

The logo for TNT CONSULTANTS features a black horizontal bar with the text "TNT CONSULTANTS" in white, bold, sans-serif font. To the left of the bar, there are three overlapping squares: a red one on top, a blue one on the left, and a yellow one on the bottom. A thin black vertical line passes through the center of the squares and the bar.

TNT CONSULTANTS

**West Eugene Wetlands
Environmental Education Center
Master Planning**

**Report on Public Involvement
March - December, 2007**

**Submitted to:
Mike Penwell, Project Manager
City of Eugene
January 23, 2008**

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Introduction

In 1999, a group of community leaders, concerned citizens, and educators united to discuss, plan and develop a strategy to realize the vision of a world-class education center in the West Eugene Wetlands. In September 2005, the Bureau of Land Management, City of Eugene, Bethel School District, Eugene 4J School District, U.S Army Corp of Engineers (Willamette Valley Project), US Fish and Wildlife Service (Willamette Valley), and WREN (Willamette Resources and Educational Network) signed an Education Center Partnership statement to realize that goal. With the 2006 passage of a City of Eugene Parks and Open Space Bond Measure authorizing \$1.75 million to the West Eugene Wetlands Education Center Project, the West Eugene Wetlands Partnership hired Rowell-Brokaw Architects to lead the lead design team. The master planning process followed this path and engaged collaborative interaction with the public throughout 2007.

The Public Involvement began with an intensive study of the most critical issues, drawing on the expertise of the community to test the assumptions and augment the knowledge of the consultant team, and to build trust in the integrity of the process. Six Focus Groups were organized to flush out problems and best thinking prior to beginning the design process. Meeting notes were sent to participants and further feedback was encouraged. The Focus Groups had a fundamental effect on the shape of the project, and became a consistent group, with an array of skills and interests, with whom to engage throughout master planning. See Attachments A-F for notes resulting from these meetings.

The general public was invited to discuss the project at two critical times—June and September of 2007. The June meeting was coordinated with a Bike Path Event in the Wetlands to capitalize on the broader exposure. The June 2nd presentation reported on what was learned through the Focus Group process and the new project parameters that had emerged. The September 22nd presentation was coordinated with Public Lands Day, which attracted over 60 people to the site for a work project. The September public meeting shared the considerable progress made, discussed the direction for the final portion of master planning, and listened for concerns and alternative approaches

Late April through early June is prime time in the wetlands, so the Design Team capitalized on WREN's packed events schedule to inform people about the effort to build a world-class education center. A display booth about WREN activities and planning for a future home, designed by Imagine Graphics, was staffed at community events from spring through the Sustainability Village at the Eugene Celebration in September. A survey was used to collect a sample of the preferences of potential future Education Center users. 40% of those who completed the questionnaire had never been to the WREN or the site. See Attachment G Survey Results.

WREN devoted staff time to methodical information sharing through their newsletter, other organizational newsletters, and the two Eugene newspapers. WREN maintains master planning information on their website at www.wewetlands.org, where reports and background information are always available to anyone. Feature stories about WREN and the future education center were cultivated at the major local newspaper.

The West Eugene Wetlands Education Center actively seeks to serve our entire community. In the spirit of that goal T'NT Consultants explored the services currently being provided to low-income and children of color at Eugene's Title One schools to discover opportunities to improve the program and gather ideas relevant to master planning the new Education Center facility. In this way, master planning aggressively sought to uncover the concerns and get the input of potential facility users who would otherwise be unheard. See Attachment H Title One Schools Report.

Communication and good relationships with neighbors are always important, but critical when change could represent a potential threat. Beginning with methodical research to map proximate owners and occupants, outreach was thorough so affected parties had accurate information and were able to express concerns and make suggestions. See Attachment I Neighboring Properties. The intention was that anyone who would receive an "official notice" of the CUP hearing would have prior personal contact with project staff.

Public Involvement Efforts

Focus Groups

The purpose was to:

- Expand the base of knowledge for design purposes
- Expose and resolve issues relevant to the Building Project
- Foster collaborations with agencies and individuals
- Establish basis for recommendations to Policy Team

Focus Groups were recruited with a broad net. Individual activists, public agencies, and non-profit organizations were tapped to send field scientists, academic researchers, facility users, and teachers to give input on the master planning questions before planning and design began. Approximately 200 people were invited to attend one or more Focus Groups led by the design team.

Focus Groups were structured around themes:

- Site Ecology
- Transportation
- Education
- Interpretation
- Sustainability (Site and Building)
- Accessibility

See Attachments A-F for notes resulting from these meetings.

These Focus Groups turned out to be critical in two ways:

- The knowledge shared fundamentally altered the way the design team approached the site, and conceived of the buildings necessary to serve the program vision and site capacity.
- Enough individuals from each focus group stayed engaged throughout the process to ensure accountability, represent concern, and support ongoing identification of problems and opportunities.

Public Meetings

The purpose was to:

- Share analysis of what was learned through Focus Groups
- Report decision-making
- Incorporate support and concerns of WREN's ally organizations
- Engage invested people
- Celebrate progress and collaboration

Timed to serve and effect the design process, the list of 200 who had been invited to attend topic-specific Focus Groups were invited to these two public meetings held June 2nd and September 22nd. In addition, calls were made to allied organizations to personally invite their leadership, and place announcements in their organizations' communications to their activists. Both events were well attended in a tent set up on the site, and allowed the public to monitor the master planning progress and give input.

General Outreach

The purpose was to:

- Use a survey to get input for WREN Education Program and master planning process
- Inform people about the education programs available
- Inform people about the building partnership

Late April through early June is prime time in the wetlands, so the Design Team capitalized on WREN's packed events schedule to inform people about the effort to build a world-class education center. A display booth about WREN activities and planning for a future home, designed by Imagine Graphics, was staffed at community events from Earth Day in April through the Sustainability Village at the Eugene Celebration in September.

A survey was used to collect information from potential education center users about their preferences that might impact site and building design. Questions about why they might come to the Education Center and how they would be willing to access the Center provided input from those who didn't attend meetings

and might choose to use the Center. See Attachment G for the Survey Report. Some of the findings were:

- Active, outdoor activities are more interesting to respondents than indoor activities, such as exhibits and library space. Almost 60% of respondents would utilize walking trails between 1-3 miles long.
- The bike path is a critical amenity and transportation connection for the environmental center. Almost 75% of respondents chose “bike” as their first choice method of accessing the center.
- In keeping with the active lifestyle of respondents, 75% are willing to walk 10 minutes from a parking area to the center.

Following the June 2nd Public Meeting, WREN staffed a booth on the bike path below the site during an event coordinated with several allied organizations. The Design Team was available to talk informally with any who came up from the path. Similarly, the September 22nd Public Meeting was planned to follow the well-attended Public Lands Day on the site, in an effort to include some of the more than sixty people who came to work on wetlands restoration that morning.

4J and Bethel Districts Title One Elementary Schools

The purpose was to:

- Be pro-active in serving 4J and Bethel Title One Elementary Schools
- Learn about barriers that could be addressed through master planning
- Recommend adjustments to programs to maximize inclusive education

T'NT Consultants met with education center staff, observed a program done at a school and a field trip on site, and interviewed teachers who have used WREN's services to learn about the strengths and potential areas for improvement in serving low-income and students of color. Though most of the recommendations are specific to WREN program staff and resources, issues related to methods of displaying and accessing educational content are relevant to master planning the education center to serve students and families for whom English is a second language. See Attachment H for Title One Schools Report.

Engagement of Allies and Neighbors

The purpose was to:

- Incorporate support and concerns of WREN's ally organizations
- Communicate with constituents of ally organizations
- Reach out to parties who share jurisdiction or proximity with the project
- Share information with neighbors and hear and resolve concerns
- Build support and ongoing collaboration

WREN has good working relationships with many other organizations that care about the wetlands. The public involvement process ensured that the leadership and the constituencies of these organizations received regular updates and were invited to key meetings. Newsletters, websites and personal phone calls were all

used throughout the process to keep allies in the loop and able to communicate knowledgeably with their constituents.

The Environmental Education Center site is within Eugene's Industrial Enterprise Zone. Careful attention was paid to talking with surrounding businesses to assuage fears based in oft-experienced tensions between jobs and the environment. To begin, a map was developed to identify neighboring property owners and occupying businesses. See attachment I. Letters and calls were used to communicate with all surrounding enterprises, and the Design Team invited any of the Center's neighbors to meet with them to review the plans. A total of seventy-five businesses were contacted through this process.

Conclusion

Successful efforts were made to engage local individuals and organizations with a wide-range of expertise to shape the initial vision, from students to people with disabilities to ecologists and scientists. Accountability to this group was provided through multiple methods from direct contact to information on the website. Particular attention was given to the concerns of those who could be directly affected by adjacent location or similar organizational mission.

T'NT Consultant Bios

Ellen Teninty, T'NT Consultants

Ellen Teninty has a long track record of designing and leading public participation on a wide range of issues, from local development to federal taxes. When presented with a mountain of complex material, she has a strategic gift for discerning which information is key to inform and advance inclusive dialogue. Ellen is nationally recognized for her work as both sophisticated and accessible to people of all backgrounds. She is known for raising both the quality of input on strategic questions and who is able to have effective voice. The range of clients she has served include national religious denominations, workers' organizations, state legislatures, new immigrant groups, and now includes architects undertaking master planning. She holds a degree from Harvard University in Anthropology.

Julie Fischer, Fischer Consulting

Julie Fischer provides expertise to public agencies, non-profit organizations, and private individuals on land use planning, strategic planning, and fundraising. With seventeen years of experience in public process, facilitation, and grant-writing, she helps organizations to clarify goals, develop a vision for the future, and stabilize their funding base. Designing and facilitating meaningful public input into local land use decisions is another area of strength. She has worked with a wide diversity of organizations, including the University of Oregon, the City of Eugene, and Birth to Three. She holds a Masters Degree in Urban and Regional Planning from the University of Oregon.

Judith Castro, Public Involvement Outreach Specialist

Judith Castro contributes 10 years of quality non-profit, governmental, and private sector know-how in program development, education, outreach, translation, facilitation, fundraising, research, and coordination. She facilitates effective collaborations between agencies and diverse community members in order to build sustainable and vibrant community programs. Judith is highly regarded for her work in public involvement for T'NT Consultants, as well as her grassroots educational roles in Birth to Three, Centro Latino, and the Eugene Public Library. She holds an undergraduate degree in Political Science and Anthropology and a Master's degree in Women's Studies with a focus on race, class, gender and poverty issues.

