

## Opportunities Identified in the Climate Town Hall

The following are the different opportunities in each of the topic categories.

### **TOPIC AREA: REDUCING COMMUNITY ENERGY AND ELECTRICITY USAGE**

3. What **OPPORTUNITIES** exist for Cottage Grove to realize community-wide reductions in energy and electricity usage? How will climate change impact these **OPPORTUNITIES**? Will climate change generate any new or additional **OPPORTUNITIES**?
  - a. Federal/state/local incentives
  - b. EPUD – loans, subsidies
  - c. Improved solar/wind technology
  - d. Positive re: framing of issues – use less and save more
  - e. Energy education programs—REACH program
  - f. The centralized refrigeration thing
  - g. More energy audits
  - h. Shade tree programs

### **TOPIC AREA: IMPROVING COMMUNITY EDUCATION ON CLIMATE CHANGE AND HOW TO ADAPT TO IT**

3. What **OPPORTUNITIES** exist for Cottage Grove to improve community education on climate change and how to adapt to it? How will climate change impact these **OPPORTUNITIES**? Will climate change generate any new or additional **OPPORTUNITIES**?
  - a. Learn what City is doing – progressive
  - b. Carbon challenge
  - c. Climate Change Cottage Grove
  - d. SLSD K-12 curriculum: climate solutions, adaptations
  - e. SLSD incentivize behavior change (like RAH program)
  - f. AKHS giving presentations to service clubs, elementary schools, various other places
  - g. More communication/outreach to share with wider community what smaller groups are doing via radio/news
  - h. Participate in development of local climate action plan

## TOPIC AREA: **TRANSPORTATION SYSTEM**

**Transportation system** includes *personal and private* modes of transportation (motor vehicle, motorcycle, bicycle, pedestrian) as well as *public* means of transportation (taxi service, municipal bus, train, light rail, airplane)

3. What **OPPORTUNITIES** exist for Cottage Grove's transportation system? How will climate change impact these **OPPORTUNITIES**? Will climate change generate any new or additional **OPPORTUNITIES**?

- a. Safe roads for bicycles
- b. A "Mobility Center":
  - (1) Public transportation and active transportation integrated
  - (2) Bicycles can be securely left
  - (3) Includes E-bikes
  - (4) Includes E-scooters
- c. Promote smaller, more efficient vehicles
- d. Cultural shift and more ridesharing promotion
- e. More self-sufficient community that has the needs met locally (e.g., the foods at prices and quality that is in Eugene)
- f. Smaller vehicles that deliver from a large hub (hub is only for the big trucks)
- g. Delivery vehicles on a bicycle
- h. 55 mph speed limit on I-5: make the cars efficiency at a consistent speed. Limit and enforce the speed limit
- i. Slow down road expansion
- j. Federal grants for streets and sidewalks
- k. Teaching bicycle friendliness
- l. Safety signage – sense of humor to slow people down ("Sasquatch Crossing")

## TOPIC AREA: **COMMUNITY RESILIENCY/EMERGENCY PREPAREDNESS**

*Resiliency* is the ability to recover from or adjust easily to [adversity](#) or change

3. What **OPPORTUNITIES** exist to improve Cottage Grove’s resiliency and emergency preparedness? How will climate change impact these **OPPORTUNITIES**? Will climate change generate any new or additional **OPPORTUNITIES**?

- a. Developing and networking between geographic divisions, language, and political—emphasizing sharing, educating about resources (who has/who knows what)
- b. Natural Hazards Mitigation Plan: public meetings
- c. ROP/FFLS as “translators” – enhance community connection at all times
- d. Learn where to go/resources

## TOPIC AREA: **FOOD SYSTEMS**

3. What **OPPORTUNITIES** exist to improve Cottage Grove’s local food production and community access to healthy food? How will climate change impact these **OPPORTUNITIES**? Will climate change generate any new or additional **OPPORTUNITIES**?

- a. E.R.O.Y.
- b. Exchange with other communities
- c. Increasing bartering
- d. Support local grains, beans, staples
- e. Use land for food growing
- f. Fertility management – manure
- g. More food preservation workshops, canning jar pantries
- h. SLSD and PH: local grower contracts
- i. School gardens – summer volunteers for watering, weeding, harvesting
- j. Individual gardens – neighbors share crops
- k. SLSD kitchens: food preservation summer
- l. Emerging tech: distributing food (Bitcork – wine)
- m. “Victory Gardens” – incentives
- n. Access land for community food growing
- o. Subsidize gardens, nuts, fruit at houses
- p. Revive “former successes”
- q. Education
- r. Kennedy HS agriculture program
- s. Enhance Farmer’s Market to year-round
- t. Increased activism
- u. SLSD curriculum K-12: ag and food as CTE
- v. Kitchen waster → compost
- w. Biosolids → local compost
- x. USDA facilities for animals
- y. Graze smaller livestock in forests