW neighborhood of Chattanooga, Tennessee.”

The five aims that guide the EHJC toward this long-term objective are to 1) collaborate in partnerships that promote environmental health and justice; 2) build adult and youth leadership, educational, and occupational opportunities; 3) create neighborhood-based information exchange and outreach about chemical contamination, 4) collect data on what neighbors know about chemical contamination, health effects, and health risk reduction; and 5) engage adults and youth in influencing policy changes in AP/PW and other communities in Tennessee.

As described in the EHJC Research Plan, the NEC is a key strategy and structure for carrying out the objective and aims of the EHJC. NEC courses are one of the ways the EHJC works to build on existing connections with AP/PW residents about basic environmental health and justice issues; current and emerging research about chemicals in AP/PW water, air, and soil; environmental health and justice considerations in the implementation of the Southside Development Plan; risk reduction strategies, and involvement in relevant decision-making processes. (See EHJC aims 1, 3, 4 and 5).

The NEC organizes and hosts short courses, most of which will be 40 clock hours in length, to learn from and provide research information to residents about the nature and distribution of contaminants in their community. As do all NEC workshops and courses, the Environmental Health and Wellness course includes components on residents engaging in information exchange in the classroom. Participants also engage in community outreach and service (e.g., community mapping of contaminants, surveys of other residents), and training with regard to local resources and leadership development, so that they can act more effectively to reduce their exposure to these contaminants and participate in the environmental research and political debate related to contamination in their neighborhood.
The NEC Environmental Health and Wellness Course

For the Environmental Health and Wellness course, environmental health is defined broadly as physical, mental, emotional, and spiritual wellbeing, as affected by conditions in the natural, built, cultural, socioeconomic, and other dimensions of the world in which we live. Environmental injustice is broadly defined as unequal, discriminatory distribution of “goods” (e.g., clean air, water, soil, food, access to green spaces) and “bads” (chemical contamination of air, water, soil, food) associated with the natural environment.

Each class session engages facilitators and participants in an exchange of information about different topics relevant to environmental health and justice. For the spring 2007 class, the major topics are outlined in the class session schedule at the end of this syllabus. For each session, facilitator/presenters provide research and related material and engage participants in about a variety of topics according to their expertise. Each session addresses the following questions: What is the environmental topic? What problems or concerns associated with it are the focus of the session? What kinds of chemical contamination issues are associated with the problem/concern? What is the history of that problem/concern in AP/PW and why is it a current concern for AP/PW residents? What health effects (distinguishing between “known” and suspected effects, are associated with the concern? What resources are available for participants to learn more on their own? What are some concrete actions participants can take, on their own or with others, to reduce the problem/concern?

Because of the overall objective and aims of the EHJC, each session includes discussion about how the topic/concern may be related to chemical contamination. For example, the facilitators of the "Healthy Environments" session are asked to combine: a) information about individual behaviors that folks can take to promote health, exercise, and activity, with b) information about how neighborhoods can promote such behavior in their community (e.g., safewalks, greenways), and c) information about air quality or other chemicals (e.g., what indoor or outdoor air quality concerns might affect when and how folks should exercise?).

Assessment of Need

The Environmental Health and Wellness (EHW) course targets neighbors’ serious and ongoing concerns about the health effects of living in AP/PW, with an emphasis on chemical contamination. AP/PW has many sources of chemical contamination, including the Chattanooga Creek, a number of active industries that use and release toxic chemicals, brownfields, and about 45 locations that have been identified by state or national officials as known or suspected chemically contaminated sites.

While research studies in the AP/PW have not to date found statistical evidence that the industrial and commercial chemicals in the area cause health problems such as cancer, respiratory problems, developmental disabilities, most studies that have been done have had important limitations. And, other factors such as multiple sources of these kinds of health problems and the long time it often takes for illness to development from chemical exposure, make it difficult to state with scientific certainty that exposure to chemicals in AP/PW are one source of greater health problems. Public health data for AP/PW do
indicate higher than expected levels of certain types of health problems associated with chemical exposure, and neighbors voice many stories and concerns. For example, elementary age children in summer camp at the AP/PW Family Resource Center – the site of a former school - were observed by Center staff to have red, itchy eyes and complaining of breathing difficulties after playing outside on the field previously flooded by the Chattanooga Creek.

This course uses a “Precautionary Principle” approach to address these concerns. That is, course facilitators and participants together discuss ways to improve environmental health and justice for AP/PW neighbors and ways to reduce the risk of, exposure to, and harm from known and suspected chemical sources.

**Goal and Objectives**

The overall goal of this course is to expand participants’ understanding about environmental health and justice in AP/PW, with a focus on chemical contaminants, so that they can use that knowledge to improve environmental health and justice in AP/PW. As with every NEC course, this Environmental Health and Wellness course has three main components of information exchange (IE), community outreach/service/advocacy (CO/S/A), and leadership development (LD). These three components are reflected in the objectives below.

Toward this goal, class participants will:

1. Learn new information in class about the effects of and ways to improve environmental health and justice for themselves, their families, and community. (IE)
2. Share in class understanding about and experiences with environmental health and justice issues. (IE)
3. Take information out to others in AP/PW about how to promote environmental health and justice through community outreach and service. (CO/S/A)
4. Bring in information from others in the AP/PW community about environmental health and justice issues, conditions, problems, and resources. (CO/S/A)
5. Expand personal leadership skills through experiences such as in sharing and locating new information and other communication skills, bringing others together to discuss and act, and organizing activities related to the promotion of environmental health and justice. (LD)
6. Engage with government, business, and non-profit organization “decision-makers” to influence actions that promote environmental health and justice in AP/PW. (IE, CO/S/A, LD)
7. Expand their experiences in organizing and mobilizing other community members and political leaders to action. (CO/S/A, LD)
Components

(Please see Figure 1 on the following page)

1. Information Exchange in the Classroom – This component of classroom learning will involve issues and questions raised by members of Neighborhood Environmental College Course Planning Committees about contamination in the APPW community, especially the Chattanooga Creek, and related health and wellness issues. Specific class topics are reflected in the class session schedule at the end of this syllabus.

2. Leadership Development - This component of the course integrates personal leadership development experiences and opportunities for course participants.

3. Community Outreach/Service/Advocacy - This component involves class participants in experiences outside of the classroom to take information out to and bring information in from the community about environmental health, justice, chemical contamination, and the NEC, and to influence “decision-makers” about related topics, problems/concerns.

Timetable

The 40 clock hours of the EHW course, as with all NEC courses, is organized so that participants spend 20 hours of in-class time exchanging information with class facilitators, and 20 hours of outreach/advocacy time outside of the classroom. Each class schedule is arranged in advance with the needs of potential participants in mind. That is, n-class sessions may range from about 1.5 to 4 hours each session, there may be 1 or more sessions each week, and the number of weeks over which the course occurs may range from 2-3 weeks to 2-3 months.

For example, in the spring of 2007, two “sections” of this 40 clock hour class were held beginning the week of January 16 and ending in May. This spring 2007 class had nine 2.5 hour in-class sessions and out-of-class community outreach activities for the remainder of the course hours. One “section” of the course was held Tuesday mornings from 10 – 12:30 with the Relative Caregiver Program in the Signal Centers building. The other “section” was held 9:30 – noon at the Mary Walker Towers. Thirty-six adults graduated at the graduation ceremony held May 17 at the new Emmanuel Missionary Baptist Church.

Class Sessions

[See Class Schedule, Environmental Health and Wellness Course]
EHJC Core Structure
The Neighborhood Environmental College

3 Courses:
“Chemical Contamination & Chattanooga Creek”
“Environmental Health & Wellness”
“Leadership and Advocacy”

Neighbors in each Course Apply:
20 Classroom hours + 20 Outreach hours =

Issue Information Exchange
Community Outreach/ Service/Advocacy
Leadership Development

To achieve 5 Aims:
- Partnerships that promote environmental health and justice
- Adult and youth leadership, educational, and occupational opportunities
- Neighborhood-based information exchange and outreach about chemical contamination
- Data about what neighbors know about chemical contamination, health effects, and health risk reduction
- Adults’ and youths’ influence on policy changes in AP/PW and Tennessee

This project is supported by grant number #1R25ES014317 from the National Institute of Environmental Health Sciences (NIEHS), NIH, Mary E. Rogge, PhD., Principle Investigator.
Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the NIEHS, NIH.
## Summer Youth V-Team Camp 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Class Title</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>Agency Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:15-1:30</td>
<td>1:35-2:55</td>
<td></td>
</tr>
<tr>
<td>Tue Jun 10</td>
<td>Howard</td>
<td>Orientation</td>
<td>EHJC</td>
<td>EHJC</td>
<td>EHJC</td>
</tr>
<tr>
<td>11-Jun</td>
<td>City</td>
<td>Longest Walk/Outreach</td>
<td>EHJC</td>
<td>EHJC</td>
<td>Longest Walk .org</td>
</tr>
<tr>
<td>12-Jun</td>
<td>Howard</td>
<td>Media Training</td>
<td>LB/Falice</td>
<td>LB/Falice</td>
<td>EHJC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity</td>
<td>Geri/EHJC?</td>
<td>Geri/EHJC?</td>
<td></td>
</tr>
<tr>
<td>17-Jun</td>
<td>Howard</td>
<td>Native AM EJ</td>
<td>Tom Kunesh</td>
<td>Tom Kunesh</td>
<td>Inter Tribal/EHJC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity</td>
<td>Geri/Falice</td>
<td>Geri/Falice</td>
<td>EHJC</td>
</tr>
<tr>
<td>19-Jun</td>
<td>Howard</td>
<td>AP EJ</td>
<td>Harper/Geri</td>
<td></td>
<td>Chatt Black/EHJC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral History</td>
<td>Kim/Falice</td>
<td>Kim/Falice</td>
<td></td>
</tr>
<tr>
<td>24-Jun</td>
<td>Howard</td>
<td>EJ Theater Workshop</td>
<td>Becky, Willie, NEC</td>
<td>Becky, Willie, NEC</td>
<td>Beth/Past NEC</td>
</tr>
<tr>
<td>26-Jun</td>
<td>Howard</td>
<td>EJ Theater</td>
<td>Becky, Willie, NEC</td>
<td>Becky, Willie, NEC</td>
<td>Beth/EHJC</td>
</tr>
<tr>
<td>27-Jun</td>
<td>Aquari</td>
<td>TN Aquarium/Outreach</td>
<td>EHJC</td>
<td>EHJC</td>
<td>EHJC</td>
</tr>
<tr>
<td>1-Jul</td>
<td>Howard</td>
<td>Healthy Food Choices</td>
<td>Bilderbeck/?</td>
<td>Bilderbeck/?</td>
<td>Ham. Co. Hlth/EHJC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity</td>
<td>Falice/?</td>
<td>Falice/?</td>
<td>EHJC</td>
</tr>
<tr>
<td>3-Jul</td>
<td>Howard</td>
<td>H&amp;W Activity</td>
<td>Misti/?</td>
<td>Misti/?</td>
<td>Volunteer/EHJC?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H&amp;W Activity</td>
<td>Falice/?</td>
<td>Falice/?</td>
<td></td>
</tr>
<tr>
<td>8-Jul</td>
<td>Howard</td>
<td>Read Labels/Chems @ Hm</td>
<td>Simmons</td>
<td>Simmons</td>
<td>UT Ext</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity</td>
<td>LB/Falice</td>
<td>LB/Falice</td>
<td>EHJC</td>
</tr>
<tr>
<td>10-Jul</td>
<td>Howard</td>
<td>Exercise &amp; Fitness</td>
<td>Oglesby</td>
<td>Oglesby</td>
<td>UTC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity</td>
<td>EHJC</td>
<td>EHJC</td>
<td>EHJC</td>
</tr>
<tr>
<td>11-Jul</td>
<td>Art Dist</td>
<td>Tasteful Garden/Outreach</td>
<td>EHJC</td>
<td>EHJC</td>
<td>Restrt Owner</td>
</tr>
<tr>
<td>14-Jul</td>
<td>Howard</td>
<td>Course Evaluation</td>
<td>Bingham/UTK</td>
<td>Bingham/UTK</td>
<td>UT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice Theater</td>
<td>EHJC</td>
<td>EHJC</td>
<td></td>
</tr>
<tr>
<td>17-Jul</td>
<td>Howard</td>
<td>Graduation</td>
<td>EHJC</td>
<td>EHJC</td>
<td>EHJC</td>
</tr>
</tbody>
</table>