Christian Watchie, Trans-Watch

Christian L. Watchie, the director of Trans-Watch, a highly respected facilitation and public outreach firm, based in Eugene, Oregon, has worked since 1994 developing an intimate working knowledge of community transportation planning processes. Her primary focus has been the development of public outreach models as they relate to strategic planning processes and multi-transit agency and stakeholder coordination projects. She currently facilitates transit coordination and strategic planning processes for a number of the Pacific Northwest's cities, counties, and public and non profit transportation providers. Christian did her undergrad work in Environmental Planning & Policy at Huxley College of Environmental Studies in between climbing NW peaks as a Mt. Baker-Snoqualmie/N. Cascades National Park backcountry ranger.

Attachment A

Accessibility Focus Group Meeting Notes



Meeting Notes

Project: West Eugene Wetlands Environmental Education Center
Meeting: Accessibility Focus Group
Date: April 13, 2007
Time: 1:00pm-3:30pm
Location: Atrium Building, Saul Room
Notes recorded and compiled by Mark Young

Meeting Participants:

FOCUS GROUP:

Emery Blackwell Citizen
Linda Diaz Lane Independent Living Alliance (LILA)
Bev Gardiner BLM / WREN
Kirk Houser Citizen
Karen Hyatt City of Eugene – Human Rights Program
Scott Milovich City of Eugene
Melissa Mitchell Mobility International USA (MIUSA)
Mary Otten City of Eugene Human Rights Committee
Joel Phifer Emerald City Braille Center
Ingrid Reasoner LILA
Janis Ross CVALCO
Victoria Schneider Hearing Loss Association
Clare Sterling Hearing Loss Association
Kari Vernider LILA

PROJECT TEAM:

Pat Johnston BLM, West Eugene Wetlands Project Manager
Holly McRae WREN Environmental Education

Greg Brokaw	Rowell Brokaw Architects
John Rowell	Rowell Brokaw Architects
Mark Young	Rowell Brokaw Architects
Scott Wolf	Miller Hull Partnership, Architect
Robin Craig	Greenworks, Landscape Architect
Ellen Teninty	TNT, Public Process Consultant
Christian Watchie	TNT, Public Process Consultant

Meeting minutes for all focus group and public meetings will be posted on the WREN website (<http://www.wewetlands.org>). Comments and inquiries can be sent directly to Pat Johnston, West Eugene Wetlands Project Manager, at: Pat_Johnston@or.blm.gov

GENERAL

This meeting was the sixth of several focus group meetings for the West Eugene Wetlands Environmental Education Center project. The focus group meetings provide an opportunity for the Project Team to meet with a wide range of experts on a particular subject, in order to understand the major issues and identify possible strategies for design. The Center intends to be a place that is inviting to all members of the community. The purpose of Accessibility Focus Group meeting was to identify the main issues and preferred strategies for providing universal access to, and within, the facility. The following notes were taken from the meeting at the Atrium Building.

Project History (Pat Johnston)

1999 Project Initiation - concept begins as a small nature center

2001 Current Masterplan – project expanded to include public space, wetlands offices and educational facilities

Three recent events have allowed the project to move forward:

1. 2006 act of Congress allows transfer of land ownership from BLM to the City of Eugene.
2. 2006 City bond measure approved money for the masterplan refinement and initial construction phase.
3. Full multi-disciplinary architectural design team hired for the project.

Current Project Overview (John Rowell)

The masterplan refinement will build upon previous work, while moving beyond the current plan to respond to issues that have change since the initial masterplan. These include:

- Changes in site context – Significant properties around the site have been developed, including Target, Wal-Mart, and Hertz. New ecological knowledge has come to light, particularly with regards to upland prairie habitat.
- Changes in transportation issues – With the West Eugene Parkway (WEP) not being built, traffic plans in the surrounding area will be affected.
- Evolution of Sustainability – Understanding of true sustainability and green building practices has become more developed in the last few years, and expectations have been elevated. The City of Eugene has recently implemented a sustainable building initiative.

Planning Process (Scott Wolf)

The process for the masterplan refinement, and design and construction of the initial project phase was outlined. A diagram of the process is attached (Figure 1). The initial focus group meetings will be followed by a series of Project Team refinements and at least two additional public meetings – the first to review and comment on initial design concepts; and the second to review and comment on the schematic design that will be submitted for the Conditional Use Permit (CUP).

West Eugene Wetlands Presentations

- A short video and a John Cooney audio presented descriptions and images of aspects of the West Eugene Wetlands.
- Holly McRae passed around various objects that represented aspects of the area through touch and smell.

INFORMATION / ISSUES DISCUSSION

Concepts

- Provide varying levels of accessibility.
- Provide experiences for all the senses.
- It is understood that one can't access and do everything.
- Err on the side of preserving the ecology and resources rather than building too much to provide accessibility. The same ethic of deferring to ecology should be applied to all development decisions, not just accessibility.
- Provide information about how the Center is accessible, and what the expectations are for visiting the site. If expectations are known, people should take personal responsibility in deciding if they can visit.

Accessibility around the West Eugene Wetlands

- The majority of pathways around the WEW have good wheelchair access, where one can see almost all parts of the wetlands.
- More benches for resting should be provided along the WEW path system.
- Bikes along the bike path ride very fast, often without ample warning. This is dangerous and disorienting for all pedestrians, but particularly for the hearing and sight impaired. Cyclists should become educated, but there are no simple answers. Provide some pedestrian-only paths.
- Accessible restrooms placed periodically around the WEW would be welcome.
- Consider electric carts to take people further out in the path system. A disadvantage is that the riders are somewhat at the mercy of the driver.
- Telescopes would be nice. The Checkermallow access has a mounted pair of binoculars – it would be helpful to WREN to get some feedback as to how they work, and how they can be improved.
- Consider providing some way to get help if there is an emergency on the path and one needs assistance. Loan out simple two-way radios.
- Consider providing self-guided audio tours.

Paths

- Provide safe pathways for wheelchairs and people with walking sticks.
- Provide places along pathways to sit and watch.
- Provide covered areas for rain protection.
- Provide a trail rating system that shows the level of accessibility – surface, grades, hazards, good for hearing-impaired, etc.
- Gravel can be a problem for wheelchairs. Smaller grades of gravel can get caught in moving parts of the chairs.
- Rough paths can cause spasms for some wheelchair users.
- Concrete is the best surface, but may not be ecologically acceptable in some areas.
- All paths don't need to be constructed the same. Providing several types of paths allows for different capabilities. A wetlands park in the Tacoma area (West Hylebos) has paths that work well for accessibility.
- Boardwalks are a nice way to get into the wetlands with less impact.
- Raised boardwalks and paths should have curbs or raised edges for canes, and to keep wheelchairs from falling off.
- Consider railings at raised paths to assist those who are less steady when walking.
- Westminster in England has a trail that is designed to be experienced by the senses – smell, touch, sound, sight. (St. John's Churchyard Nature Reserve – The Senses Walk)

Outdoor Experience

- Provide places to hear the birds
- Provide a place to see the stars at night
- Provide closer views of plants, flowers, butterflies, etc.
- Use framed views to focus attention on particular environments.

Parking / Access to the Entry

- Provide at least a drop-off area at or near the entry. Many people can only walk 50 ft. maximum at one time.
- If parking is more remote, carts/shuttles could be used. Some accessible parking close to, or on, the site would still be needed for off-hours, when carts are not available.
- Look at adjacent sites to locate some or most parking.
- Moving near cars is dangerous for wheelchairs because they are less visible from a car.
- Limiting parking impact on site is important.
- An elevator would be appropriate here if it helps reduce site impact.
- A ramp should also be provided if an elevator is needed, so people can get to the entry under their own power.
- The ramp, elevator, and stairs should begin and end at the same locations, with the same experience. None should feel like the back door. Olympic College in Poulsbo, WA is an example of a stair and elevator providing similar experiences.
- Encourage people to use the ramp by making it the start of the experience, integrating interpretive elements and art along the way.
- Locate a restroom near the front door, in an easily accessible location.

Service Animals

- Mark territories of wild animals, so that they can be avoided or anticipated by users of service animals.
- Don't put service animals in a position where they can be in danger or would endanger other animals.
- Provide well-marked relief areas. And/or provide waste bags.

Interpretive/Education

- Hands-on experiences are very effective – tactile, sound, smell
- 3D tactile items are very effective. Thermaform paper is a cost effective way of showing items in relief.
- Fully 3D objects are easier to comprehend than items in relief.
- It would be nice to go beyond the fur pelts and have a full model of an animal with fur that can be touched and understood in its entirety.

- Being able to feel the wetlands would be nice, like the tidepool exhibit at the Newport Aquarium.
- Provide all educational material and handouts in braille.
- Provide audio and braille options for exhibits.
- Braille is preferred over raised print.
- Provide a layout of the building and site in relief, or described in Braille.
- Audio self-guided tours are very useful.
- Different visitors will need different levels of information – from simple to detailed.
- Video with voice and sign language would be helpful.
- Provide amplified headsets.
- Utilize technology – Example: museum where standing on a textured disk in front of an exhibit triggers a localized audio description.
- Bring the feeling of the outdoors to the interior.
- Provide a welcoming environment – incorporate water, as the sight and sound is pleasing.

Comfort Range

- Paraplegic and quadreplegic bodies are not capable of regulating temperature, and are very sensitive to extremes.
- Eugene is fortunate to have a temperate climate, so we should be able to expand the comfort range.
- If people know that the buildings are meant to blend with the outdoors, and what the temperatures will be at the site, they can decide when to visit, perhaps avoiding the periods of extreme temperatures.

