

# CJP Community Forum: Contribute to CJ Goal

Thursday, November 13, 2025

## Meeting Notes

### Attendees - in person

- John Wasiutynski - Project Staff, Mult Co Office of Sustainability
- Tim Lynch - Project Staff Office of Sustainability
- Monique Smiley - Project Staff, Mult Co Office of Sustainability
- Erika Molina Rodriguez - Staff, Multnomah Youth Commission
- Toby - Member/Co-Chair, Multnomah Youth Commission
- Clara - Member, Multnomah Youth Commission
- Jules -Member, Multnomah Youth Commission
- Vinh Mason - City of Portland BPS
- Dryden Driggers - Community Warehouse
- Jona Davis - NAACP EJ & Climate Justice Committee

### Attendees - Online

- Jairaj Singh - Project staff, Mult Co Environmental Health
- Silvia Tanner - Mult Co Sustainability
- Bob Sweet - 350 PDX
- Maleek McKenzie - Sierra Club
- Max Light-Pacheco - Oregon Environmental Council
- May Chanthanouva - Member, Multnomah Youth Commission
- Sol Fuerte - Member/Co-Chair, Multnomah Youth Commission
- Claire Tagalog - Member, Multnomah Youth Commission
- Michaela McCormick - Extinction Rebellion
- Oscar Edwards-Huges - Neighbors for Clean Air
- Mary Rudolph - Knobbe - NW Natural
- Xitlali Torres - Verde
- Kate Murphy - Columbia Riverkeepers
- Lynn Handlin - Community member

## Introductions

## Metrics

- Disabled and chronically ill communities, often not represented in these conversations. Very impacts by climate change, flooding for example challenge of mobility, energy loss and powered medical devices. Are they included in emergency plans? Is mobility considered trying to get folks to safe spaces?
- How is climate change affecting the rates of chronic disease in our community, from air quality for example? How are we measuring this over time?
- Metric - Safe space - Thinking about changes at City of Portland and state level has changed - Thinking not just about safe spaces but also “safe people”, number of people in local

government who are doing community partnership work, training on trauma informed engagement.

- Keep careful and complete numbers of people who receive support, partnership, and post them in public ways so that the community is aware of who and how many communities are being served by projects. Cross cutting within CJP, food, justice, water quality, complete/comprehensive, percent of marginalized communities being served.
- Confidence in the Office of Sustainability team and the CJP work, but the County largely considers the barriers of transportation and other barriers to participation. Child care for example. When collecting data, look to measure if/how we are meeting people where they are at. Recognizing fear in the community, not feeling safe leaving homes.
- Q: How are we “defining” safe spaces? Spaces might be safe for some, not others, accessibility. Safety is really a relative term. Opportunity for community / qualitative data to help name and explore what this metric can mean to the community. Could be a measure of investment in support of community efforts to build 3rd spaces, community cohesion. The County cannot track this alone, really a person centric measure. Culturally specific spaces, peer to peer support, could be another measure.
- Reiterate support for creating spaces for participation in the CJP.
- Look at community feedback, culturally specific and other, to gauge / measure if people feel they have a space to engage, and if not, what the barriers are.
- Compensation for engagement! Money can be a challenge. Other examples - MYC - gets creative, internships, food at every meeting, bus passes. Being creative with compensation, recognizing the bureaucratic barriers. Translation barriers, both active engagement and materials.
- Measure community based organization partnership and compensation for community capacity.
- Trust and relationship building between government and community is important, the question is how to measure?
- Offering engagement opportunities at different times of days, or days of week.
- See chat - Multiple pathways for different people. Gamification.
- Consideration of different learning styles, neurodivergent individuals etc., how we communicate. Font size, more visual for example.
- Audio and speech to text to be able to give more in depth answers – people learn and express themselves in different ways.

## Strategies

- Challenge of living the values of the CJP, putting them into practice.
- Opportunity to better understand the experience of the PPS climate justice curriculum, how it is being put into practice.
- Gresham high school has only limited engagement, mostly around gardening clubs, opportunity to expand engagement.
- Opportunity for student leadership to expand
- Need for investment in school based curriculum, they need to be engaging and impactful.
- Opportunity to build off of PCEF seed investments at public schools

- Supportive of the community data portal, really value to include community health experiences and stories, around chronic disease for example. Important way for community members to contribute to metrics in a direct manner.
  - Mentioned the project on the [MADE Grant](#) and partnering with Coalition of Communities of Color
  - Making a system that is flexible over time
- Being aware of language and communication, thinking narrows around a specific approach (preconceived notions) that may be limiting creativity or access to funding.
- Strategy around funding strategy, reflect on how hard it can be to access and use grants because of the way that they are structured. Written in a limiting way. Grants should be designed to give communities the flexibility to address what they want and need.
- Strategy - reducing voting age to 16 - one piece of the need for engagement, but also need to create paths to engage in legislative processes for example. Voting is only one piece of the democratic process. Could also serve as an interim step towards voter age reform, engagement helps to show the ability of youth to contribute. Voice in the room strongly supports lowered voting engagement to build momentum for lasting political engagement, empowerment.
  - Lowering the voting age would have the students at the forefront and investing in youth to be civically engaged. The doors would open up for youth participating in democracy. The Multnomah Youth Commission signed on to a statewide bill to lower the voting age.
  - Need for more power and individuality, support for younger adults.
  - Youth are typically very engaged at a local level, and also most impacted by decisions. Some folks are first generation able to vote, able to represent parts of the community that don't have a political voice.
  - Youth may not face some of the same social obligations (taxes) but face the most impacts and may force political awareness of youth issues. Also note that many under 18 are paying taxes, working. Many are facing and dealing with adult issues in their lives.
  - Note that in Alabama not a legal adult until 19 but voting eligible 18.
  - Lowering the voting age to 16 would be really impactful - for example with school bonds and they are barred from making those decisions. It helps set youth up for success to understand civic engagement and the political process.
  - Should be allowed to have voice on issues that heavily impact them.
  - What will be the strategy around engaging folks 16+ to make sure they are ready to vote/engage? One idea would be to capitalize on motor voter policy for education.
- Recognize that voting is important, but only one piece of a spectrum of democratic engagement. For example, for something to be on a ballot, it means a lot of work and voices were part of getting it before voters.
- Voting is held in high regard by youth, looking forward to becoming 18 and registering, lowering the voting age will lead to greater youth civic engagement.
- Interactive data, ways to customize search of information, not static, needs to be dynamic. It is important to understand the story that the data is telling. Educatainment, something that folks actually seek out.
- How do we make sure this isn't dusty? Storytelling.
- Data is valuable when making the case, testifying, important to ask what are the questions

- Is there an opportunity for school based surveys to also reflect civic issues?
- Lincoln HS environmental justice class, projects with the PCEF fund money. An elective class, only one period. Most folks are getting their climate education through science class. Which is less focused on the impacts on people/communities, how social systems are impacted.
- The problem is that most people can only get climate information through clubs, as opposed to embedding it broadly into curriculum. Life skill, civic education.