### Activities
- Outreach
Please answer each of the questions below. Circle ONLY one answer for each question. By answering the questions, you agree to be a part of this study.

<table>
<thead>
<tr>
<th>Question</th>
<th>Nothing at all</th>
<th>A little bit</th>
<th>Some</th>
<th>A lot</th>
<th>A whole lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Environmental Justice and Native Americans</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>2. Video Cameras, Digital Cameras and Oral Histories</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>3. Environmental Stress and Health</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>4. Outdoor air quality and hazards (e.g., air pollution)</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>5. How pollution or chemicals we use in homes can affect our health</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>6. Ways to decrease pest problems in the home (e.g., how to use cleaning and pesticide products the right way)</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>7. Environmental Theatre</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>8. How city and neighborhood planners make decisions</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>9. Ways that I can get involved in neighborhood planning</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>10. Facts and myths about healthy exercise</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>11. Healthy exercise choices that I can make</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>12. Healthy eating choices that I can make</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>13. Social and economic stresses that can affect our health</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>14. Public health trends and how they affect my personal health</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>15. Environmental justice</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>16. What “sustainability” means</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>17. People and places I can talk to, to learn more about environmental health in my neighborhood</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
<tr>
<td>18. How plants and vegetables grow in a garden</td>
<td>Nothing at all</td>
<td>A little bit</td>
<td>Some</td>
<td>A lot</td>
<td>A whole lot</td>
</tr>
</tbody>
</table>

**TURN OVER ➔**
15. What are 2 things you want to learn about in this summer’s Environmental Health and Wellness course?

16. What questions do you have about this course?

---

**Please fill in or write in the spaces provided your answers to each of the following**

<table>
<thead>
<tr>
<th>17. What is the month of your birth?</th>
<th>18. What is the date you were born (1 – 31)?</th>
<th>19. In what year were you born?</th>
<th>20. What are the LAST 4 numbers of the phone you use most often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>o July</td>
<td>o 1988</td>
<td>____  ____  ____  ____</td>
</tr>
<tr>
<td>February</td>
<td>o August</td>
<td>o 1989</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>o September</td>
<td>o 1990</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>o October</td>
<td>o 1991</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>o November</td>
<td>o 1992</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>o December</td>
<td>o 1993</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 1994</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 1995</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 1996</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o 1997</td>
<td></td>
</tr>
</tbody>
</table>
Appendix K

Year 3 EHJC Presentations
Hi Mary

Glad to hear you're back. I hope your feeling much better and that your health continues to improve.

I'm in Europe on my GSA Birdsall-Dreiss Lecture tour and will be back in the office on July 7th. So far, I've visited Switzerland (Ruben K. says Hi to Vijay), Germany (Univ. of Tubingen and UEF-Leipzig) and am on my way to Univ. of Copenhagen and the Agricultural Univ. of Norway.

I participated in the high/middle school courses at the Bethlehem Center last summer (along with Vijay and Jen DeBruyn), but I don't know which fiscal year that falls into.

This spring & summer, I've given my talk on Chattanooga Creek at several locations, as listed below. The title is "Chattanooga Creek: How 30,000 tons of Coal Tar Brought Together Scientists, Social Workers and a Community"
- Feb 13/08 at College of William & Mary (VA)
- April 9/08 at Smith College (MA)
- June 11/08 at Univ of Tubingen, Germany

I haven't published any Chattanooga papers this year, although our column paper was submitted to Journal of Ground Water (but not accepted. Vijay and I are considering where to resubmit it). Vijay is working on modifying Syreeta Dickerson's MS thesis for presentation as a manuscript to a major journal, possibly Environmental Science & Technology, but I'm not sure what stage the revisions are at. You could probably list it as in-preparation.

Jen DeBruyn has successfully defended her PhD thesis and has published at least one paper from her thesis on biodegradation of PAH contaminants in stream-bottom sediments in Chattanooga Creek. Jen is not a Co-PI on this grant, but she's been a strong contributor from the start and I think that we can list her publications (and PhD) as products from a "contributing researcher". You'll need to contact her to get approval for this and should likely get the approval of her supervisor, Gary Sayler.

I saw Greg Baker just before I left UT in early June, but he might be out of town right now. He asked me for my contributions to the East TN Geosciences Program NSF grant a month or two ago and I sent him my presentation list (the same ones I listed for you). Greg travels a lot, but I suggest you keep emailing him. If you get really frustrated, you can try calling the Earth & Planetary Sciences secretary (Marie at 974-2366) and see if she knows when he'll be in town. Most faculty leave their travel schedule with the department office staff.

Regards, Larry McKay

P.S. to Vijay: Peter Grathwohl was a good host at Tubingen and was very interested in our coal tar work, especially the Creek floodplain study. I never asked why, as Editor of JCH, he chose a new set of reviewers for the re-submission of the column manuscript (which is what killed what I thought was a very successful effort to address the relatively minor issues raised by the initial reviewers). It just shows that we can't take these things too personally.

>====== Original Message From "Rogge, Mary E" <mrogge@utk.edu> ===== Hi,
>  Larry, Vijay, and Patti,
>
>  I'm back at work on the grant this summer and plan to be back fulltime
Social Work & Environmental Justice
M.E. Rogge, University of Tennessee USA

What is Environmental Justice?
- fair treatment and meaningful involvement of all people
- regardless of race, color, national origin, or economic status
- in the development, implementation, and enforcement of environmental laws, regulations, and policies.
- everyone should enjoy - as a human right:
  - the same protection from environmental and health hazards
  - equal access to the decision-making process
  - the right to have a healthy environment in which to live, learn, and work

What is the "Environment"?

PERSON-IN ENVIRONMENT

Justice Core Social Work Values
- EQUITY
- ECONOMY
- ENVIRONMENT

"Dumping disposable waste among disposable people to generate disposable income"
J. North-Brant, 1992

Chemical Contamination in Chattanooga Creek
Social Work & Environmental Justice
M.E. Rogge, University of Tennessee USA

Old and New in Alton Park/Piney Woods

<table>
<thead>
<tr>
<th>Population</th>
<th>5,064</th>
</tr>
</thead>
<tbody>
<tr>
<td>% African-American</td>
<td>94%</td>
</tr>
<tr>
<td>Median Household Income</td>
<td>$10,923</td>
</tr>
<tr>
<td>Poverty rate</td>
<td>56.5%</td>
</tr>
<tr>
<td>Median age</td>
<td>27</td>
</tr>
<tr>
<td>% w/o high school diploma</td>
<td>40.8%</td>
</tr>
</tbody>
</table>

EHJC Long-term Objective

AP/PW neighborhood empowerment and leadership, information exchange, health promotion, policy improvement

About environmental health and justice

Focus on industrial and commercial chemical contamination

EHJC Neighborhood-based Aims

- Model of collaboration (neighborhood organizations, health care providers, researchers, policy makers)
- Adult/youth leadership & occupational opportunities
- Sustainable model for information exchange, community outreach, mutual capacity building
- Neighbors' knowledge of chemical contamination, health risks, risk reduction strategies
- Engage adults/youths (data collection, information exchange, partnership, action to influence policy)

Participatory Research

Researchers and community members in dialogue and exchange

Issues important to community members

Community members engage in research and education about those issues
Participatory Research Approach

Collaborative process
- Neighborhood meetings
to discuss
environmental needs
and concerns
- Democratic participation
  by all stakeholders
- Expand and strengthen
  local empowerment and
  leadership

EHJC
Neighborhood Environmental College
Core Course Elements

20 hours in Classroom < - > 20 hours outreach

Issue
Information
Exchange

Community
Outreach/Service/Advocacy

Leadership
Development

NEC Foundation Course 1
"Chemical Contamination in Chattahoochie Creek"

- Issue Information Exchange
  - AP/W Environment, Social, Economic History
  - Chattahoochie Creek Research
  - TNEC EPA, Chattahoochie Brownfield Project
  - Environmental Justice

Leadership Development
- Project South
- Southern Empowerment Project

Community Outreach
- Southside Reunion
- Harrods Creek Party
- Home, Radon Kits
- City Neighborhood Planning

EHJC Neighborhood Environmental College

Foundation Course 2
"Environmental Health Risks, Effects & Wellness"
2 sessions: 20 adults graduates Spring 2007

Foundation Course 3
Leadership and Advocacy in Our Own Backyard
(In development)

EEE
Community
Outreach

Leadership
Development

EHJC 2006-2007

Harrods Creek Festival / Block Party (August 26)
Environmental Research and Community Action Conference
(September 27)

NEC Foundation Courses 1, 2 & 3
Telling the Story: Oral History, Displays
Youth Summit, Summer Camp (42 graduates)
Expand, harmonize with local, state, national partners
Expand ARPW neighborhood resource base

Don't be a Creek Sneeze!
This message serves as confirmation that your submission was received as noted below:

Title: Evaluating an Environmental Justice Initiative in Chattanooga, Tennessee: Community-Based Participatory Research
ID#: 7532
Password#: 804996

You submitted this for
CSWE's 53rd Annual Program Meeting {October 27 - 30, 2007} (Community Organization & Social Administration)

You may inspect or revise your submission until Friday, 27 April 2007

We recommend that you look at your submission one more time, just to be sure that it is complete and accurate and free of any embarrassing spelling errors.