Attachment B

Site Ecology Focus Group Meeting Notes



Meeting Notes

Project: West Eugene Wetlands Environmental Education Center
Meeting: Site Ecology Focus Group
Date: March 9, 2007
Time: 9:00am-12:00pm
Location: On-Site Yurt
Notes recorded and compiled by Mark Young

Meeting Participants:

FOCUS GROUP:

Mikki Collins	US Fish and Wildlife Service
Art Farle	Lane County Audubon – FRESH
Ralph Garono	OSU / Earth Design Consultants, Entomologist
Sara Geddes	Satre Associates, Landscape Architect
Jennifer Gericke	Invitrogen
Andy Gilmore	Interested Citizen
Bill Hatton	BLM – Siuslaw Resource Area
Jean Jancaitis	City of Eugene Ecologist/Botanist
Bart Johnson	U of O, Researcher
Matt McRae	City of Eugene Stream Team
Mary O’Brien	Citizen, Botanist
Bruce Newhouse	Native Plant Society, Botanist
Philip Richardson	City of Eugene Parks and Open Space
Paul Severns	OSU, Researcher
Mike Shippey	WREN Board
Doug Spencer	US Fish and Wildlife Service
Linda Swisher	West Eugene, Bethel Neighborhood Group

PROJECT TEAM:

Pat Johnston	BLM, West Eugene Wetlands Project Manager
Holly McRae	WREN Environmental Education
Mike Penwell	City of Eugene, Facilities Design & Construction Mgr
Greg Brokaw	Rowell Brokaw Architects
John Rowell	Rowell Brokaw Architects
Mark Young	Rowell Brokaw Architects
Scott Wolf	Miller Hull Partnership, Architect
Mike Abbate	Greenworks, Landscape Architect
Robin Craig	Greenworks, Landscape Architect
Matt Keenan	KPFF, Civil Engineer
Ellen Teninty	T'NT, Public Process Consultant
Christian Watchie	TRANSWATCH, T'NT, Public Process Consultant

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GENERAL

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Project History (Pat Johnston)

- 1999 Project Initiation - concept begins as a small nature center
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3. Full multi-disciplinary architectural design team hired for the project.

Current Project Overview (John Rowell)

The masterplan refinement will build upon previous work, while moving beyond the current plan to respond to issues that have change since the initial masterplan. These include:

- Expanded student visitation, with an emphasis on restoration.
- Adult education component
- Extension Service through the Long Tom Watershed Council, providing a resource to private individuals or to the general public for restoration.
- Changes in site context – Significant properties around the site have been developed, including Target, Wal-Mart, and Hertz. New ecological knowledge has come to light, particularly with regards to upland prairie habitat.
- Changes in transportation issues – With the West Eugene Parkway (WEP) not being built, traffic plans in the surrounding area will be affected.
- Evolution of Sustainability – Understanding of true sustainability and green building practices has become more developed in the last few years, and expectations have been elevated. The City of Eugene has recently implemented a sustainable building initiative.

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INFORMATION / ISSUES DISCUSSION

Project Team Questions

- What are ecological niches/habitat zones on the site?
- What are the key species? – what are their ecological needs? / what are their threats?
- What are the primary restoration opportunities of the site?
- Overall, what is the ecological carrying capacity of the site?

Fender's Blue Butterfly – Upland Prairie Habitat

- The most significant endangered species affected by the site and its surrounding area is the Fender's blue butterfly.
- Fender's blue requires upland prairie habitat, particularly its host plant, Kincaid's lupine, for reproduction and larval development. Adult food sources are nectar from both wet prairie and upland prairie flowers. Potential sites for upland prairie restoration are limited in the West Eugene Wetlands area, and possibly in the entire Willamette valley.
- Existing wet prairie on site is adequate for the purpose of providing a nectar source, according to Paul Severns, Oregon State University researcher.
- Cheryl Schultz, Washington State University researcher, has said that rather than concentrating restoration efforts in one large area, smaller "stepping stones" of butterfly habitat, located appropriately between existing habitat, will be more beneficial to the species by connecting the habitats into a larger system.

- The project site has been identified as a “stepping stone,” having upland that should be restored to provide critical upland prairie habitat. A computer model determined that about 1/2 acre of restored habitat is required to provide an adequate stepping stone. The model’s parameter was persistence of species population over 100 years.
- Upland prairie habitat suitable for Fender’s blue butterfly has been identified at the south edge of the cemetery and the west edge of the Isabelle site, directly north of the site, as well as at a BLM-administered site south of W. 11th St, at the “Speedway” site.
- It was determined that the most critical area to focus on for upland prairie restoration into critical habitat is the upland part of the site located east of the Yurt.
- Continuing restoration along a band of upland around the south of the knoll would also be beneficial, although linear shaped patches of habitat are not as effective as broader shaped patches.
- Areas near roads such as Danebo, should serve as areas butterflies pass through (flyway) rather than butterfly habitat. Do not create areas that put butterflies at risk. Higher vegetation along roads could help butterflies cross the roads at higher levels, above cars.
- There is not much data on how potential barriers affect butterfly movement, particularly in an urban environment, though studies are currently being conducted. Trees are barriers, so could restrict butterfly movement. The effect of buildings and roads is unknown. Butterflies have been observed to have crossed West 11th and Danebo.
- How visitors to the site interact with the Fender’s blue butterfly must be carefully considered. Viewing from the edges rather than cutting path through the habitat. 10’ was offered by a few participants as an acceptable distance from visitor to butterfly.

Other Notable Species

- An entire functional upland system for all native species should be the goal.
- Nesting meadowlark: Have been observed on site, though habitat area is 300 acres per pair, suggesting that this 12 acre site is part of a larger habitat base being considered by the observed pair. Mowing is a

- threat during nesting. May be a conflicting need, as they could eat the Fender's blue.
- Sonora Skipper
 - Field Crescent
 - Great Copper

Hydrology

- Although some impact on stormwater is expected with the new facility, the project should aim to minimize impact on the balance of water that sustains the existing restored wet prairie on the property's mitigation site.
- Some participants recommended hydrologic study to help understand existing conditions, such as if the soils can support Kincaid's Lupine.
- If using green roofs and/or pervious paving, be careful of not starving the wetlands of water.
- Consider utilizing stormwater from the sites to the north if more water is needed to preserve existing hydrology.

Restoration

- Existing wet prairie on the site is the result of intensive and ongoing restoration.
- Restoration requires more work than maintaining an existing system.
- Very little restoration of upland prairie has been done, so cost and effort are not really known. Wet prairie restoration has been \$40K-\$50K per acre.
- Weeds are the biggest challenge in establishing and maintaining a restored site.

Trees and Plants

- "Figure out what you want" in terms of the landscape character with regards to type of ecology, then determine the strategies to get you there.
- Rare species are a good goal, along with a variety of native species.
- Oak savanna, if a desired objective, would be a very long term process. Establishing a desired future, even if requiring a lengthy process, can be an important educational lesson.

- Some existing trees, such as the big leaf maples, do not serve a primary function in an oak savanna, but may serve other purposes, such as hosting desired species.
- “Oak Woodland” rather than “Oak Savanna” is a more appropriate description of how the upland know could be developed.
- A certified arborist should determine the health and viability of any existing tree that is planned to be kept.
- The silver maple should be removed.
- The fruit trees are not critical for any species of concern (native plants and animals), and could actually have a negative effect by hosting predators of native species.
- Decide on the view sheds you want. Removing the fir trees on the west side to open the view to the west prairies should be explored.
- Planting fir trees on the south side of Amazon creek could help shade the creek and buffer the view of the Hertz property.

Project Development on Site

- Establish zones for wet prairie, upland prairie, and buildable area. See attached diagram for proposed zones (Figure 2A).
- Minimize building footprint. Allow path systems to be flexible over time.
- Look at providing a better pedestrian connection to the path system across Danebo.
- Recognize that the distinctions between upland and wetland are transitional and complex.
- Design a flexible and adaptable facility that evolves as needs, uses and knowledge evolve. “Temporal ambiguity, times change.”
- “We are bio-centric with this project, building WITHIN a conservation area – it’s a good lesson for everyone.” The buildings integrated into ecology of the site is different from occupying the edge.
- “Do the best you can to create an environment that allows nature to establish the ecosystems.”

Transportation Survey

A survey was taken to determine how meeting participants traveled to the meeting. Morning weather conditions were rainy, low 50's. Following are the results:

Total Participants:	29
Bike:	1
Bus:	1
Carpool:	7
Single Occupant Car:	20
Total Cars:	23

Attachment C

Interpretation Focus Group Meeting Notes



Meeting Notes

Project: West Eugene Wetlands Environmental Education Center

Meeting: Interpretation Focus Group

Date: March 22, 2007

Time: 1:00am-4:00pm

Location: On-Site Yurt

Notes recorded and compiled by Elaine Lawson

Meeting Participants:

FOCUS GROUP:

Ryan Collay	OSU-SMILE Program, Long Tom Watershed Council Bd
Dana Erickson	Long Tom Watershed Council
Steve Gordon	Lane Council of Governments
Jeff Krueger	Lane Council of Governments
Scott Sutton	Confederated Tribes of Grand Ronde
Greg Archuleta	Confederated Tribes of Grand Ronde
Eric Jones	Institute for Culture and Ecology
Cathy Corlett	Landscape Architect/UO Adjunct Faculty
Carolyn Weiss	City of Eugene
Robin Hostick	City of Eugene
Scott Milovich	City of Eugene
Christy Oliver	BLM Recreation Specialist
John Femal	EWEB
Fran Rosenthal	Mt. Pisgah Arboretum
Susanne Twight-Alexander	WREN Board
Rick Ahrens	WREN
Matt McRae	City of Eugene Stream Team
Mark Horney	UO
Linda Swisher	Bethel Citizens Neighborhood Group
Judith Castro	Public Member/T'NT, Public Process Consultant
Liz Myers	WREN Education/Volunteer Coordinator

PROJECT TEAM:

Pat Johnston	BLM, West Eugene Wetlands Project Manager
Holly McRae	WREN Environmental Education
Mike Penwell	City of Eugene, Facilities Design & Construction Mgr
Bob Loudon	US Forest Service, Facilitator
John Rowell	Rowell Brokaw Architects
Greg Brokaw	Rowell Brokaw Architects
Elaine Lawson	Rowell Brokaw Architects
Scott Wolf	Miller Hull Partnership, Architect
Mike Abbate	Greenworks, Landscape Architect
Ellen Teninty	T'NT, Public Process Consultant (Partial Attendance)
Chris Watchie	T'NT, Public Process Consultant

Meeting minutes for all focus group and public meetings will be posted on the WREN website (<http://www.wewetlands.org>). Comments and inquiries can be sent directly to Pat Johnston, West Eugene Wetlands Project Manager, at: Pat_Johnston@or.blm.gov

GENERAL

This meeting was the one of several focus group meetings for the West Eugene Wetlands Environmental Education Center project. The focus group meetings provide an opportunity for the Project Team to meet with a wide range of experts on a particular subject, in order to understand the major issues and identify possible strategies for design. The Center intends to be a model for environmental stewardship. The purpose of Interpretive Focus Group meeting was to understand the interpretive opportunities of the site, how interpretive opportunities should be executed, and identify the parameters for designing a facility to support and enhance interpretative opportunities. The following notes were taken from the meeting at the Yurt.

