

# Community Needs

Addressing Environmental Justice in Local Communities



**MAEOE**

Maryland Association for Environmental &  
Outdoor Education



**naaee**

North American Association  
for Environmental Education



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An Exelon Company

# Directions

Locate the slide corresponding to your county.

After discussing your community needs in your breakout rooms, fill in the table on your slide summarizing the issues, evidence, and impacts that your group has seen in your county. If more rows are needed, duplicate your slide and continue filling in the second table.

If more than one person in your group listed an issue, indicate it by **bolding** that issue.

# Allegany County

| Issue           | Evidence                                  | Impact  |
|-----------------|---|---|
| Food Access     | Title I; schools providing free breakfast | Access to nutritious food for children, families, elderly |
| <b>Flooding</b> | Snow/rainfall increased                   | Can cause issues with wastewater                          |
|                 |   |   |
|                 |   |   |
|                 |   |   |

# Anne Arundel County

| Issue    | Evidence   | Impact   |
|----------|--|--|
| Flooding | Annapolis increased in nuisance flooding days by 925% in last 50 years | <ul style="list-style-type: none"><li>- Damage to property</li><li>- Lack of ability to move</li></ul> |
|          |  |  |
|          |  |  |
|          |  |  |
|          |  |  |

# Baltimore City

| Issue   | Evidence  | Impact   |
|---|---|--|
| Trash   | causing flooding in the streets, blowing into the park and waterways  | Polluting the water, making the parks ugly, injuring wildlife, decreasing home value |
| Affordable Healthcare (dentist, eye doctor)     | Students without eye glasses; students with tooth pain  | Decreased school performance, Increased medical expenses; Communication Issues       |
| Cost of living                                  | Homeless people, adult children living at home with parents   | People not being able to save money, not eating well                                 |
| Lack of awareness of energy conservation issues | Lots of cars, not many solar panels, schools wasting energy (keeping heat on full-blast and windows open at the same time) and water (water faucets running full blast at Rite Church Rec | Long-term effects of energy usage, replacement for fossil fuels                      |

# Baltimore County

| Issue                                   | Evidence                                   | Impact   |
|---|--|--|
| Invasive species                        | Can see Bradford pears, English ivy, etc.  | Affects native species   |
| Food waste in the cafeteria             | In trash cans you can see uneaten food     | Increase our pressure on the landfill, food that could be consumed for those in need or that could be donated is not |
| trash/litter on campus and neighborhood | Can see it in parking lot and grassy areas | How it is viewed by outsiders/<br>Poor ownership by students/<br>Gets into waterways through storm drains            |
| Runoff and erosion                      | Lots of pavement and grass on campus       | Chemicals and trash go into the waterways  |
| Lack of biodiversity                    | Grass fields/parking lots                  | Effect native species and pollinators  |

# Charles County

| Issue                               | Evidence          | Impact                                |
|-------------------------------------|-------------------|---------------------------------------|
| Excessive building/housing & stores | Empty storefronts | Habitat loss, eyesore, air pollution, |
| trash                               |                   |                                       |
|                                     |                   |                                       |
|                                     |                   |                                       |
|                                     |                   |                                       |

# Frederick County

| Issue                                 | Evidence                              | Impact  |
|---------------------------------------|---------------------------------------|---|
| Lack of biodiversity                  | Manicured lawns                       | Less biodiversity among plants and animals, less habitat  |
| Not recycling                         | Everything ends up in dumpsters       | Filling landfills faster, more production of plastics, increased emissions                            |
| Trash/Litter                          | Empty bottles/wrappers on the ground. | Physical and emotional impacts.   |
| Not composting/utilizing share tables | Edible food in trash                  | Increased emissions from landfills, food not being distributed in the community to people who need it |
| Transportation Time/Lack of           |                                       |   |

# Montgomery County

| Issue              | Evidence              | Impact  |
|--------------------|-----------------------|---|
| Income disparities | Up county/Down county | Lack of access, unable to leave their environment |
|                    |                       |   |
|                    |                       |   |
|                    |                       |   |
|                    |                       |   |

# Prince George's County

| Issue                            | Evidence  | Impact   |
|----------------------------------|---|--|
| Drug Addiction/Usage in Students | Students smell of weed. Students caught with drugs. Students selling drugs in school. | Weed smell causes others to be sick. Can result in fights, suspensions, etc. Mental health issues. |
| Mental Health Issues             | Students struggling with depression, anxiety, etc.                                    | Affecting their academics, social, and emotional well-being.                                       |
| Proximity to superfund sites     |   |  |
| Linguistic isolation             |   |  |

# Talbot County

| Issue  | Evidence | Impact |
|--|----------|--------|
| Flooding   |          |        |
| Food access/food desert?   |          |        |
| Infrastructure/wastewater management/sewers  |          |        |
| Wealth inequality, income disparity (for ex., impacts ability to respond to/prepare for env. disaster like flooding) |          |        |
|  |          |        |

# Research: Climate/Economic Justice Screening Tool

Visit the Council on Environmental Quality's [Climate and Economic Justice Screening Tool](#) and further investigate your school's county/census tract.

Is your school's census tract (or any other tract in your county) identified as disadvantaged? Add any new issues to your county table.

If you find data supporting any issues already on your table, **highlight** that issue and add your findings to the evidence column.