To see your submission, simply click on the link below.

&password=804996

Thank you for using the CSWE Online Abstract Submission System.
Paper #7532

Evaluating an Environmental Justice Initiative in Chattanooga, Tennessee: Community-Based Participatory Research

Mary E. Rogge, University of Tennessee College of Social Work, 225 Hensen Hall, Knoxville, TN 37996-3333

This paper discusses the objectives, aims, participants, research methods, activities, and evaluative outcomes of the first year of a federally funded, four year environmental justice project. The long-term objective of this community-based participatory research initiative is to facilitate and strengthen neighborhood empowerment and leadership, ongoing information exchange, health promotion, and policy improvements with regard to environmental health and justice (Ansley & Gaventa, 1997; Faber & O’Connor, 1993; Merrifield, 1993; Ross & Leigh, 2000). The initiative is geographically based in Chattanooga, Tennessee, in a neighborhood of approximately 6,000 residents, the majority of whom are African-American and who have low economic resources. The neighborhood and its bordering waterways have experienced decades of chemical contamination from industrial and commercial processes (Rogge, Davis, Maddox, Jackson, 2005).

The research team of the Environmental Health and Justice Collaborative, the principal investigator of whom is a social worker, is comprised of staff from a neighborhood-based community development corporation and a neighborhood-based health center, and university environmental researchers. University researchers on the team include an interdisciplinary mix that includes environmental engineering, geology, veterinary medicine, sociology, and social work. Collaborative activities are designed to meet five aims over the course of the project: 1) to create, implement, and evaluate collaboration among neighborhood organizations, health care providers, research scientists, and policy makers to enhance trust and partnerships that promote environmental health and justice; 2) build adult and youth leadership, educational, and occupational opportunities; 3) create a neighborhood-based model of information exchange and community outreach; 4) collect and assess data about neighbors’ knowledge of chemical contamination, health effects, and risk reduction strategies and tactics; and 5) engage adults and youths in data collection, information exchange, collaborative partnerships, and actions that influence policy changes toward improved ecological health and decreased health risk. The five aims together derived from ongoing environmental justice work in the community by neighbors with support of and, in some cases, in spite of outsiders. The overarching goal is to share knowledge through research and training, leadership, capacity building, and action to create a self-sustaining model that starts small but branches to different areas.

A key organizing component of the project is the Neighborhood Environmental College (NEC), which is based on the Neighborhood College of the St. Louis Grace Hill Settlement House M.O.R.E. system (Grabler, Haywood, & Vosler, 1996). As with the M.O.R.E Neighborhood College, the philosophy of the NEC emphasizes neighborhood participation, ability, expertise, skills, leadership. Its core structure is a series of 40 clock hour courses, each of which combines education and exchange about environmentally related issues, outreach into the community, and leadership development. NEC courses are created by neighbors, researchers, and others together in problem identification, priority setting, research translation, outreach, action, leadership development.

A cross-sectional research design was used to conduct process and outcome evaluation for the first year of the project. The purpose of the evaluation was to evaluate the structure and implementation of the project, collaboration and relationships among Collaborative partner organizations, and early signs of program impact (Mulroy, 2004; Finn & Checkoway, 1998; Rogge & Rocha, 2004; Weil, 1996). Based on the seven primary evaluation objectives of the project, data collection methods included focus groups with project staff, neighbor participants, and NEC course facilitators (Morgan, 1998; Rubin & Babbie, 1997). NEC course participants and participants in the project’s Environmental Research and Community Action
Conference completed self-administered surveys to assess their reactions to training. Additionally, a content analysis of newspaper articles, meetings, marketing, and other materials to Collaborative activities was performed.

The paper describes evaluation results relative to the five aims of the project. First year project activities, successes, and barriers are summarized to illustrate building project infrastructure and community networking, development and implementation of the first NEC course, a neighborhood-based research conference, youth and adult leadership opportunities, and political and social outreach activities focused on environmental health and justice. Communication and power dynamics related to collaboration among Collaborative members, and between the Collaborative and other neighborhood entities, are reviewed, and implications for the implementation and evaluation of the ongoing project are provided.

Abstract ID#: 7532
Password: 804996
Title: Evaluating an Environmental Justice Initiative in Chattanooga, Tennessee: Community-Based Participatory Research
Preferred Presentation Format: Paper
Would like to be considered for a Roundtable, Poster or Electronic Poster?: Yes
Submitter's E-mail Address: mrogge@utk.edu

Learning Objectives:

- Gain an understanding of community-based participatory research design, process, and evaluation methods
- Articulate definitions and dimensions of environmental justice and related concepts in relation to social work practice.
- Identify positive and negative aspects of interdisciplinary team processes and communication approaches with regard to community-based participatory research.
- Increase understanding of successes, barriers, and activities that may be encountered through environmental justice initiatives.
- Identify communication, power, decision-making, and planning issues that can arise within university-community collaborations and community-based participatory research.

Focus Area: Research and Evaluation
Abstract Overview: Aims, participants, research methods, activities, and outcomes of year one of a federally funded, four year environmental justice project are described. The objective of this community-based participatory research initiative is to strengthen neighborhood empowerment and leadership, information exchange, health promotion, and policy improvements with regard to environmental health and justice.


Would your presentation be appropriate for the APM’s Media Tech Center?: No

First presenter

Primary Presenter
Mary E. Rogge
Associate Professor
University of Tennessee College of Social Work
225 Henson Hall
Knoxville, TN 37996-3333
Phone Number: 865-974-7500
Email: marogge@utk.edu

Biographical Sketch: Mary E. Rogge, MSW, PhD, is an associate professor at the University of Tennessee College of Social Work, where she teaches courses in community practice, social welfare policy, financial management and resource development, and international social welfare and sustainability. She is the Education and Social Perspectives Coordinator of the University of Tennessee Institute for a Secure and Sustainable Environment. Her research centers on local to global issues of environmental, social, and economic justice; children and toxic chemical risk (http://ityeah.utk.edu); technological and natural hazards; and participatory democracy. Dr. Rogge is principle investigator of a four-year, interdisciplinary NIEHS environmental justice grant. She has been on the board of directors of the International Consortium on Social Development and is the current chairperson of the Association for Community Organization and Social Administration.
Student: No
Consider for membership waiver: No
Human Rights, Justice and Community Practice: Local to Global Focus

Overview
Building on the International Federation of Social Workers (IFSW) Social Work Definition of Social Work: "The social work profession promotes social change, problem solving in human relations, and the enhancement and restoration of human well-being. Helping towards the development of social justice and social action, so that people can work together with their environments."

1FSW/IFASSW Definition of Social Work

- Social change and social justice
- Helping towards the development of social justice

Social change and social justice
- Helping towards the development of social justice

Sustainable Development

(person-in-environment)

Development that meets the needs of the present without compromising the ability of future generations to meet their own needs

Economy

Environment

Equity

Social (Family), Economic, and Environmental Analysis

Community Sustainable Development

Case Exercise

"What Is My Ecological Footprint?"
(Principles 4.1.1, 4.1.2, 4.2, 4.3, 4.4)

What? To imagine how much land and water you need to support your current lifestyle and livelihood. What is the carbon footprint mean to you and people across the globe?

- Go to the Cool Earth Program
  - How many acres do you need?
  - Engage in the cool earth project
  - Check the consumer consumption

In small groups, discuss the following:

- What implications does this mean for you personally?
- What are the potential impacts of this information on your social work practice?
- How are social work clients affected by this information?
- How much information is available to clients?

To achieve the goals:
- Promote awareness among vulnerable populations
- Help clients make informed decisions
- Encourage environmental stewardship

4.2 Social Justice

Social justice as expressed in human rights
- Promote equity in resource distribution
- Advocate for social and economic justice
- Encourage participation in decision-making
This message serves as confirmation that your submission was received as noted below:

Title: Human Rights, Justice and Community Practice: Local to Global Focus
ID#: 6160
Password#: 637945

You submitted this for CSWE’s 53rd Annual Program Meeting (October 27 - 30, 2007) (Community Organization & Social Administration)

You may inspect or revise your submission until Friday, 27 April 2007

We recommend that you look at your submission one more time, just to be sure that it is complete and accurate and free of any embarrassing spelling errors.

To see your submission, simply click on the link below.