West Eugene Wetlands History (Steve Gordon)

In 1988 the Federal Government under George H.W. Bush mandated 'No net loss of wetlands.' This paved the way for local politicians and the governor of Oregon to work together to start designating parcels of west Eugene as wetlands which should be protected. LCOG helped lead a process with the COE and Lane County working together to develop and adopt a

plan. The Bureau of Land Management owned the land here at the current site and they became a partner, then Federal water conservation funds became available to purchase wetlands parcels which currently include around 3,000 acres. After adoption of the West Eugene Wetlands Plan in the early 1990's the Wetland Executive Team (WET) was formed and it currently includes 8 members. The first mitigation bank was started and the WEW is a resource now for other communities on how to do mitigation. Current projects include creating a Land Trust within the UGB, lobbying trips for additional purchase funds, and looking at a metropolitan Park District.

Project History (Pat Johnston)

1999 Project Initiation - concept begins as a small nature center

2001 Current Masterplan – project expanded to include public space, wetlands offices and educational facilities

Three recent events have allowed the project to move forward:

1. 2006 act of Congress allows transfer of land ownership from BLM to the City of Eugene.
2. 2006 City bond measure approved money for the masterplan refinement and initial construction phase.
3. Full multi-disciplinary architectural design team hired for the project.

Current Project Overview (John Rowell)

The masterplan refinement will build upon previous work, while moving beyond the current plan to respond to issues that have change since the initial masterplan. These include:

- Changes in site context – Significant properties around the site have been developed, including Target, Wal-Mart, and Hertz. New ecological knowledge has come to light, particularly with regards to upland prairie habitat.
- Changes in transportation issues – With the West Eugene Parkway (WEP) not being built, traffic plans in the surrounding area will be affected.

- Evolution of Sustainability – Understanding of true sustainability and green building practices has become more developed in the last few years, and expectations have been elevated. The City of Eugene has recently implemented a sustainable building initiative.

Planning Process (Scott Wolf)

The process for the masterplan refinement, and design and construction of the initial project phase was outlined. A diagram of the process is attached (Figure 1). The initial focus group meetings will be followed by a series of Project Team refinements and at least two additional public meetings – the first to review and comment on initial design concepts; and the second to review and comment on the schematic design that will be submitted for the Conditional Use Permit.

INFORMATION / ISSUES DISCUSSION

Project Team Questions (Bob Loudon)

- What are the interpretive opportunities at this site?
- Looking beyond traditional interpretation, what are possible ways to communicate information as an interpretive element?
- How do you capture people’s interest, using aspects of ‘Edutainment’, and keep information relevant that will ensure this facilities ongoing success and vitality?
- How can you develop a volunteer program that contributes to the interpretive aspects of the facility?
- What is the ‘Niche’ here in the WEW?
- What is the experience of the site?
- What will the building provide?
- What do you Feel, Hear and See?

Niche of this Site in the WEW

- Proximity to many people.
- If I lived in Eugene, where I would go for learning about wetlands.

- Easy for rural land owners to drive here, very accessible from both town and country. Good way to mix people and to demonstrate a working landscape.
- Can look at things here from both the view of the eagle and the mouse.
- Centralized location, both a wetlands and a community hub. Come to learn about science and wetlands, but also about policy and the ecological purpose of the wetlands here. Also find information on other places in Eugene here.
- Consciousness raising: What are wetlands? Why do we want other than Wal-Mart here? Why is open space important? And open space other than just a green grass park?
- This raises the bar for the WEW experience.
- Proximity to the bike path allows for stumbling across this site to learn things about wetlands. A destination and a hub – a ‘Park and Ride’ for a bike.
- Opportunity for hands-on learning and getting involved in helping w/ restoration.
- Read some equilibrium here as the mix between wetlands and human intervention. Intervention from the past, such as the adjacent airport, and from the present, such as the adjacent Hertz.
- Gateway from the west, design facility as a ‘Welcome Sign’ for Eugene.
- Stewardship to learn about wetlands then can expand to the watershed to understand interconnectedness between them all – understand the landscapes in the bigger view.
- Look at the Audubon in Portland for an example to provide a facility for meetings of diverse community groups that would pique their interest in the place, such as ‘Hey, I didn’t know they had butterflies here!’ In a sense trick them into being here to get a first view and then get their interest.
- Make people realize how close by nature is.
- Love to walk to the west of this site to see the acres of blowing grasses. Wonder things such as: How did Kalapuya make a living here? Was this Eden to the settlers as a place to graze livestock? Was this a swamp that made farmers and residents to the west avoid traveling through this area en route to Eugene?

- How can this be recognizable to people as fitting into their context of the wetlands.
- Integrate and demonstrate building w/ this landscape.
- Place to metaphorically get your hands dirty. Get that next step of awareness that fosters action in restoration. Show how washing a car in Eugene with soapy, oily water running right into the storm drain goes to a stream or to this site via the Amazon Creek.
- Place to do restoration of knowledge of how the wetlands worked from an Ethno-botany perspective, as well as restoring a spiritual connection to the land for the native people.
- Some sacred places for native cultures have protections by law. This site might not be protected, but it can be used for ceremonies, such as seasonal gatherings. The native local tribes may gather willow branches here and can help to steward the wetlands to use for their cultural needs.

What types of people come here?

- Short term and long term visitors
- General communities and functions are: Youth Recreation and Community Recreation, Community and Youth Restoration, Rural Working Landscape, Regional / National Visitor, Conferences/ Retreat, Travelers by bike and car, Special Events of 500 people or less.
- Youth groups, after school programs, club based groups (Boy and Girl Scouts), service learners in K-12.
- Audubon Society, Native Plant Society, Altairs, Obsidians. Bike, walking, and running groups. Birders. Bike commuters.
- Employees from nearby businesses and nearby residents take walks and recreate. Destination for families for a nice outdoor outing without driving too far. Communities of color and families with fewer resources.
- Rural land owners – Long Tom Watershed does a free tree program where they drive to the site to pick up trees to plant along their private waterways. They need space for their farm ‘big rigs’ to park at the site during those programs and for meetings in order to not close off opportunity for them.
- Watershed volunteers who pickup gear at the site for testing water.

- Committee groups that meet at the red house conference room.
- Visitors looking for an accessible path through nature on paved path. Other folks just out walking. A place for local residents to bring out of town visitors.
- On a tourist list of ‘Things to do in Eugene.’ Would motor homes be accommodated to park here at this site? Would an adjacent site be required in order to do provide parking for them?
- Could be a destination stop for commercial tours - senior outings, day trips, and longer tours. Tourists can come here and experience hiking on the ridgeline, walking along the path to Fern Ridge.
- CVALCO conventions (small) on related topics, such as green building. This could function as a workshop, conference and retreat space on the weekends.
- A homeless population lives around here and on many WEW sites.
- College classes and researchers come out here to study the wetlands. They might want a place to use and a library for a resource.
- Volunteer workgroups and service learning groups come out here to do maintenance and enhancements.
- This is a community gateway - travelers move through the wetlands, some park at trailheads, so parking is needed. Visitor information should be here for them, or is that at Wal-Mart or Fern Ridge?

The Experience Here

- This is a Community Gateway - travelers move through the wetlands, some park at trailheads, so parking is needed. Visitor information should be here for them, or is that at Wal-Mart or Fern Ridge?
- This has an Outdoor Environment – place for research, so show plants that are endangered or threatened growing. Show variety seeds that correspond to the plants that are seen. Provide a butterfly garden. Provide a microcosm of the wetlands experience without requiring people to tromp far out into the WEW.
- Have a demonstration garden of plants that are special.
- Need an oasis in the summer with shade and a legal bathroom.
- Teaching and Education is the focus – Possibly have a ‘Scientist in Residence’ program. If someone has a space here, such as a scientist

- with a carrel, need to participate in educating the visitors through talks or tours.
- Seeing people is key - provide views into the workspaces of wetlands staff, education staff, researcher's, etc. What you see is interesting and you might like to help. Provide lists and information on how to get involved.
 - Interpretation might not be through a diorama of dead things, that type of learning is dead.
 - This is a working site, how does it accommodate all the aspects of the working functions and visitors? To minimize built space onsite, how can both be here?
 - Part of the experience here is community - the wetlands experience includes many people in many ways.

Learning and Interpretive Experiences

- How do you learn? Through exhibits, tours and experience.
- Learn about sustainability. Islandwood has a board about the sustainable materials used at the building and site development in the Visitor's Lobby. Have signs at the waterless urinals explaining how they work. A living machine can show how plants treat waste.
- Tillamook Forest Interpretive Center is a more traditional design with a variety of indoor exhibits that recreate historical things and natural things. Includes audio presentations and an ongoing movie, but also things to touch with drawers with exhibit info and doors into a tree.
- Make information 'Active and Alive' – drawers that have exhibits and activities are fun for all ages and can be changed periodically. Mount many of them down at toddler height for fun surprises and sense of discovery. Also, the storage room of all the specimens for the Center could be available for viewing in drawers like the UBC Anthropology Museum.
- Building interpretation into the materials such as the Portland East Bank Esplanade has a scale representation in the granite paving of the entire length of the Willamette River.
- Mix 2D panels and 3D imagery. Statues of animals placed in whimsical and unexpected places. Combine art and interpretation and sustainability - at Cedar River there is an artsy green roof .

