

The Clean Air Coalition of Western New York

We build power by developing grassroots leaders who run and win campaigns that advance environmental justice and public health in Western New York



CLEAN AIR COALITION OF WESTERN NEW YORK IMPACT MAP

The Coalition's impact map shows visually how we connect our core strategies and how our programs achieve a clear and tangible impact. It demonstrates how all the pieces of our work come together. Our programs and campaigns will change over time based on the needs identified by the members in the communities we work in. Our core strategies build on our organization's strengths and assets that were identified by our board, funders, members and staff:

- A track-record of winning campaigns
- Strong relations with policymakers
- A strong grassroots base and commitment to leadership development
- A committed and talented staff



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Programs and Campaigns

- West Side - reducing asthma and diesel emissions at the Peace Bridge
- Tonawanda - reducing emissions and cancer from industrial polluters
- Emergency planning - improving Erie County's prevention and response to industrial chemical accidents and fires
- Air monitoring - get NYS to fund air monitors

- The Lois Gibbs Fellowship
- Canvass
- Advocacy trainings: media, working with policymakers, how to use the Freedom of Information Law
- Knowledge-based trainings: Toxic Release Inventory, air toxics, air pollution permits

- Citizen monitoring
- PhotoVoice projects
- Disseminating NYS DEC air quality data and NYS Department of Health studies

Core Strategies

★ Run and win campaigns against institutions that perpetuate environmental injustice

★ Develop grassroots leaders

★ Facilitate community-based participation research and share results with communities

Enabling Conditions

Policies that protect public health, the environment, promote equity and that are enforced

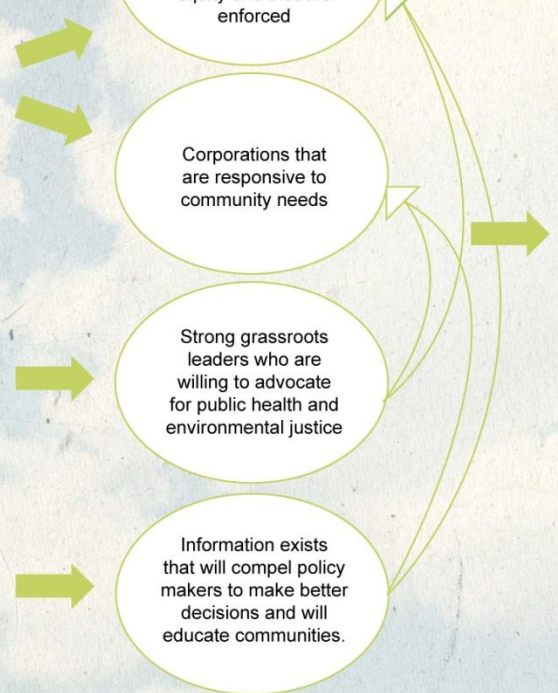
Corporations that are responsive to community needs

Strong grassroots leaders who are willing to advocate for public health and environmental justice

Information exists that will compel policy makers to make better decisions and will educate communities.

Impact

Healthy people and a healthy environment



Why should communities have access to TRI?

- Collective action is our best bet for reducing emissions from industrial polluters.

“Although plants do take into account the nature of who bears the risks of their contaminants, it is the likelihood that residents will engage in collective action and thereby force plants to incorporate the costs of their pollution that affects plant decision making.”

- James T. Hamilton,

Regulation through Revelation: The Origin, Politics, and Impacts of the Toxics Release Inventory

Workshop design

- Use popular education
- Who is your audience?
- Who delivers the message?
- Separate the content from the teaching method
- Use all three channel of learning

Goals of workshop:

Participants will:

1. Understand the history of EPCRA and TRI
2. Leave with a better understanding of how change happens at EPA and in Congress
3. Be able to use mytrk.com
4. Understand the limitations of the TRI databases
5. Learn more about facilities in their neighborhood
6. Understand who reports t TRI, how, and when

Agenda of workshop

- Introductions
- Why do we have TRI? History of EPCRA
- Limitations of TRI
- How TRI works
- Break!
- Mytrk.gov overview
- Application
- Evaluation



1999

2000

2001

2002

2004



LIMITS OF TRI

1. SELF REPORT



41.

2. # of chem
small

3.

3. Only

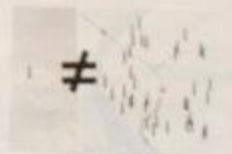
FI

LIMITS OF TRI:

4. TOXICITY LEVELS BASED
ON MENS EXPOSURE (not
women + children)



ACCOUNT FOR CUMULATIVE
HAPES (well)



ENFORCEMENT ACTION
BE INCLUDED.







GROUP GOALS:

- ① Understand the history of TRI
- ② Understand who reports to TRI, how & when
- ③ Understand the limits of TRI
- ④ be able to use my RTI (my right-to-know)
- ⑤ learn more about fact Tonaumanda
- ⑥ learn more / develop an idea of how change happens Congress + @ EPA

X
KNOWLEDGE
BGM PRESENTED
GLENN
ENERGY
HI STORY - CONTENT
ORGANIZED



The School of Public Health and Health Professions is on Facebook! Check it out! We hope you "like" us!

NO FOOD OR DRINK ARE ALLOWED IN THE

INFO FROM AROUND SCHOOL ARE OUR LEADERS -> CAN WE GET THEM IN THE ROOM?

Reactions

- “I’m sick to my stomach”
- “I am very surprised”
- “Companies make a lot of money to poison us”
- “Why do governments allow people to live so close to plants?”
- “We need more training on this”

Keep in mind:

- Meet people where they are
- Separate the content from the delivery
- Who delivers the message matters
- Make space, and be prepared for, emotions

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