Thank you for using the CSWE Online Abstract Submission System.
Human Rights, Justice and Community Practice: Local to Global Focus

Dorothy N. Gamble, University of North Carolina at Chapel Hill School of Social Work, 201 Videoe Roble, Santa Fe, NM 87501. Marie O. Weil, University of North Carolina at Chapel Hill School of Social Work, 301 Pittsboro St., CB# 3550, Chapel Hill, NC 27599 and Mary E. Rojtman, University of Tennessee College of Social Work, 225 Hensen Hall, Knoxville, TN 37996-3333

The IPSWIASSW's international definition of social work and Ethics in Social Work, Statement of Principles, place special emphasis on human rights and social justice (2004). We employ the definition and Statement of Principles, and amplify recent work of social work colleagues, to illustrate similarities and differences between human rights and social justice as values that must be converted into practice. We expand social justice to more fully account for forms of inequitable distribution of economic resources and environmental degradation. Translating these basic values into teaching outcomes can narrow the gap between what social workers believe and how we practice. Finn and Jacobson apply social justice to social work practice through a framework that incorporates an analysis of meaning, context, power, history and possibility to social work interventions (2003, pp. 22-33). They draw on Reisch (1998), Rawls (1995) and Selzky (1996) to conclude that commitment to the principles that flow from the values of justice and human rights requires a global perspective (2003). Reisch (2006) provides opportunities for social workers to apply critical thinking to human rights. Building on the work of these authors, this paper uses local to global case material and exercises to demonstrate methods that can assist faculty in broadening students' conceptual understanding of human rights and justice principles, and develop skills to apply these values to practice. The Statement of Principles reminds social workers that keeping human rights and justice fundamental to our work is not easy—loyalties to these principles often pull us between competing interests. In practice, limited resources and societal demands force us to accept less than optimum solutions (IPSWIASSW, 2004). Cognizant of these potential conflicts and dilemmas, this paper emphasizes how disadvantage and inequality have local to global connections and how promotion of human rights and justice can permeate the same local to global continuum. Our goal is to provide faculty with methods and case material resources to deepen students' understanding of human rights and justice frameworks through critical thinking, sensitive analysis and practice opportunities. An extensive reference and resource list will be provided and three examples will be illustrated. First, a case example from Chattanooga, Tennessee, US, illustrates how university researchers with scientific knowledge of environmental contaminants worked with community members to mitigate the effects of decades of environmental, economic, and social injustice (Author, et al., 2005). Successes and setbacks have deepened mutual understanding and facilitated the practice of skills that connect students to human rights: "Social workers should be concerned with the whole person, within the family, community, societal and natural environments [and]... have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful" (IPSWIASSW, 2004, pp. 2-3). Second, an exercise from a policy practice class requires students to apply an article from the Universal Declaration of Human Rights, to social issues in the US and two additional countries. Students focus on one or more aspects of social justice: "Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs" (IPSWIASSW, 2004, p. 2). Students use a developmentalist perspective (Hall & McGuire, 2004) to analyze social and economic issues (Frigg, 2000) and policies—or policy gaps—in their selected nations, prepare presentations and participate in peer education discussion groups about international issues, policy globalization, advocacy and empowerment. Third, in an exercise from a community sustainable development class, students calculate their "ecological footprint" and learn how the resources from "six earths" are required to support their lifestyles (Redefining Progress, 2007). Students explore social, cultural, economic and political conditions that support the relative privilege of living in the US and how this privilege puts resources from the people of less developed countries, who sustain themselves on many fewer resources, as well as from future generations. The readings include authors, including Vandana Shiva (2005), Orlando Fals Borda (2000), and Paulo Freire (1970), help students examine perspectives from the Global South to enlarge their understandings. This assignment opens discussions that connect students to social, economic and environmental justice principles: "Social workers should ensure that resources at their disposal are distributed fairly, according to need [and]... have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society" (IPSWIASSW, 2004, p. 3).

Abstract ID: 6168
Password: 837945
Title: Human Rights, Justice and Community Practice: Local to Global Focus
Preferred Presentation Format: Paper
Would like to be considered for a Roundtable, Poster or Electronic Poster?: No
Submitter's E-mail Address: dce_gamble@unc.edu

Learning Objectives:
- To become knowledgeable and understand the major foci of the IPSWIASSW Ethics in Social Work, Statement of Principles.
- To be able to identify challenges to incorporating human rights and social justice content into social work education and practice (e.g., conflicting interest; limited resources; social, economic and political influence on policies).
- To be able to identify and know how to use major international declarations and conventions that embody the rights given by major institutions in the world as frameworks for class content.
- To become knowledgeable and develop experience in the use of human rights and social justice case material and exercises for deepening the understanding and skills of students relating to this material.
- To identify ways that such case material and exercises can be used effectively in teaching and learning in human behavior, policy, research, diversity, and practice courses.
- To encourage expansion of course material in major curriculum areas to provide a focus on human rights, justice, and examination of the challenges of globalization at home and abroad.

Focus Area: Social Work Pedagogy

Abstract Overview: Building on IPSWIASSW's Statement of Principles, this paper provides a rationale and resources for strengthening social work education's local to global focus on human rights, and expands social justice to more fully encompass economic and environmental issues. Community case material and assignments are presented for student learning and skill development.


Would your presentation be appropriate for the APM's Media Tech Center? No

First presenter

PrimaryPresenter
Dorothy N. Gamble
Clinical Associate Professor Emerita
University of North Carolina at Chapel Hill School of Social Work
201 Venable Roble
Santa Fe, NM 87501
Phone Number: 505-820-1733
Email: dGamblen@unc.edu

Biographical Sketch: Dorothy Gamble, MSW, Clinical Associate Professor Emerita, was on the faculty of the UNC Chapel Hill School of Social Work for thirty years. She taught courses in community social work practice, most recently Citizen Participation and Volunteer Involvement, and Sustainable Development, as well as summer school abroad courses in Costa Rica, Honduras, Mexico and South Africa. Within the University she worked with an interdisciplinary network to provide guidance for ethically grounded community-based education. She is a member of the Advisory Board of the Base of the Pyramid Collaboratory, now housed at Cornell University School of Business, and was a Center Associate at the Duke-UNC Rotary Center for International Studies in Peace & Conflict Resolution. She serves on the editorial board of The Association for Community Organization and Social Administration's (ACOSA) Journal of Community Practice.

Student: No
Consider for membership waiver: No

Second presenter

Marie O. Well
Berg-Beach Distinguished Professor of Community Practice
University of North Carolina at Chapel Hill School of Social Work
301 Pittsboro St.
CB# 3550
Chapel Hill, NC 27599
Phone Number: 919-440-6111
Email: mwowell@email.unc.edu

Biographical Sketch: Marie Well, (MSW University of Pennsylvania, DSW Hunter College SSW CUNY, ACSW) is Berg-Beach Distinguished Professor of Community Practice at the University of North Carolina, Chapel Hill and previously Associate Professor in Community Organization, Planning and Administration, University of Southern California. She has extensive project and research experience in community practice and service development and considerable direct experience studying social programs and social work in Britain, Scotland, India, Australia and New Zealand. She is engaged in consultation and training for service planning, multicultural practice and work with refugee, immigrant and other vulnerable populations. She was the Founding Editor of the Journal of Community Practice and is currently the editor of The Handbook of Community Practice.

Student: No
Consider for membership waiver: No

Third presenter

Mary E. Rogge
Associate Professor
University of Tennessee College of Social Work
225 Hensim Hall
Knoxville, TN 37996-3333
Phone Number: 865-974-7500
Email: mrogge@utk.edu

Biographical Sketch: Mary E. Rogge, MSW, PhD, is an associate professor at the University of Tennessee College of Social Work, where she teaches courses in community practice, social welfare policy, financial management and resource development, and international social welfare and sustainability. She is the Education and Social Perspectives Coordinator of the University of Tennessee Institute for a Secure and Sustainable Environment. Her research centers on local to global issues of environmental, social, and economic justice; children and toxic chemical risk (http://utyeah.utk.edu); technological and natural hazards; and participatory democracy. Dr. Rogge is principle investigator of a four-year, interdisciplinary NIEHS environmental justice grant. She has been on the board of directors of the International Consortium on Social Development and is the current chairperson of the Association for Community Organization and Social Administration.

Student: No
Consider for membership waiver: No

FINAL STEPS

1. Check spelling and contact information.
Abstract #163820

Building a neighborhood environmental college in Chattanooga, Tennessee

Mary E. Rogge, PhD1, F. Haire2, J. Bruce3, D. Perkins4, L. McKay5, P. Tithof6, H. Pinkerton7, G. Spring3, and S. Harness1. (1) College of Social Work, University of Tennessee, 225 Henson Hall, Knoxville, TN 37996, 865-974-7560, mrogge@utk.edu, (2) Alton Park Development Corporation, 701 Hooker Road, Chattanooga, TN 37410, (3) Southside/Dodson Avenue Community Health Centers, 100 East 37th Street, Chattanooga, TN 37410, (4) UT Institute for a Secure and Sustainable Environment, 600 Henley Street, Suite 311, Knoxville, TN 37996, (5) UT Earth and Planetary Sciences, University of Tennessee, 419 Earth and Planetary Sciences Bldg, Knoxville, TN 37996, (6) UT College of Veterinary Medicine, University of Tennessee, A124 Veterinary Teaching Hospital, Knoxville, TN 37996

The Neighborhood Environmental College (NEC) is a central strategy and structure of the Alton Park/Piney Woods Environmental Health and Justice Collaborative in Chattanooga, Tennessee. Through NEC courses, the Collaborative works to expand 1) connections with neighborhood adults and youths about environmental health and justice issues, 2) participatory, environmental-health focused research about industrial and commercial chemical contamination in neighborhood water, air, and soil, and 3) neighbor involvement in policy decision-making processes and action to reduce risk and exposure.

The NEC is based on the Neighborhood College system of the St. Louis Grace Hill Settlement House in St. Louis, Missouri and in the Collaborative's community-based participatory research approach. Collaborative organizational partners, neighbors, and other community partners together prioritize, develop and implement courses. Each 40 hour course includes three essential components of information exchange among neighborhood participants and course facilitators, leadership development, and outreach/service/advocacy activity. Half of each course is spend in a classroom setting and half in outreach. Participants receive a stipend upon graduation from each NEC course. Graduates may take other NEC courses and may move into other leadership and employment opportunities linked through the NEC and the Collaborative.

This presentation describes origins, development, implementation, outcomes, and future plans of the NEC, with focus on two courses, “Contamination in the Chattanooga Creek” and “Environmental Health Risks, Effects & Wellness”. Session participants will receive a resource packet that includes guidelines for College and course-specific development, sample NEC course syllabi, schedules, evaluative tools, facilitator training materials, and related references and resources.

Learning Objectives:

- (a) Define the concept of “neighborhood college” as a model for ongoing information exchange about environmental justice and health disparities concerns.
- (b) Articulate the basic structural components and processes of the Neighborhood Environmental College.
- (c) Identify three tactics for drawing additional resources into neighborhoods using a Neighborhood Environmental College approach.

Keywords: Community Building, Environmental Justice

Presenting author’s disclosure statement:

Any relevant financial relationships? No
Mary E. Rogge PhD  
University of Tennessee  
225 Henson Hall  
Knoxville, TN 37996  

Dear Mary E. Rogge  

The American Public Health Association’s 135th Annual Meeting and Exposition in Washington, DC will be here before we know it. This year’s meeting is offering a broad spectrum of high quality, in-depth scientific sessions and the Program Planning Committee and APHA staff want to thank you for your contribution and participation in furthering public health education. While we are excited that more than 900 sessions will be presented, the sheer number of sessions and program participants prevent APHA from paying honoraria and expenses.