- Use art as a communication tool that hits you at a different level.
- The underwater viewing channel of the Salmon River near Mt. Hood offers an opportunity to see a real stream from a fish perspective. Are there opportunities here that could be shown in this dynamic and real way?
- Using audio wands that that are used at museums is a very informative way to get information to people quickly and easily without needing to schedule staff and accommodate groups of people in a busy center. Technology can be used for delivery via cell phones, wands, flat panels, and demonstrations. But, what do we want to say?
- Learn about sense of place – you live here and you need to make wise decisions about things that affect other people and this place. Learn how things connect. Take a greater appreciation away for this place and the larger watershed, but also information on specific actions that are best for maintaining healthy wetlands. Could prompt change of actions or steer actions in the future.
- Provide something new, keep it fresh. Diverse, temporary art - layers of meaning and visuals to discover each time.
- Consider chalkboard art displays like those that are done at Trader Joe's – colorful, artful, clearly temporary, and informative. Provide a chalkboard that visitors can write and draw on.
- Layers of providing information since people learn in different ways, but also so people can discover new things at each visit by exploring a different medium of information.
- Is there a larger community interpretation story to tell? There is a story here and one at Mt. Pisgah, how do those fit together?
- Provide interpretation for different senses to promote equal access for all communities (blind, deaf, etc.)
- Framed views – are there opportunities for directing views in picturesque, exciting ways? Columbia River Interpretive Center frames the view at the end of the lobby that is really breathtaking, even though it's a part of the larger view you have just seen as you approached the building. At this site can you block some things out that from view or can you direct a view out over the miles to the west?
- Views may be easier to show than the soil. The soil is what is important here, what makes the WEW the wetlands and it is a hard

- thing to interpret. Could a permanent soil pit exhibit behind plexi-glass be constructed that would show perched water on the clay layer?
- Show the restoration aspect of this site. Work is being done and place will look different in the future.
 - Show what is going on right now – people want to know what the staff is doing as they do their jobs. They often ask question, such as ‘What is the plastic being used for on the plants? What is that group doing with the shovels?, etc.’
 - People should go elsewhere to see things that are going on in the WEW. But, building is where the information will be available, as it is right now. Possibly can have roving interpreters on bikes or in an info cart or walking. Demonstrations out in the wetlands can be ongoing and building can have information on what is going on right now – such as controlled burns.
 - Can people get down to the water? Kids like to play in shallow water, such as the weir.
 - Provide learning through puppets and story tellers and incorporate historically and culturally accurate information. Possibly could occur at a central gathering area, like at a fireplace inside or a covered outside area.
 - Construct a large model of the WEW area that incorporates information through colored lights as buttons are pushed. Lights to note binocular locations, other hiking sites, places to park, picnic spots, etc. Show locations of wetlands, uplands, tributary streams, the watershed, etc. Intervisitation in Eugene does these sorts of models.
 - Show water all connected – Amazon Creek, Fern Ridge, Long Tom River, Willamette River, etc. Show in the model the wetlands and the uplands integrated together.
 - Have a large map of the Eugene/Springfield area where kids can point out where they live, maybe it’s a part of the large model.
 - Displays to help people to investigate what kind of person they are. Provide profiles of various types of communities around the wetlands and whether you live in a wetland area, an oak savannah, a woodland, etc. Can have short videos profiling a person or persons that are of a type - such as farmer, townperson, etc.
 - Incorporate ethno-botany into the experience.

- Provide bird watch information - a map and list of birds for birders. Birders are often out in very early morning or in evening when the center is closed.
- Be a working and a networking center. Often have people asking ‘What is the right thing?’ Here you can learn how to do this thing and be told not to do that thing and why.
- Walk into the building and see the right thing. Outside have a high quality learning experience w/ the staff needing to be there.
- Want to do 3 things here: 1. Interpretation, 2. Exhibits, 3. Education with Classrooms
- Capture what is important - Soil. Interpret things that answer ‘What is out there that is not obvious to me?’
- Show the History, Human Interaction, and Physical Function of the wetlands.
- Education and experiences – Establish connection to the land then take it home with you with know-how and direction.
- See historical views and/or maps of what this place has looked like over the years. Show how plants have changed. Tarweed seed was prevalent, but it was cut down for farmland and it was messy to the settlers. Understand why things have changed from what they were.

Building and Site Experiences

- This site has acres of wetlands and acres of uplands. The buildable uplands acreage has been reduced recently with the additional understanding of the Lupine Habitat designation for the Fender’s Blue Butterfly. Does this leave enough space (~ 3 acres) for all the working functions, educational aspects, and visitors that would be at this site? How might this inform the parking and the building design?
- Look at getting Hertz, but would that still alienate any group if parking was only over there and not right outside the door of the center?
- How can this site experience incorporate the site across Danebo? Would a bridge be possible from the upland area of this site across and down to a trailhead to the west?

- Planning for big without building it all at first is a good idea to first gauge success and if there are lots of visitors there is a plan to increase the size of the building and site features.
- WEW is a good place to access by bike. At each trailhead have racks to secure your bike and then walk out onto trails. Possibly provide a Rent-a-bike at the site for visitors to use.
- Consider not putting the Fender's Blue Butterfly restoration right here, maybe directing a restoration project further west that would move the butterflies towards Fern Ridge would be better. Restoring lupine habitat for them at this site was just an experiment, but this restoration could happen elsewhere and be just as or more successful. This would allow for more opportunities to build at this site.
- Learn two things here – 1. What else is around? 3000 acres of wetlands to explore. 2. What is this place like other than right now? May be brown now, but in spring there is green, red, purple, etc.
- Who is accommodated here and can help contribute to as much synergy as possible? Think about an interpretive site that is more dead than alive, nothing much is going on besides the occasional visitor. Need lots of groups here to be dynamic to accommodate and be flexible and don't just preach to the choir, so be welcoming to everyone.
- Look at how the diagram divides up the site and look to developing more of the site in an ecological way.
- Don't design a facility that outshines the focus of the facility – the wetlands.
- Gateways, hubs, and boundaries have been mentioned. What is our site? Is it this 3 acres or the total 3,000 acres? How can we accomplish a lot more by partnering w/ neighbors?
- Need first step directions for designing building and the site. What if Hertz cannot be obtained immediately? How do we continue serving rural customers?
- Structures like the Tillamook Smith Family Homestead design opens the indoors out to the outdoors almost completely. It is simple and transformable and inherently flexible.
- Think about the needs, desires and aspirations of those that are here and of those that we want to be here.

- Ask what does the building involve, what is the program? Then identify what the building should do.
- The Visitor's Center (building) is the lobby and the sites of the WEW are the museum.
- Place is about person to person interactions – researchers, onsite staff, kids, visitors, graduate students. Have opportunities to see interaction on view, such as a conference room with windows where LTWS is meeting with a landowner and discussion restoration with them using maps of the watershed.
- Bullseye glass workshop in Portland is a good example of alive, flexible space for selling, demonstrating, teaching, meeting, etc.
- Do we want an exhibit space off to the side that is dedicated and enclosed? If is open, then how does that function with use of a primary multipurpose space for privacy?
- As entering the building the exhibit space is first and the office space happens a little later, so don't feel like you are disturbing people as you enter. Wait until you become a part of it and then you can observe and see the process.
- Need a meeting space for birding groups, Audubon, Native Plant Society, etc.
- Visitor's Center should not trump the real thing, the wetlands. Consider building some satellite facilities to keep this facility in scale with the wetlands experience, such as at the Meadowlark and Stewart Pond sites.
- Look at building the facility to relate to the wetlands subtlety and mitigate the industrial. Explore how you recognize the subtlety and celebrate the wetlands. On this site you want the community to notice, but also acknowledge the subtlety.
- Need a good way to greet folks when they walk in. Need rotating exhibits and connect out to the bike path.
- Have less automobile footprint, but include all major program elements.
- Working with all the current partners with the future possible changes to accommodate more visitors, both student field trips and public will present some growing pains that are becoming more visible.
- An additional post-meeting idea based on the concept of when space is tight, then grow up not out. Make use of the roofs of the buildings

for interpretation. You could have outdoor exhibits, an observatory (bird's eye view), and people could get a better view of any solar panels or other energy saving techniques that may be located on the roof. The building itself could be a few stories high.

Facility Use – Visitor Center vs. Education Center

- A Visitor's Center and an Education Center may be different things and maybe should be on different sites.
- Instead of having ongoing public visitor aspects, could host seasonal celebrations for the public, similar to Mt. Pisgah's festivals.
- Most of the drop-in visitor's may be people on bikes or community members that visit often.
- Is there a way to plan building here in phases – phases may be based on available money, available acreage, available time. Look at site now and plan for core mission first.
- Need to focus on the core, but do provide a portal to the drop-in visitor. Focus on the Ed Center, but don't shut the others out because you want to grab them. Also, drop-in visitors could become big supporters and big donors.
- Size of footprint restrictions point to a smaller visitor's center and a larger education center.
- How open is this to the drop-in visitor? Do we really just want to involve and enfold communities members, or are we also inviting people to stop by for a brief visit. The gift shop invites people in and is that necessary?
- Avoid trying to do too much and not doing anything well. Build on what we are doing now and do it bigger and better. Consider how to incorporate the public visitor audience, as scheduled education is easier to manage than drop in. No one wants a big empty visitor's center.
- Do more things that don't have to be staffed. Would there need to be a classic front desk?
- Education is the focus, but all elements are for equal access, welcome the community in many ways. Are there trails right off of the bike path and paving. Facility should facilitate community interaction.
- Don't discredit the drop-in visitors.

- Don't worry about Winnebago's now. This is a place to stop for 30 minutes or for a 2 hour walk and that is okay.

Transportation Survey

A survey was taken to determine how meeting participants traveled to the meeting. Afternoon weather conditions were sunny, low 60's. Following are the results:

Total Participants:	32
Bike:	1
Bus:	0
Carpool:	12
Single Occupant Car:	19
Total Cars:	26

Attachment D

Education Focus Group Meeting Notes



Meeting Notes

Project: West Eugene Wetlands Environmental Education Center

Meeting: Education Focus Group

Date: March 22, 2007

Time: 9:00am-12:00pm

Location: On-Site Yurt

Notes recorded and compiled by Elaine Lawson

Meeting Participants:

FOCUS GROUP:

Ryan Collay	OSU-SMILE Program, Long Tom Watershed Council Bd
Rick Ahrens	WREN
Tim Whitley	WREN Board / 4J Rachel Carson School
Al Hughes	WREN Board / 4J Science Advisor
Denise Gudger	WREN / Education Consultant
Debbie McLeod	4J Crest Drive Elementary Teacher
Alyssa Cherbas	4J Crest Drive Elementary Teacher
Joe Alsup	4J Crest Drive Elementary Principal
John Bezelj	4J School District
Kristy Marrow	Bethel Willamette HS
Mark Nystrom	Bethel Willamette HS
Marty Graydanus	Bethel Shasta MS
Daphne Derven	Northwest Youth Corps
Bob Curtis	Lane ESD
Linda Swisher	Bethel Citizens Neighborhood Group
Judith Castro	Public Member/T'NT, Public Process Consultant
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Mark Horney	UO
Liz Myers	WREN Environmental Ed. and Volunteer Coordinator

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John Rowell	Rowell Brokaw Architects
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GENERAL

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The following notes were taken from the meeting at the Yurt.