The current scheduling information for your accepted abstract(s) is as follows:

Abstract #163820  
Abstract Title: Building a neighborhood environmental college in Chattanooga, Tennessee  
Type of Presentation: Oral  
APHA Session: 3024  
Session Title: Strategies to Build Community Capacity to Engage in the Environmental Health Research Process  
Date, Session Start Time: Monday, November 05, 2007: 8:30 AM-10:00 AM  
Hotel: Renaissance  
Room: Congressional Hall B

Key: H = Grand Hyatt; R = Renaissance; M=Marriott Metro Center;  
WCC = Washington Convention Center

A detailed schedule for your session(s) is available online at:  
http://apa.confex.com/apha/135am/techprogram/  
Please search the program using your 4-digit session number listed above to ensure no changes have been made since your earlier communication from APHA.

If you have not received the Advance program with a meeting schedule, housing, membership and registration forms, you may access and print this and other detailed information on the meeting at http://www.apha.org/meetings. Please be reminded that all program presenters must register for the Annual Meeting and become an Individual member of the Association in order to give your presentation. If special arrangements have been made for your registration please contact that individual prior to your departure to Washington to ensure your registration materials are reserved.

Any questions about your presentation should be directed to the program planner of the Section, SPIG or Caucus organizing the above referenced session(s). Contact information can be found at http://apa.confex.com/apha/135am/oasys.epi.

Please note: It sometimes becomes necessary to relocate sessions so please refer to the printed Final Program on-site to confirm your session location.

Once again we thank you for your contribution to public health and involvement in the APHA Annual Meeting and look forward to seeing you in Washington, DC.

Sincerely,
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Breakfast</td>
<td>Arlington Room</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td><strong>Welcome and Introductions</strong>&lt;br&gt;Julia Brody, Silent Spring Institute&lt;br&gt;Liam O’Fallon, National Institute of Environmental Health Sciences&lt;br&gt;Sherry Baron, National Institute of Occupational Health and Safety</td>
<td>Georgian Room</td>
</tr>
<tr>
<td>8:15 a.m.</td>
<td><strong>Blessing</strong>&lt;br&gt;Rev. William Sinkford, Unitarian Universalist Association</td>
<td>Georgian Room</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td><strong>NIEHS Update</strong>&lt;br&gt;Dr. Samuel Wilson, Acting Director, National Institute of Environmental Health Sciences</td>
<td>Georgian Room</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td><strong>Larger Trends in Community-Based Participatory Research and Environmental Justice</strong>&lt;br&gt;This opening session will examine where CBPR and EJ fit in context of emerging programs and trends.&lt;br&gt;“NIH Confidential: CBPR across the Institutes” – William Ellwood, Ph.D., Chairperson, Trans-NIH Special Interest Group on CBPR&lt;br&gt;“A Community Based Participatory Research Project – A Community Perspective/Lessons Learned” – Idida Perez, Chairperson, National Organizers Alliance&lt;br&gt;“A Winning Partnership: A Community Response to Government in Action after Katrina” – Beverly Wright, Director, Deep South Center for Environmental Justice</td>
<td>Georgian Room</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td><strong>Exposure Research and Community Capacity Building</strong>&lt;br&gt;Moderator: Carla Perez, Communities for a Better Environment&lt;br&gt;This session will highlight the work being done by grantees to build the capacity of research partners.&lt;br&gt;“Household Exposure Monitoring in Massachusetts and California Communities” – Carla Perez (Communities for a Better Environment), Ami Zota (Silent Spring Institute), and Rebecca Gasior Altman (Brown University)&lt;br&gt;“Building a Neighborhood Environmental College” – Kimberly Davis, University Of Tennessee, John Bruce, Southside/Dodson Avenue Community Health Centers&lt;br&gt;“Environmental Health Leadership Training” – Peggy Shepard, WE ACT</td>
<td>Georgian Room</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td><strong>Lunch &amp; RFI Discussions</strong>&lt;br&gt;During lunch participants will break into smaller groups to talk about the recently released Request for Information (RFI) on the Partnerships for Environmental Public Health program that the NIEHS is beginning to develop. Discussions begin Tuesday and continue on Wednesday with a large group discussion.</td>
<td>Arlington Room</td>
</tr>
</tbody>
</table>
Building a Neighborhood Environmental College in Chattanooga, Tennessee

Kimberly Davis, P.E.
Director, Programs and Outreach
University of Tennessee

John Bruns
Environmental Health and Justice Specialist
Southside/Dodson Avenue Community Health Center

The long-term objective of the EHUC is to facilitate and strengthen neighborhood empowerment and leadership, ongoing information exchange, health promotion, and policy improvements in regard to environmental health and justice — with a focus on industrial and commercial chemical contamination — in the AP/PW neighborhood of Chattanooga, Tennessee.

Aims
1. Create, implement, and evaluate a neighborhood-based model of collaboration
2. Find out about existing resources for neighborhood adults and youth to use for leadership and occupational training
3. Create a neighborhood-based model of information exchange and community outreach
4. Exchange information with community residents to raise awareness of chemical pollution, possible health effects, and ways we may reduce health risks
5. Work with youths and adults in collaboration with other local organizations to exchange ideas about how the community could influence policy changes

Key Community Partners
- Alton Park Development Corporation
  Community Based Organization
- Southside/Dodson Avenue Community Health Center
- University of Tennessee
  - Co. for Environmental Stewardship
  - Earth and Natural Sciences
  - College of Social Work
  - Institute for Justice and Sustainable Environment
- Environmental Research Scientists

Background & Significance
- Chattanooga Economic and Environmental Stages
- Chattanooga Creek and AP/PW Pollution
  > Past Research looking at soils, sediments, and the floodplain
  > Possible Health Risks
- Current Creek Cleanup

NIJHS EJ Annual Meeting, Boston, 12-07
A New, Expanded Timeline

EHJC
Neighborhood Environmental College
- Member Organized Resource Exchange, Grace Hill Settlement House, St. Louis, MO
- Philosophy:
  - neighbor participation, ability, expertise, skills, leadership, popular education methods
- Core structure:
  - 40 clock hour courses combine issues education, outreach, leadership development
- Course creation:
  - Neighbors, researchers, and others together in problem identification, priority setting, research translation, outreach, action, leadership development

EHJC
Neighborhood Environmental College
Core Course Elements

Issue Information Exchange

Community Outreach Leadership Development

Foundation Course 1
"Contamination in the Chattanooga Creek"

Foundation Course 2
"Environmental Health Risks, Effects & Wellness"

Foundation Course 3
Leadership and Advocacy in Our Own Backyard" (in development)
NEC Foundation Course 1 (Adult)
"Chemical Contamination in Chattanooga Creek"
Graduation Date: July 6, 2006

- Issue Information Exchange
  - AP/PW Environmental, Social, Economic History
  - Chattanooga Creek Research
  - TDEC, EPA, Chattanooga Brownfields Project
  - Environmental Justice

- Leadership Development
  - Project South
  - Southern Empowerment Project

- Community Outreach
  - Southside Rummage
  - Harambee Block Party

NEC Foundation Course 2 (Adult)
"Health and Wellness Course"
Graduation Date: May 17, 2007

- Issue Information Exchange
  - University of Tennessee at Chattanooga
  - UT Extension
  - Chattanooga Air Pollution Control Board
  - Chattanooga/Hamilton County Health Department

- Leadership Development
  - Community residents served as evaluation committee participants
  - Helped to plan graduation exercises

- Community Outreach
  - Household self-assessments
  - Radar Kit Project

NEC Foundation Course 1 (Youth)
"Environment and Leadership Camp"
Graduation Date: June 19, 2007

- Issue Information Exchange
  - EHJC Partners (APDC, SS/DACHC, UTJ)
  - UT Extension

- Leadership Development
  - Youth Leadership Summit
  - UTJ Field Trip
  - Career Choices
  - Migrant Childcare Study Project

- Community Outreach
  - 3rd Annual AP/PW Harambee Festival
  - Heartland Ranch and Arena

EHJC Core Structure
The Neighborhood Environmental College
3 Courses:
1. "Chemical Contamination & Chattanooga Creek"
2. "Environmental Health & Wellness"
3. "Leadership and Advocacy"

Neighborhoods in Each Course Apply:
- Issue Information Exchange
- Leadership Development
- Community Outreac
- Self/Team
- Advocacy

To achieve 5 Levels:
1. Awareness: Basic exposure to environmental health and justice
2. Self and Youth Empowerment, education, and occupational opportunities
3. Neighborhood Health: Improved exchange and sharing about environmental contamination
4. Data about what neighbors know about environmental contamination, health effects, and health risk reduction
5. AP/PW and youth influence on other classes in AP/PW and Tennessee
The long-term objective of the EHJC is to facilitate and strengthen neighborhood empowerment and leadership, ongoing information exchange, health promotion, and policy improvements with regard to environmental health and justice with a focus on industrial and commercial chemical contamination in the AP/PW neighborhood of Chattanooga, Tennessee.

**EHJC Core Structure**

The Neighborhood Environmental College

- **3 Courses:**
  - Chemical Contamination & Chattanooga Creep
  - Environmental Health & Wellness
  - Leadership and Advocacy

**Neighbors in Each Course Apply:**

<table>
<thead>
<tr>
<th>Issue Information Exchange</th>
<th>Community Outreach</th>
<th>Service/Advocacy</th>
<th>Leadership Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Classroom hours + 20 Outreach hours</td>
<td>Community Outreach</td>
<td>Service/Advocacy</td>
<td>Leadership Development</td>
</tr>
</tbody>
</table>

**To achieve 5 Aims:**

- Partnerships that promote environmental health and justice
- Adult and youth leadership, educational, and occupational opportunities
- Neighborhood-based information exchange and outreach about chemical contamination
- Data on what neighbors know about chemical contamination, health effects, and health risk reduction
- Adult’s and youth’s influence on policy changes in AP/PW and Tennessee

** Chattanooga Creek Historical Analysis and Oral History Project**

Through secondary data analysis, NEC course participation, and a Year 3 Oral History project, which allows teens to connect local youths with community elders, the EHJC is expanding its role to the neighborhood, local, and larger community context of environmental contamination in the AP/PW and Chattanooga area.

**Expanded Timeline**

- The active EHJC NEC courses and youth course network, through in-person youth and environmental health in the community and parent groups
- Adult leadership in seven neighborhood and regional organizations, including the Wagon at Alton Park, youth groups, EEC, development, and partnerships

**Public Health Impacts**

- EEC now: participatory and inclusive neighborhood meetings about neighborhood and other health issues in AP/PW. Through NEC courses and events, they have met with local and national partners and recommendations about neighborhood environmental health with city planners, public health officials, regulatory officials, and community leaders. The work of the TN-APW EEC has been structured with the environmental health college (EHJC) and its activities. A pilot objective of our earlier efforts of community health, beginning in the spring of 2006, is to influence organizational and government policy through community engagement, advocacy, and partnerships. This includes development strategies, and community engagement and leadership development.

- In Fall 2006 EHJC and Southeast Bureaucracy Center followed the "Top 10 Health" environmental health act and advocacy visit and project, identifying 25 youth and participate in three youth awarding of their projects in spring 2007.

- An EEC/EEC staff member is the APW neighborhood leader for the Chattanooga Youth Park, and they work to update youth on the APW, environmental health, and other APW neighborhood concepts.

- The Southeast TN-APW Environmental Research and Community Action Conference, located in the Raymond Academy, includes participation on neighboring health patterns, the neighborhood, environmental health, and other environmental health concepts.

This project is supported by grant number R01ES01631 from the National Institute of Environmental Health Sciences (NIEHS), NIH.

Mary E. Rogers, PhD., Principal Investigator

Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the NIEHS, NIH.
14th Annual Pedagogy & Theatre of the Oppressed International Conference

Starting Date: 05-22-2008
Ending Date: 05-25-2008

Address
University Of Nebraska
Omaha, Nebraska 68101
United States

http://www.ptoweb.org/conference.html

Description
WHAT IS CHANGE?
WHAT IS SUBSTANTIAL CHANGE?
AND HOW?

These questions are the theme for the 2008 Conference for the following reasons:

(1) 2008 is a year that likely will mark some major changes for PTO. Augusto Boal has attended twelve of our fourteen gatherings, beginning in 1995. Now Augusto sees himself cutting back or even eliminating his international travel. Thus, 2008 may well mark Augusto’s last visit to PTO or even to the US. His son, Julian, will likely be more involved with PTO in the future.

(2) After fourteen years of service, two of PTO founding members -- Doug Paterson and Carol Lloyd -- are in the process of reducing their time and organizational commitment to PTO. PTO, in turn, is in serious and wonderful dialogues with educators, artists, and activists in the Twin Cities -- Minneapolis and St. Paul -- about the possibility of moving our base, meaning our incorporation and our official mailing address, to that area.

(3) Pedagogy of the Oppressed and Theatre of the Oppressed have been from the start part of a global movement advocating social change and social justice. But there is change, and there is substantial change. Buddhism suggests each moment of the life of the universe constitutes a total change. Biologists see the cell/blood exchange of oxygen and carbon dioxide as change. Countless social actions involve what might be called substantial change. Teachers who adopt the techniques of Paulo Freire. A TO Joker who encourages the spectator to change a Forum scene. Powerful lying their way into war. Paulo Freire publishing Pedagogy of the Oppressed. Progressive governments entering the world stage? Augusto Boal kidnapped and sent to prison, then publishing his Theatre of the Oppressed. Climate change. PTO adding “revolution” to its traditional efforts at “progressive social change.” Change of PTO location and leadership. An even more segregated US from 1960 to 2007. The 2008 US elections?

Perhaps above all is the question, “How?” How do we continue to understand change, analyze it, invite it, make it?

PRE-CONFERENCE BOAL WORKSHOPS
Theatre of the Oppressed: Legislative Theatre Workshops with Augusto and Julian Boal: May 19th - 21st, 2008. Public Performance of Legislative
Theatre in the Omaha City Council Chambers on the evening of May 22nd, 2006, the opening night of the Conference.

Theatre of the Oppressed: The Introduction to Theatre of the Oppressed Workshop with Augusto and Julian Boal: May 22nd, 2006

**POST-CONFERENCE BOAL WORKSHOP**

**DR. AUGUSTO BOAL**, internationally renowned theatre artist and activist, returns to provide Theatre of the Oppressed (TO) workshops prior to and after our conference. For the first time in many years, Augusto will attend the entire PTO Conference. He continues to share and develop TO around the world.

**JULIAN BOAL**, son of Augusto and a leader in developing TO in Paris while networking TO world-wide, will join us for the fourth time, assisting Augusto in leading workshops. Julian has attended the last three PTO Conferences and works with North African immigrants in Paris as one of the focuses of his work.

**DR. DONALDO MACEDO** is the Applied Linguistics Graduate Program Director and teaches the core linguistics courses, including Sociolinguistics, Psycholinguistics, and Linguistics and Contrastive Analysis at the University of Massachusetts at Boston. His primary areas of interest include second language acquisition, Pidgine and Creoles and critical literacy. He has for his entire academic career focused intensely on the theory and practice of Paulo Freire.

**DR. SONIA NIETO** is Professor Emerita of Language, Literacy, and Culture, School of Education at the University of Massachusetts, Amherst. Dr. Nieto's scholarly work has focused on multicultural and bilingual education, curriculum reform, teacher education, Puerto Rican children's literature, and the education of Latinos, immigrants, and other culturally and linguistically diverse student populations. She has written numerous book chapters and articles on these themes, and her articles have appeared numerous journals. She has completed a new book titled DEAR PAULO -- a collection of letters from teachers to Freire, which may be out by conference time.

**Geographical Scope:** National Conference

**Edits**

*Log In* to edit this entry

*Suggest a Change to this Entry*

**COMMENTS**

*Log In* to write a comment.
Appendix L

Year 3 EHJC Media Coverage
FOR IMMEDIATE RELEASE
Monday, March 17, 2008

Contact:
Falice Haire
Alton Park Development Corporation
701 Hooker Road
Piney Woods Resource Center
Chattanooga, TN 37410
423-635-6580 cell
423-821-2345 office
falinchatt@yahoo.com
chattanoogacreek@utk.edu

Alternative Spring Break Brings North Carolina Students to Calvin Donaldson Elementary School in Chattanooga’s Alton Park Community

At Winthrop University in Rock Hill, North Carolina, the Alternative Spring Break Program is an opportunity for students to experience issues affecting communities first hand by participating in service during Spring Break. For Spring 2007, Winthrop students, faculty and staff members spent a portion of their Spring Break in Folly Beach, SC serving the surrounding communities. Activities included building a house with Sea Habitat for Humanity, beach restoration along Isle of Palms, artificial reef creation on John’s Island, and facilitating a mentoring program with a local high school. This week a bus load of student volunteers from Winthrop’s suburban campus near Charlotte will be welcomed by a variety of organizations and communities in Chattanooga.

In Alton Park, the Environmental Health and Justice Collaborative will host the group on Monday, March 17. The students have studied about the history of contamination and community involvement in Alton Park as part of the curriculum at Winthrop. As a result, students will meet neighborhood activists like Milton Jackson, President of STOP (Stop Toxic Pollution) on a tour of the Chattanooga Creek Superfund remediation site.

Alternative Spring Break
After the tour, the Winthrop University group will help construct a Greenhouse at the Calvin Donaldson Environmental Sciences Academy in Alton Park with help from PTA parents and members of the Environmental Health and Justice Collaborative. The Winthrop volunteers will also present “Grow Kits” to Valerie Brown, Principal at Calvin Donaldson. The Grow Kits are hydroponic systems that will help classes at Calvin Donaldson better understand the science of food, nutrition and health as they participate in growing vegetables and flowers in the new on-site greenhouse.

During dinner, the Environmental Health and Justice Collaborative partners will share with the Winthrop students the scope of the work taking place in Alton Park/Piney Woods funded through a grant from the National Institute of Environmental Health, including the Neighborhood Environmental College courses for adult and youth residents. Courses offered are Contamination of the Chattanooga Creek, Community Leadership, and Environmental Health and Wellness. The next Health and Wellness class begins March 24 at Calvin Donaldson. The courses are facilitated by local and state agency personnel and by collaborative partners from the Alton Park Development Corporation, the Southside/Dodson Avenue Health Center, and the University of Tennessee, Knoxville.

# # #
FOR IMMEDIATE RELEASE

ALTON PARK/PINEY WOODS ENVIRONMENTAL HEALTH AND JUSTICE COLLABORATIVE

Thursday, May 1, 2008

Contact:
Falice Haire 423-635-6580 cell
Alton Park Development Corporation falinchat@yahoo.com
423-821-2345 office chattanoogacreek@utk.edu

Calvin Donaldson Environmental Science Academy will host "Going and Growing Green" Science Night on Thursday, May 8th from 6pm until 8pm. A "Ribbon Cutting Ceremony" for the school's "Greenhouse and Outdoor Classroom Project" will also take place.

Special thanks will be given to Andy Fazio of Earth's Care Landscaping and to The Environmental Health and Justice Collaborative partners: Alton Park Development Corporation, Southside Dodson Avenue Community Health Centers and the University of Tennessee at Knoxville for their generous donations of the greenhouse, supplies and beautiful landscaping.

Principle Valerie Brown, staff and students will display grade level environmental science projects and the new landscaped greenhouse/outdoor classroom in honor of the completion of Calvin Donaldson’s very successful first year as an Environmental Science Academy.

As part of the night’s events, the South Chattanooga Recreation Center will exhibit a Youth Environmental Art project directed by Tracy Wamp.

CDESA will share this special night with the Neighborhood Environmental College participants who will be honored by the school, the community, friends, family and EHJC staff during a special graduation ceremony that will kick off the night’s program.

###
Empowering a Community

University of Tennessee researchers work with community activists to tip the scales of environmental justice in a small southern Tennessee neighborhood

Once a center of heavy industrialization, Chattanooga has reinvented itself as a prime tourist destination and a model of sustainable community development. In one neighborhood, however, decades of pollution have proven much less easily resolved.

Left behind in this urban renewal effort was the predominantly African American Alton Park/Piney Woods (AP/PW) neighborhood, where nearly 60 percent of the 6,000 residents earn household incomes that fall below the federal poverty level. Steady pressure from neighborhood activists and advocates helped to raise awareness of the problems stemming from systematic social, physical, economic, and environmental barriers. Now, with a $1-million grant from the National Institute of Environmental Health Sciences (NIEHS), University of Tennessee researchers are working with these groups to help put this neighborhood more firmly on a path to promote environmental health and justice.