Project History (Pat Johnston)

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2001 Current Masterplan – project expanded to include public space, wetlands offices and educational facilities

Three recent events have allowed the project to move forward:

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- Changes in site context – Significant properties around the site have been developed, including Target, Wal-Mart, and Hertz. New ecological knowledge has come to light, particularly with regards to upland prairie habitat.
- Changes in transportation issues – With the West Eugene Parkway (WEP) not being built, traffic plans in the surrounding area will be affected.
- Evolution of Sustainability – Understanding of sustainability and green building practices has become more developed in the last few years, and expectations have been elevated. The City of Eugene has recently implemented a sustainable building initiative.

Planning Process (Scott Wolf)

The process for the masterplan refinement, and design and construction of the initial project phase was outlined. A diagram of the process is attached (Figure 1). The initial focus group meetings will be followed by a series of Project Team refinements and at least two additional public meetings – the first to review and comment on initial design concepts; and the second to review and comment on the schematic design that will be submitted for the Conditional Use Permit.

INFORMATION / ISSUES DISCUSSION

Project Team Questions (Bob Loudon)

- What are your first impressions of the Site?
- What is the ‘Niche’ here in the WEW?
- What is the experience of the site?
- What will the building provide?
- What are we going to provide?
- What do you Feel, Hear and See?
- How do you make the WEW inspiring and useful to all ages?

First Impressions

- Diversity of sounds.
- This is an urban setting.
- Subtle Beauty
- Ecologically and Culturally Significant Place

Niche of this Site in the WEW

- Integrated Site of Wetlands + Industrial. Also, Wetlands + Uplands.
- Nature in an Urban Environment.
- A resource for nature-based education in town without needing a lot of driving. Shows that nature can be in town.
- A lesson in how to look closely at things in the natural world. Showing kids a way to tune out noise and traffic, so they can see the natural world in the urban.
- ‘Nature is next to Target,’ you don’t need to go very far.
- Most of Eugene is built in a riparian zone, see this place and the greater Eugene as ‘Urban Setting in the Natural Environment.’
- This site was not set aside because it is pristine, instead it stands out due to its ongoing restoration and that it exhibits intense human influence that has evolved over time.
- Watershed Functionality – a place between the Ridgeline and Fern Ridge that shows how it fits into the watershed between them. The ecologic functions affect the whole community and this can be shown through education.

- Function of community policy involvement in sustainability. Shows responsibility of how you live affects water policy.
- This site is one site of many in the WEW, not all functions of education need to happen here on this site.
- Functions have changed over the years – site was just for moving water away from town in the 1960's.
- Community wealth of knowledge and activism brought to this central place.
- A place to educate and open up minds to careers of natural resource professionals.
- A place to allow kids to interact w/ the environment and to integrate kids working with professional doing valuable contributions that are meaningful accomplishments. Allow connections to where the kids live in a meaningful way and a real experience.
- A place to see a bird's eye view of the connections to bigger natural region, as a part of a whole picture. Eg., Dorris Ranch on the Middle Fork of the Willamette River, Mt. Pisgah on the North Fork of the Willamette, WEW EEC is a part of the Willamette watershed, etc.
- A place for seniors (and others) to walk, bike and bird.

The Experience Here

Nature Experiences

- Currently students can have a real world experience here. The experience has relevance to science work and you can get your hands on stuff and get dirty. Further expand on that experience
- Students can come here to do outdoor study and collection then come inside and study in a lab situation, like real scientists.
- 'Service Learning' – students from nearby schools get involved in the wetlands, take on projects and be responsible for these projects.
- Could be a 'First Experience' (some kids haven't been on a nature walk) – Welcome that sense of wonder and awe with new experience, want them to come out again and bring family.
- Experience to be varied over the course of the year with seasonal changes and vary over the years with changing focuses on topics and programs that have varying depth of information. You want the

teachers and the kids and the families and all the people to keep coming back.

- Want visiting the wetlands to be a ‘part of their life.’
- Adult experiences for education can include – Owl walks, birding, ecosystem hikes, etc. Offer many opportunities to community members at different times of the day and year.
- Experience of subtlety – site is not dramatic overall, the interesting part is detail and subtlety, so transcend into the subtlety through the structure, place and experience of being here.
- Get down below the ground plane to see things there. Teaching about soils is key. Visualize the ground water and soils that create the WEW – could create a cut away of the ground soil strata to exhibit perched water on the clay layer that then percolates down with the seasons as a ‘working wetland’? Possibly utilizing a plexiglass sheet for viewing the cut away, while also keeping it clean to see through.

Science Learning Experiences

- Focus on the Science Experience – testing and graphing studies looking at water quality. Need to find a water testing kit (without chemicals) for kids. Look for and ask why algae bloom, what is it doing, how does it survive – use a visual step by step process to educate.
- Doing water testing in a site facility here could be beneficial. Need to identify whether testing this water onsite from the creek is safe for kids, due to pollution level. Appropriate protection would need to be used (rubber gloves.) Could bring water from other sites here for testing. Work on the testing process and teachable moments.
- Data and info should be shared online with the global community to enhance connectivity of the watersheds and the globe. Use the Globe protocols and look at tying in with other testing places.
- Create outreach kits for teachers that would start the experience elsewhere (at the “home” school), prior to the student’s field trip. These ‘Science Kits’ would also be a hook for teachers as a friendly informative interesting packet about the wetlands that would encourage them to teach the topic and bring the kids out to learn and experience more.

Technology Experiences

- This is a place to get away from the supermedia and sound bite world – this experience asks you to rely on your own senses to observe and slow down without watching things on a screen or hearing through headphones.
- Support use of appropriate and varied technology, it is a tool whether a paper and pencil or a computer. Provide infrastructure in the building for laptop plug in, such as electrical receptacles every 7’.
- There should be more technology here for the science aspects that typically seen in schools. Allow for flexibility, since technology changes so quickly. Instead of purchasing larger expensive equipment that could be quickly outdated, look at smaller portable-type items. Make it similar to what the professionals use.
- Can experience the site on a webcam with a 24/7 view that could show herons taking flight, beavers building dams, etc. Make technology friendly and connected to the wetlands, could be a way to bring them to kids.
- Utilize GPS wireless to be able to do data collection and graphing out in the field or in the building.
- Technology should go to the student, instead of vice versa. Utilize communal web based work - Web 2.0 – use the power of 10,000 people to do the work for ‘free’.

Transforming Visitors through the Experience

- Transform people’s awareness and behaviors through the experience of being here. To improve water quality, people need to change, have that be a public policy agenda of the place and the experience.
- Transform the perception of a wetland as a ‘weed ditch’, ‘mud hole’, ‘West Nile Virus breeding ground’, into something positive. Change views by considering aesthetics in design of these elements, also change the sense of aesthetic of what is pleasing and beautiful. Create awareness and then shifts in appreciation of aesthetics can happen.
- As humans we all appreciate beauty – using art to change the idea of beauty really helps.
- To transform what might be a drainage ditch into something more akin to a stream, how do you create that appreciation of a stream as a

neat thing? How does one understand that using these lands for other than farming is a good thing? This place needs to do that.

- Transforming is good, but it is also okay to be human. Don't be preachy, instead be full of hope and use 'emergent learning'. Dispel cynical aspects of some youth's approach to anything educational, instead bring out excitement and interest.
- Instead of being told something, the visitors here learn something first hand by seeing it. WREN is not an activist organization, it is an educational organization.
- Liberals to liberals is the typical exchange, can it be less political and bring in the industries and businesses to the education conversation with an understanding of their economic needs. Study and discuss things like why is this water too polluted to test and other water can have fish live in it?

Field Trip and Onsite Study Experiences

- Some amount of space would be made available for students at the elementary, middle, and high school levels. How much space is needed would depend on how trips are scheduled which varies by school. Some would send an entire grade level or unit, some may send only one classroom.
- Typically one bus fits 70 people so that is optimal for bus rental costs. Being dropped off at one location in the morning and then picked up after lunch without needing interim transportation is easier for parking issues, since the bus can leave to do other work. Typically students only visit in the morning with a time range within 9 am to 1:30 pm.
- Classrooms can be available for longer term repeated use such as 1x per week for a couple months as a class does a more directed study – such as environmental studies classes. Sharing spaces and storage areas would be possible with consideration for securing experiments and class items, as well as scheduling. Possibly provide dedicated storage closets for certain programs and teachers that have ongoing study at the wetlands to help facilitate that indepth study while maintaining flexibility of use for classroom spaces.
- High school classes may do prep offsite in school, do data collection here and then would want a lab w/ internet access, microscopes, and balances. Would do density testing and should consider having small

portable equipment that can be taken out into the field to do testing. If kids are out in the site doing study in small groups, give each of the groups a cell phone to be able to call in to the teachers to check in and solve problems.

- High School students from Bethel, and other schools, could do directed study onsite for a few hours a day with sessions on both the afternoon and morning as a part of their science studies. Possibly HS students could act as docents for some of the field trips for the younger children, although professionals are very valuable to educators.
- Can other buildings or covered areas be built at other sites, like Stewart Pond, similar to Meadowlark site? This would allow some field trips to go there fairly easily. Issues of transporting kids to other sites after being dropped off by a bus are tricky – most high school age kids can ride a bike, but cannot be expected to do that and walking to that site is a hike. Shuttling kids around in busses beyond a drop-off and pick-up is costly.
- Currently Stewart Pond has no improved restroom or trail nor a covered area for lunch, so the current education curriculum that focuses on grades 3-5 would not be a good fit. But, could possibly take older kids there.
- Could organize and schedule a field trip to be in 3 groups at different locations of the building simultaneously – classroom, lab, and multipurpose room. Then, all go out to the site.
- To make a smaller building, instead of lab and classroom spaces could do small exterior classroom/shelters and have a store of kits in the building that classes could take out for study and experiments onsite and back in their own classrooms. (South Slough Sanctuary is for an example.) Examples of various outdoor stations would be – Soil, Water, Plants, Animals.
- After school programs can utilize the spaces after the field trips are complete for the day.