“It’s a testament to the resilience of this neighborhood that the same environmental contamination that eroded its social and economic fabric eventually served as a rallying cause for its empowerment and economic development,” says Mary Rogge, a program leader for UT’s Institute for a Secure and Sustainable Environment (ISSE) and associate professor in UT Knoxville’s College of Social Work.

The Environmental Health and Justice Collaborative established through this grant brings together the three primary partners of UT researchers in Knoxville, the Alton Park Development Corporation, and the Southside/Dodson Avenue Community Health Centers in Chattanooga, along with other Alton Park/Piney Woods neighborhood partners, healthcare providers, research scientists, and policymakers to promote:

- Environmental awareness and education.
- Personal empowerment and leadership development among local residents.
Political action for policy changes for local environmental justice.

“Our goal,” Rogge notes, “is to build on these existing organizations’ resources to promote long-term community capacity building and positive change.”

Environmental Injustice

Spanning roughly three square miles, the AP/PW neighborhood borders the most polluted waterway in the southeastern United States. The contamination dates back to the late 1800s and into the industrial era of the 1950s and 1960s, when chemical manufacturing hit its peak in Chattanooga. When many of the businesses and factories that employed AP/PW residents folded in the 1970s and 1980s, 150 acres of commercial buildings and lands were abandoned, including 41 known or suspected hazardous waste sites. Today, the area remains highly industrialized and intermingled with housing developments and schools, often with no buffers between them and the pollution.

The most infamous of the many contaminated sites affecting AP/PW includes a 2.5-mile section of Chattanooga Creek, a tributary to the Tennessee River, which was placed on the National Priority List of federal Superfund sites in 1994. Historically, industries located in AP/PW and bordering the creek produced coke, organic chemicals, wood preservatives, leather products, and other materials, releasing a number of compounds into soil, air, and creek sediments. Many of these compounds contain mixtures of polycyclic aromatic hydrocarbons (PAH), many of which are known carcinogens.

At a cost of roughly $12 million, the U.S. Environmental Protection Agency dredged up the most obvious contamination along this creek section in 1997 and 1998, excavating some 25,500 cubic yards of toxic residues deposited along the creek’s banks over the years. Subsequent measurements by researchers from UT’s Center for Environmental Biotechnology (CEB), however, show that even in the excavated portion, PAH levels are still high enough to warrant concern about potential health effects on AP/PW residents who may want to fish or recreate in the creek.

Equally troubling is that “every time the creek floods, those contaminants may be spread onto schoolyards and residential areas,” points out Kim Davis, ISSE’s research program coordinator and assistant director of development and outreach. “That’s a major concern that hasn’t ever really been addressed by the EPA as part of the Superfund clean-up activities.”
Reaching Out

Cognizant of the health risks posed by the pollution and tired of being passed by as other areas of the city were cleaned up and redeveloped, community members organized as early as the 1970s. “Grassroot organizations sprung into action, forming valuable alliances at local, state, and federal levels while also taking advantage of various community-based initiatives,” Davis notes.

In the 1990s, things began to turn around.

Research by Davis and Rogge, in tandem with neighborhood environmental activist leaders Deborah Maddox and Milton Jackson, chronicles the changes that befell this neighborhood during industrialization and subsequent de-industrialization, and the attending social, economic, and environmental impacts. They identified grievances put forth by community activist groups such as Stop Toxic Pollution, the Alton Park Neighborhood Improvement Corporation, and the Alton Park Development Corporation, and the barriers that exist to settling these grievances.

The NIEHS grant partners build on these efforts, leveraging local environmental conditions to improve neighborhood health services, educational opportunities, housing, job skill training, and abandoned properties.

“We're using this opportunity to learn from, educate, and empower community members to understand that they have a right to participate in decision-making processes that affect the community, the right to have environmental pollution regulations enforced, and the right to have a say in how land in the community is developed by government and industry,” Rogge explains.

Forming the core of the Environmental Health and Justice Collaborative established by the grant is the Neighborhood Environmental College (NEC). Through this vehicle, the collaborative organizational partners and community members are exchanging information on what they know and what might be done along various fronts to help form the framework for promoting environmental health and justice.

To date, three core courses have been taught once each through the NEC, with curricula based on community feedback of what issues residents find to be most pressing.
The first course focuses on Chattanooga Creek, with goals centered on increasing awareness and understanding of the contamination and potential health effects; understanding social, racial, and economic implications of environmental contamination; and learning how to organize and mobilize community members and political leaders to action.

A second course on environmental health and wellness hones in on other forms of chemical contamination, such as indoor and outdoor air pollution; reducing risks from pests, pesticides, and other chemicals; and healthy food choices. The third course targets neighborhood youth with interactive exercises on water quality, demonstrating how contaminant plumes make their way through various soil types. Field trips to UT research labs expose the kids to scientific career options, and a visit to an area exhibit depicting the power of youth engaging in social and environmental reform movements provides further inspiration.

“A key goal is to raise awareness among neighborhood residents of their existing capacity to contribute to community decision-making processes through their knowledge of environmental processes that influence ecological health,” Davis explains. A key example is learning about the contamination problems plaguing the abandoned industrial sites known as brownfields and how they might be remedied to bring economic activity back into the community.

A sign of the NEC’s growing success is the increasing number of neighbors who are aware of and participating in the courses.

“That’s what we’re after,” Rogge concludes, “pulling resources into the community as collaborative partners and creating more opportunities for neighbors to engage actively.”
Knoxville professor selected to give international lectures

YASMIN ALOTAIBI
Staff Writer

A UT professor in earth and planetary sciences has been given the chance to travel the world and deliver lectures on his research. The Geological Society of America selected Larry McKay as Birtle-Driss Distinguished Lecturer for 2008 for his research in hydrogeology, the study of the movement of groundwater. McKay's topics of discussion will include the study of waterborne pathogens, his work with the cleanup of Chattanooga Creek and the role of fractures in clay. He said he plans to focus his lectures on environmental problems from a geological perspective.

"The kind of research we do is very multidisciplinary," he said. "There are too many different factors that impact the environment." McKay said the lectureship will be beneficial to UT by placing the school on the international scene. "UT will get a tremendous amount of visibility out of this," he said. "I will be recruiting graduate students and hoping to get really good applicants." McKay also said the series will build research collaboration ties for UT.

"Interdisciplinary efforts and interuniversity efforts are very important," he said. "It builds stronger research teams." Gregory Baker, associate professor of geophysics in EPS, said the lectureship will draw even more attention to the hydrogeology department.

"Just about every college and university in the U.S. has someone who does hydrogeology. That in fact makes this award more prestigious as he was pulled from such a large pool," he said. "For (McKay) to be selected actually says quite a bit about the strength of our department."

McKay plans to travel throughout the United States and Canada during the academic year and to Europe during the summer.

"I'm expecting invitations from Germany, Sweden and the Netherlands," he said. He also intends to spend three to four weeks in China over the summer. There, he will devote time to strengthening UT's ties to China while laying the groundwork for an exchange program.

"We're trying really hard to build research connections with universities in China," McKay said. "The exchange program will bring in Ph.D. students from China and send U.S. Ph.D. students there." McKay said this type of program would go a long way in finding solutions to environmental problems.

"We can learn a lot from China," he said. "One thing is the sustainability of the soil. China has a much longer time line than we have. They've been farming the land for thousands of years. We can look at that and compare results."

While he said he is looking forward to the lecture series, McKay is also looking forward to the chance to travel.

"It's going to be a lot of fun," he said. "I'm going to really enjoy meeting people from around the world."

The kickoff to McKay's lectureship will be held on Nov. 3 when he will give a sample of his lectures to a UT audience.
College students build greenhouse at elementary school

Tuesday, March 18, 2008

By: Kelli Gauthier (Contact)

Nineteen college students on spring break spent Monday afternoon building a greenhouse inside Calvin Donaldson Environmental Academy.

The Winthrop University students from Rock Hill, S.C., competed against 42 of their peers for the chance to spend four days in the Scenic City volunteering their services to local organizations, agencies and programs with an environmental focus during what they called an “alternative spring break.”

“We just wanted to do something a little different with our spring break,” said Monica Jones, a junior psychology major.

The students, who drove from South Carolina through Friday's tornado in Atlanta to get here, also did volunteer work with Reflection Riding Arboretum & Botanical Garden and Habitat for Humanity.

Monday's greenhouse assembly was a partnership with the University of Tennessee’s Environmental Health and Justice Collaborative. Calvin Donaldson principal Valerie Brown said the 6-foot-by-8-foot greenhouse will serve as a useful tool at her school, which is an environmental science magnet.

“A lot of times children don’t know the process that plants go through, how it goes from the ground to the store,” she said. “Our kids need some concrete experiences to help them see the whole process from beginning to finish.”

Ms. Brown said originally she wanted her students to plant a garden on the school's campus but was told contamination from flooding of nearby Chattanooga Creek made a greenhouse more feasible.

“We don’t know how contaminated it is, but it was enough to scare me,” she said.

Science lab teacher Brooke Hopkins said the greenhouse eventually would be part of an outdoor classroom at the elementary school.

“The next step is to get a compost pile out there,” she said.

Winthrop junior Glenn Spurini III has been on alternative spring break trips before and said he was glad to do it again.

“I felt like this was more productive than going to Florida,” he said.

The student group also presented Ms. Brown with a $200 check to go toward purchasing the first plants for the greenhouse. The concrete foundation could not be poured last week because of rain, so Ms. Brown said the greenhouse would be moved outside next week.

Kimberly Davis, assistant director of UT’s Institute for a Secure and Sustainable Environment, said organizing the project at Calvin Donaldson fits in with the mission of the collaborative.

“The idea is to teach kids about environmental sustainability,” she said.

ENVIRONMENTAL HEALTH AND WELLNESS

The Neighborhood Environmental College will be holding community classes to raise awareness of environmental health.

and justice in Alton Park.

* Where: Calvin Donaldson Environmental Academy, 927 W. 37th St.

* When: March 24 through April 28, Monday and Wednesday from 1 to 3 p.m.

* What: Topics include indoor/outdoor air hazards, healthy food choices and environmental stress and health

---

Green house

Subscribe Here!

Geothermal efforts heat up
Elementary gets greenhouse

Winthrop University students spend spring break helping others

**BY KELLI GAUTHIER**

Nineteen college students on spring break spent Monday afternoon building a greenhouse inside Calvin Donaldson Environmental Academy.