Building and Site Experiences

- Experience of the building could be something like ‘When you are in it, you feel like you are outside of it.’ Similar to Islandwood and the

Tillamook Picnic Shelter, utilize glass and large opening garage or sliding doors.

- Building/Site experiences to include demonstration and education of sustainable features of the building. Use newer sustainable features. Monitor electrical use and show a demonstration to visitors to see, use PV cells. Also monitor flow rate and other things of the Amazon Creek as it goes through the site with a visual demonstration for visitors.
- Multi-disciplinary experience – utilize poetry and art along with the natural features and wrap them together as a learning experience.
- Have the building and site work together in a complementary way.
- This site is a hub, or a node, for the other 3,000 acres, so need to direct people out from this site to the other sites. How do you circulate within the site and to other sites? How do you get across Danebo from the Education Center at this site? There is a lot to connect and walk to there, encourage people to see that and want to come back to experience more.
- This is the educational hub for the WEW and it is valuable to educators for the students to have the experience of presentations on the wetlands from professionals, rather than just doing self-directed study. It is delightful to have an ‘environmental park’ to have a directed educational experience that may then lead out to other sites.
- A challenge to find a way to inform general visitors that this is a hub and where other places are located. Want to encourage them to get out to the other sites in the WEW and to other outdoor education sites that are a part of the watershed.

The Building

- First room you walk into really attracts and excites the kids. Flexibility and attractiveness for all ages – art, murals, enticing exhibits. Outdoor displays to be viewable by visitors when the center is closed.
- Could create a central meeting area with a fireplace area with heated floors that is a gathering area to warm up after a walk, interactive displays and printed information, views out to the wetlands, and a gift

- shop sales/snack area. Fireplace spot would offer some thermal delight and a good place to debrief after a tour or just to reflect on the rain outside while getting your feet warmed up. Organization of space would have lodge-like qualities – get cozy by the fire, look at exhibits, have some food, look out to the views, and go outside.
- Interpretive meeting area would be really cool and evocative. Nice meeting area with big tables with a cut away view of the watershed and other things around with exhibit information.
 - Flexible space to include a large meeting room configuration and exhibit space. This could be used for evening functions and afternoon meetings, although a conference room space may also still be needed. Need space for guest speakers, community meetings, Audubon meetings, etc.
 - Consider people visiting simultaneously with different types of spaces being in use concurrently. Also look at typical scheduling for each day with field trips in the morning, meetings and older students in the afternoon, then larger public functions in the evenings.
 - Flexibility is desirable with furniture and privacy panel/shelving units on wheels that can create smaller meeting groups or larger ones and allow multiple classes to meet concurrently without dedicated classroom spaces.
 - Blur the line between classroom and lab. Create thematic labs – air, water, land. Labs are very important to the educators and need to accommodate very small children, as well as adults, which could be challenging. Is there any actual work being done in these labs by professionals, or is it primarily for student education?
 - For labs and classes, many can be more open and some can be more specialized and enclosed. Having a small multipurpose study area for students to work in as an added flexible space without the size needs of a classroom could work for directed study needs by a small group of students.
 - Classroom space may need to accommodate up to 38 kids for science study. Design to accommodate up to 70 kids visiting at one time (1 bus load.) That would be around 3 elementary classrooms.
 - Being forced to turn anyone down that wants to bring their class out to learn about the wetlands would be difficult to face. Currently accommodate 1 class at a time in the yurt, but the building could be designed to accommodate as many as 3 or 6 classes. Creating a

- valuable and meaningful education experience for that many students onsite at one time would be a challenge for staff.
- There will be various ages of students onsite using the labs, how do you divide up lab space to work for both elementary and high school students to allow for meaningful hands-on experiences for both? Need smaller sized of furniture and sink work spaces for elementary students.
 - Mudroom needs to be large and have lockers, some may be dedicated to staff and students with ongoing projects, and some may be open and available for field trip activities.
 - This place is about going outside - putting on rubber boots and experiencing the mud in winter. Need dirt to be allowed into the building, floor finishes must deal with dirt and be cleanable, but not slippery.
 - Consider having a gathering space for mothers with young children and a sitting area for anyone.
 - Possibly create a large open room, similar to Kalapuya HS in Bethel. Warehouse type space that is sub-dividable with furniture. One big open space can create a huge sense of community.
 - Placement of the building and parking is being approached with the possibility of utilizing adjacent sites for parking in order to preserve more of this site for other uses.
 - Examples at Islandwood and other places include water collection and gardens, tile art within the pervious paving, hallway that does solar collecting in the building mass, vertical space is an opportunity to open up and connect to other levels, display materials are interwoven into the building experience.
 - Construct building and site elements from materials 'of the earth'. Straw bale, cobb, etc. and have information showing how they are made. Look at utilizing circular forms for interconnectedness to the outdoors and organizing the building as a circular spiral form around the fireplace. Provide pillows for relaxing around the fireplace.

Additional Final thoughts:

- For a resident education program to be here, allowing for flexible and shared space is a strong possibility. A mudroom would be important, and a lab should be provided for processing data and enable students to work with real researchers and graduate students. The focus would be on the outdoor environment, but such a program would need indoor facilities as well.
- Labs are needed but not a lot of them. Looking at this place as a lodge is helpful.
- Flexibility is key. Also, provide from the cradle to the grave – both toddlers and older people.
- Experience a sense of place that people will want to come back at other times and when the building is closed that they are welcome to stay and have picnics.
- Organize in the concept of the lodge function with the shape of the building to include courtyard, so the exterior is a part of the indoor experience.
- Look at the Obsidians Lodge functions – sometimes desirable to accommodate 100-120 people for an interesting lecture and parking is a big problem.
- Acoustically functional in order to hear when you need to during larger presentations. Also, how can acoustics help spaces be more private when multiple groups are present.
- Examples to visit: Tryon Creek for art installations and geodesic dome center, plus Jackson Bottom in Hillsboro and Port Angeles's outdoor art park.
- Elements of the facility that are key: Outdoor/Open pavilions and seating areas, Mudroom, Auditorium, Lab facilities (of high quality)
- Blend built elements aesthetically into nature. Build a glorious building.
- Consider the probable market carefully in targeting building and site development, some programs don't build big enough and some over build. Find the right size. Make this facility something that the WEW can be proud of and manage it well. Do not re-invent the wheel, look at other Education and Interpretive Centers in Oregon and beyond for ideas and pitfalls.

- Make this facility inviting to all sorts of people beyond the school hours. Field trips only account for around 400 – 1000 hours per year, so those are not enough. Include after school programs, groups meetings, evening functions, public hours on weekends, etc. Tie into other sites within the WEW and beyond, such as Pisgah.
- A round building and rooms references earlier building typologies that were built round for a reason.
- Design for a feeling of the ‘outdoors is indoors,’ like the Taste of India Interior.
- Include a watershed display and keep the whole building interconnected indoor/outdoor and within the building.
- Invite drop-ins, be able to use it on weekends.
- Provide career development opportunities for the educations, since they may need instruction to feel comfortable to teach wetlands science curriculum. Teach them how to use a lab.
- Keep in mind that this is a hub and it collects a larger number of people than it disperses.

Transportation Survey

A survey was taken to determine how meeting participants traveled to the meeting. Morning weather conditions were overcast, low 50’s. Following are the results:

Total Participants:	27
Bike:	4
Bus:	0
Carpool:	11
Single Occupant Car:	12
Total Cars:	17



Attachment E

Transportation Focus Group Meeting Notes



Meeting Notes

Project: West Eugene Wetlands Environmental Education Center
Meeting: Transportation Focus Group
Date: March 9, 2007
Time: 1:00pm-4:00pm
Location: On-Site Yurt
Notes recorded and compiled by Mark Young

Meeting Participants:

FOCUS GROUP:

Ken Augustson	LTD
Sue Gorman	Convention & Visitors Assoc. of Lane Co. (CVALCO)
Rob Inerfeld	City of Eugene
Ed Moore	ODOT
Mary O'Brien	Citizen, Botanist
Mark Robinowitz	WETLANDS Organization
Petra Schuetz	LCOG
Dan Tutt	LTD
Sue Wolling	Eugene Bicycle Coalition

PROJECT TEAM:

Pat Johnston	BLM, West Eugene Wetlands Project Manager
Holly McRae	WREN Environmental Education
Mike Penwell	City of Eugene, Facilities Design & Construction Mgr
Greg Brokaw	Rowell Brokaw Architects
John Rowell	Rowell Brokaw Architects
Mark Young	Rowell Brokaw Architects
Scott Wolf	Miller Hull Partnership, Architect
Mike Abbate	Greenworks, Landscape Architect

Robin Craig Greenworks, Landscape Architect
Matt Keenan KPFF, Civil Engineer
Ellen Teninty T'NT, Public Process Consultant
Christian Watchie T'NT, TransWatch, Public Process Consultant

Meeting minutes for all focus group and public meetings will be posted on the WREN website (<http://www.wewetlands.org>). Comments and inquiries can be sent directly to Pat Johnston, West Eugene Wetlands Project Manager, at: Pat_Johnston@or.blm.gov

GENERAL

This meeting was the second of several focus group meetings for the West Eugene Wetlands Environmental Education Center project. The focus group meetings provide an opportunity for the Project Team to meet with a wide range of experts on a particular subject, in order to understand the major issues and identify possible strategies for design. The Center intends to be a model for environmental stewardship and accessibility. Transportation issues greatly affect the environmental footprint of a project. The purpose of Transportation Focus Group meeting was to understand the regional transportation issues affecting the site, who the visitors to the site are, and the modes of transportation available to the site. The following notes were taken from the meeting at the Yurt and from comments during the subsequent walking tour of the site.

Project History (Pat Johnston)

1999 Project Initiation - concept begins as a small nature center

2001 Current Masterplan – project expanded to include public space, wetlands offices and educational facilities

Three recent events have allowed the project to move forward:

1. 2006 act of Congress allows transfer of land ownership from BLM to the City of Eugene.
2. 2006 City bond measure approved money for the masterplan refinement and initial construction phase.
3. Full multi-disciplinary architectural design team hired for the project.