The Winthrop University students from Rock Hill, S.C., competed against 42 of their peers for the chance to spend four days in the Scenic City volunteering their services to local organizations, agencies and programs with an environmental focus during what they called an "alternative spring break." "We just wanted to do something a little different with our spring break," said Monika Jones, a junior psychology major.

The students, who drove from South Carolina through Friday's tornado in Atlanta to get here, also did volunteer work with Reflection Riding Arboretum & Botanical Garden and Habitat for Humanity.

Monday's greenhouse assembly was a partnership with the University of Tennessee's Environmental Health and Justice Collaborative. Calvin Donaldson principal Valerie Brown said the 6-foot-by-8-foot greenhouse will serve as a useful tool at her school, which is an environmental science magnet. "A lot of times children don't See GREENHOUSE, Page B5 Winthrop University student Jonny Clark, left, and Jason Well assemble window panes Monday for a greenhouse at Calvin Donaldson Elementary School."
Greenhouse

知道过程，那植物生长，它从地面到地面，”她说。

“我们的孩子需要一些具体的体验来帮助他们理解整个过程，”她说。

Ms. Brown said originally she wanted her students to plant a garden on the school's campus but was told contamination from flooding of nearby Chattanooga Creek made a greenhouse more feasible.

“We don’t know how contaminated it is, but it was enough to scare me,” she said.

Science lab teacher Brooke Hopkins said the greenhouse eventually would be part of an outdoor classroom at the elementary school.

“The next step is to get a compost pile out there,” she said.

Winthrop junior Glenn Spurlin III has been on alternative spring break trips before and said he was glad to do it again.

“I felt like this was more productive than going to Florida,” he said.

The student group also presented Ms. Brown with a $200 check to go toward purchasing the first plants for the greenhouse. The concrete foundation could not be poured last week because of rain, so Ms. Brown said the greenhouse would be moved outside next week.

Kimberly Davis, assistant director of UT's Institute for a Secure and Sustainable Environment, said organizing the project at Calvin Donaldson fits in with the mission of the collaborative.

“The idea is to teach kids about environmental sustainability,” she said. E-mail Kelli Gauthier at kgauthier@timesfreepress.com
City planners study need for grocery stores

BY YOLANDA PUTMAN  
STAFF WRITER

Chattanooga city planners say they anticipate conducting their own citywide study before the end of the year on the effect that a lack of grocery stores has on the health of a community.

"It affects overall quality of life," said Yuen Lee, director of information and research with the Chattanooga Hamilton County Regional Planning Agency.

Ms. Lee was among dozens of people who filled the Development Resource Center conference room Thursday for the Chattanooga Food Desert Summit.

The planning agency and the Community Research Council hosted the event.

"Local government is starting to say maybe there is something we can do and should do about this," said David Eichenhal, director of the Community Research Council.

A food desert is a neighborhood that lacks grocery stores and supermarkets, thereby limiting the availability of nutritious food for area residents, according to the research council.

People who have a generational history of living in food deserts disproportionately are affected by diabetes, obesity and cancer, said Mari Gallagher, president of Mari Gallagher Research and Consulting and a featured speaker at the summit.

John Talmage, president and CEO of Social Compact, a nonprofit organization that promotes successful business investment in lower-income communities, also spoke.

Mr. Gallagher's research on the impact of food deserts on public health in Detroit and Chicago showed that in Chicago blacks on average travel farther than any other racial group, including whites, Hispanics and Asians, to reach the closest grocery stores. Those stores often are twice as far away as the closest fast-food restaurant, the research found.

Bueller's Market is the only full-service grocery downtown, according to the Chattanooga Hamilton County Regional Planning Agency.

That store has annual sales of less than $2 million, but residents who live in the 2,200 housing units in downtown Chattanooga have a buying power of $11 million to $16 million, according to the planning agency.

Mr. Eichenhal said a citywide study would depend in part on local foundations giving money to support it.

Daniel Westcott with Earth Harmony Landscaping said his company is willing to put gardens in the backyards of low-income communities and show residents how to maintain them.

"Gardens help give food security," Mr. Westcott said.

The Alton Park Piney Woods Environmental College helped Calvin Donaldson Elementary School purchase a greenhouse so its students could learn how to grow plants and vegetables, and Vanessa Mercer, executive director of Crabtree Farms, said more than 500 children have visited the farm in the past year to learn about planting and how things grow.

E-mail Yolanda Putman at yputman@timesfreepress.com

URBAN FOOD DESERTS

Health officials have listed East Chattanooga, Highland Park, Alton Park, Orchard Knob, Avondale and East Lake among the urban food deserts in Chattanooga.
Registration underway for Neighborhood Environmental College

Thursday, February 28, 2008

The Environmental Health and Justice Collaborative has begun registration for the next course of the Neighborhood Environmental College. Calvin Donaldson Environmental Science Academy will be the host site for the Health and Wellness course that will begin March 24.

Participants will be required to fulfill 40 hours and will be awarded a Certificate of Completion, as well as a $50 stipend at the end of the course. If you would like to be a participant of the NEC, contact John Bruce, environmental health specialist, at 778-2760.

E-mail Falice Haire at falinchatt@yahoo.com


Wednesday, June 11, 2008 12:28:16 PM
Winthrop students coming to town with service in mind

Thursday, March 13, 2008

Approximately 16 students from Winthrop University in Rock Hill, S.C., will arrive in Chattanooga Saturday on a service and learning trip. The students will volunteer services to local organizations, agencies and programs with an environmental focus.

On Monday from 3 p.m. to 7 p.m., the Rock Hill students will assist Calvin Donaldson Environmental Science Academy with the assembling of a greenhouse donated by the Environmental Health and Justice Collaborative, and they will present principal Valerie Brown with donated seedlings for the greenhouse project. Come welcome them.

Representative Troy Keith, from the Tennessee Department of Environmental Conservation will conduct a brownfield site tour of Alton Park. John Bruce, environmental health specialist, and other collaborative members will give a tour of the Southside Dodson Avenue Community Health Centers and will show a PowerPoint presentation of the Environmental Health and Justice Collaboratives current environmental programs in Alton Park, in partnership with the Bethlehem Center, South Chattanooga Recreation Center and the Villages at Alton Park. Through these partnerships, the students will see how the community is engaged in addressing environmental, justice, leadership and health issues through the Neighborhood Environmental College, Express Yourself through Art and the V-Team Leadership Academy.

Some of the other agencies and organizations that the students will visit on their volunteer and learning trip include Habi Chat, YMCA Earth Services Corp., Arboretum and Botanical Gardens, where they will do trail maintenance and the Green Committee, where they will learn about clean transportation, and the Tennessee Gorge River Trust.

E-mail Falice Haire at falinchatt@yahoo.com


Wednesday, June 11, 2008 12:27:49 PM
Alton Park named one of six urban food deserts in Chattanooga

Thursday, April 03, 2008

Shirley Collins, Niaiah Ward, Terry Williams and Elizabeth Williams participants from the Neighborhood Environmental College's health and wellness course recently attended the "Food Desert" Summit that focused on the effect that a lack of grocery stores has on the health of a community. "It was good," said Niaiah Ward, who celebrated her 22nd birthday on by attending class.

According to the research council, a food desert is a neighborhood that lacks grocery stores and supermarkets, thereby limiting the availability of nutritious food for area residents. Alton Park is one of six urban food deserts in Chattanooga.

E-mail Falice Haire at falinchatt@yahoo.com


Wednesday, June 11, 2008 12:27:14 PM
Greenhouse coming to Calvin Donaldson

Thursday, April 17, 2008

Alton Park has been recently named one of Chattanooga's food deserts. Calvin Donaldson Environmental Science Academy in partnership with the Environmental Health and Justice Collaborative have taken a first step towards rectifying this through the Greenhouse Project and Outdoor Classroom. The greenhouse will be the first organically grown vegetable garden within the Alton Park community.

With a donated greenhouse from the EHJC and donated labor by local landscaper Andy Fazio, the construction of the foundation and erection of the greenhouse is scheduled to be completed by month's end.

E-mail Falice Haire at falinchatt@yahoo.com


Wednesday, June 11, 2008 12:26:31 PM
Thursday, May 01, 2008

Calvin Donaldson Environmental Science Academy will host Going and Growing Green Science Night, May 8 from 6-8 p.m. A ribbon cutting ceremony for the school's Greenhouse and Outdoor Classroom Project will take place.

Special thanks will be made to Andy Fazio of Earth's Care Landscaping, the Environmental Health and Justice Collaborative partners, Alton Park Development Corporation, Southside Dodson Avenue Community Health Centers and the University of Tennessee at Knoxville for their generous donations of the greenhouse and beautiful landscaping.

The South Chattanooga Recreation Center will be exhibiting a Youth Environmental Art project directed by Tracy Wamp as part of the night's events.

Principal Valerie Brown, staff and students will strut and show off their environmental science projects and their newly-erected and landscaped greenhouse/outdoor classroom in honor of the completion of the school's very successful first year as an Environmental Science Academy.

CDESA will share this special night with the Neighborhood Environmental College participants who will be honored by the school, the community, friends, family and EHJC staff during a special graduation ceremony that will kick off the night's program.

This will be one big event, with more than 300 guests, students and staff expected to attend.

E-mail Falice Haire at falichatt@yahoo.com


Wednesday, June 11, 2008 12:25:15 PM
Report from Forum Theater shared

Thursday, May 08, 2008

Twenty-four residents from Alton Park, ranging in age from five to 72, participated last weekend in a three-day Forum Theater workshop sponsored by the Environmental Health and Justice Collaborative in partnership with the Bethlehem Center.

If you have never seen or participated in Forum Theater, you are missing a wonderful experience. Through this method of theater the participants addressed community issues and how they can potentially be resolved. "You can use forum theater to address any issue," said John Sullivan, who facilitated the workshop. Contact him at josulliv@utmb.edu.

Several issues were addressed in three different skits performed by participants of the workshop. Teen pregnancy, community involvement and drug activity were the concerns of the group. Friends and family members of the actors were invited to attend the final day. Each skit was performed and the audience then chose which one resonated with them. A natural discussion developed involving the characters and the audience.

When asked what she disliked about the workshop, La Donna Bugg said "it was too short."

When the participants were asked what they liked about the workshop, there was not a nay say'er in the bunch. "I liked everything," said 15-year-old Kadijah Walker.

E-mail Falice Haire at failnchatt at yahoo.com


Wednesday, June 11, 2008 12:24:48 PM