Current Project Overview (John Rowell)

The masterplan refinement will build upon previous work, while moving beyond the current plan to respond to issues that have changed since the initial masterplan. These include:

- Expanded student visitation, with an emphasis on restoration.
- Adult education component
- Extension Service through the Long Tom Watershed Council, providing a resource to private individuals or to the general public for restoration
- Changes in site context – Significant properties around the site have been developed, including Target, Wal-Mart, and Hertz. New ecological knowledge has come to light, particularly with regards to upland prairie habitat.
- Changes in transportation issues – With the West Eugene Parkway (WEP) not being built, traffic plans in the surrounding area will be affected.
- Evolution of Sustainability – Understanding of true sustainability and green building practices has become more developed in the last few years, and expectations have been elevated. The City of Eugene has recently implemented a sustainable building initiative.

Planning Process (Scott Wolf)

The process for the masterplan refinement, and design and construction of the initial project phase was outlined. A diagram of the process is attached (Figure 1). The initial focus group meetings will be followed by a series of Project Team refinements and at least two additional public meetings – the first to review and comment on initial design concepts; and the second to review and comment on the schematic design that will be submitted for the Conditional Use Permit (CUP).

INFORMATION / ISSUES DISCUSSION

Project Team Questions

- What are the current and future transportation options to the site, and their constraints?
- Who are the visitors to the site, and what are their transportation needs?
- How should parking be addressed?
- What are the strategies for reducing the amount of parking on the site?

Regional Traffic Issues

- With the WEP going away, traffic options through west Eugene are being studied. At this time, the traffic strategies for the area cannot be predicted, nor can the timeline for implementation be determined.
- The City of Eugene is studying the West 11th corridor between downtown Eugene to Greenhill Road to update strategies for potential inclusion in TransPlan and the Regional Transportation Plan. However, there is no current funding for transportation improvements in this area, so changes to the infrastructure may be many years away.
- Complementing the study, the City of Eugene is forming the West Eugene Collaborative Group, made up of public and private entities and representatives, to develop short, mid, and long term strategies to address current and future transportation issues. Pat Johnston has been invited to sit on the committee.
- The study area currently extends west to Greenhill, but Representative DeFazio is interested in expanding the study area to Veneta.
- There is a lot of traffic pressure at the intersection of Beltline and West 11th, so changes in this area are likely.

Public Transit

- LTD currently has two bus lines serving the site (41/43) every 30 minutes on weekdays. These lines serve an area between downtown Eugene and Bethel.
- There is no sidewalk connecting the LTD bus stops to the site.
- LTD is in the initial planning stages of the 3rd Em-X (Bus rapid transit) corridor, from downtown Eugene to Beltline, possibly

extending to Greenhill. Planning will be coordinated with the work of the W.11th Corridor Group.

- LTD is open to looking at all options for locating Em-X stations, including the Hertz site.
- A park-and-ride is being considered in the general area of the project site.
- Working with federal funding cycles, the West Eugene Em-X Corridor would most likely be funded around 2010, meaning construction of the line would not happen earlier than 2012

Pedestrian and Bicycle Amenities

- The Fern Ridge bike path, extending from the Fairgrounds to Greenhill & Royal, provides direct bike access from areas south of downtown Eugene.
- Bike access from north Eugene, particularly north of the Willamette River, is not as direct or safe.
- The City of Eugene is developing a Pedestrian and Bike Strategic Plan. The City has future plans to extend the Beltline bike path south to W. 11th, and to extend the Fern Ridge path to Fern Ridge Reservoir.
- Connections between the bike path and W. 11th are sparse and inadequate.
- There are no sidewalks along most of W. 11th west of Chambers.
- There is no bike or pedestrian connection between the bike path and W.11th near Beltline. A pedestrian/bike bridge across Amazon Creek could provide this connection. A bridge near Target has been proposed, but not funded.
- There is no direct safe pedestrian crossing from the parking lot to the wetlands across Danebo.
- Consider an island in the center turn lane of Danebo to serve as a pedestrian refuge.
- Danebo is a minor arterial – vertical grade changes (raised crosswalks) are not allowed, but pedestrian refuge islands are.

School Groups

- The majority of school groups have been elementary grades because the environmental education program currently focuses on this age group (grades 3-5). Schools from most of the surrounding school districts have visited.
- The future Education Center will be used by students in the school system through high school.
- About half of the groups arrive by school bus, and half by carpool. A few schools have used LTD, and one group (Meadowview Elementary) bicycled.
- One Bethel school tried to arrange a trip by bike, but could not find a safe route to the site.
- School buses are not always funded for visits to the site, so may not be an option for some groups.
- WREN looked into providing its own bus, but liability became a constraint.
- Longer school buses bottom-out at the steep driveway, they stop in front of the driveway at the side of the road for loading – a hazardous situation.
- School buses typically park off-site after dropping off students.
- The wetlands site across Danebo is often used for educational programs, and a more direct pedestrian connection to the project site is needed. With groups of students, walking down to the bike path to cross is difficult and time consuming.

Eco-Tourists

- Environmental organizations have been very interested in visiting Eugene for conferences.
- Conference facilities on the site would be a significant draw for these groups. A kitchen would be required at the conference facility.
- Alternative, public transportation would be the desired method of transport for the groups that use the conference facility.
- Motor coaches would also be utilized for transport, so an appropriate loading area would be needed.
- Parking for other tourists should be provided either on or near the site.

Accessibility

- An Accessibility Focus Group Meeting has been scheduled for April 13.
- Provide drop off and loading area for RideSource (accessible transport) vans.
- Accessible parking on site is required.
- Accessible routes from transit stops to the facilities on site are required.

Parking and Site Development

- Parking requirements based on the original master plan program were determined in previous studies. City of Eugene code requires a minimum of about 70 spaces to a maximum allowance of about 150 spaces on the site.
- City of Eugene code offers additional reduction of required parking if employers have an employee transportation options program as defined in the code.
- The required parking, even at the minimum, requires a large portion of the developable area on site.
- Some visitor parking should be provided on site.
- Consider dispersing the parking to other nearby sites. Look at partnering with neighbors and/or acquiring property for parking.
- Locate most parking at the most urbanized areas (industrial sites) rather than on or near the natural areas.
- Consider providing shuttles from off-site parking areas.
- Consider stacking the building over the parking – combine the footprints.
- Enhance transportation alternatives such as public transit and bike paths.
- Provide incentives and/or disincentives for users to use alternative transportation or to park off site.
- Avoid development on upland areas identified as critical habitat from the Site Ecology Focus Meeting.
- The impact of parking on site should be minimized.
- Consider adding on-street parking along Danebo

Essential Vehicular Needs on Site

- Visitor Parking – quantity unknown
- Accessible Parking
- Bus loading
- Fire Department Access
- Maintenance and Landscape Access

Transportation Survey

A survey was taken to determine how meeting participants traveled to the meeting. Weather conditions were overcast. Following are the results:

Total Participants:	21
Bike:	2
Bus:	1
Carpool:	7
Single Occupant Car:	11
Total Cars:	14

Attachment F

Sustainability Focus Group Meeting Notes



Meeting Notes

Project: West Eugene Wetlands Environmental Education Center
Meeting: Sustainable Design Focus Group
Date: March 23, 2007
Time: 9:00am-4:00pm
Location: On-Site Yurt
Notes recorded and compiled by Mark Young

Meeting Participants:

FOCUS GROUP (AM):

Jim Anderson WREN Board
Andy Gilmore Interested Citizen
Sue Gorham CVALCO
Emily Proudfoot City of Eugene

FOCUS GROUP (PM):

Jim Anderson WREN Board
Andy Gilmore Interested Citizen
Mark Miksis Arlie & Co.
Eric Nill Guaranty RV, WREN Board
Rod Olsen EWEB
Stuart Ramsing City of Eugene
John Reynolds University of Oregon
Tom Schneider Citizen Volunteer

PROJECT TEAM:

Pat Johnston BLM, West Eugene Wetlands Project Manager
Mike Penwell City of Eugene, Facilities Design & Construction Mgr

John Rowell	Rowell Brokaw Architects
Greg Brokaw	Rowell Brokaw Architects
Mark Young	Rowell Brokaw Architects
Scott Wolf	Miller Hull Partnership, Architect
Mike Abbate	Greenworks, Landscape Architect
Matt Keenan	KPFF, Civil Engineer
Gene Johnson	SOLARC, Mech/Elect Engineer, Sustainability

Meeting minutes for all focus group and public meetings will be posted on the WREN website (<http://www.wewetlands.org>). Comments and inquiries can be sent directly to Pat Johnston, West Eugene Wetlands Project Manager, at: Pat_Johnston@or.blm.gov

GENERAL

This meeting was the fifth focus group meeting for the West Eugene Wetlands Environmental Education Center project. The focus group meetings provide an opportunity for the Project Team to meet with a wide range of experts on a particular subject, in order to understand the major issues and identify possible strategies for design. The Center intends to be a model for environmental stewardship. The purpose of Sustainable Design Focus Group meeting was to discuss what it means to develop a sustainable site and building, and to identify goals and general strategies for this particular project. The morning (AM) session generally focused around site issues, and the afternoon (PM) session focused on building issues. The following notes were taken from the meeting at the Yurt.

Project History / Current Project Overview / Planning Process

Since the majority of participants were familiar with the project, only a brief overview of the project was given. See Meeting Notes from previous focus group meetings for more information about these subjects.

INFORMATION / ISSUES DISCUSSION

What does Sustainability mean to you?

- Light on the Earth, beautifully designed
- Low maintenance
- Restorative

- Interplay between building, site and the larger community
- Considers effects beyond the project site
- Builds a legacy for future generations
- Considers people, users
- The least impact while achieving goals
- Spurs the health and longevity of the wetlands
- Stewardship, not only of this site, but of the entire Willamette Valley and beyond
- Ending up with something that you care about
- Accounts for the element of time – change and flexibility
- Longevity – “buildings that learn”, adapt to different paths the program could take
- Wisely spends resources – investment that compounds interest
- Worth saving, makes sense on the site
- Materials are recyclable, alterable, reusable
- Simplicity
- Instead of “less bad”, “truly good”

Concepts

- Understand the science, then do the right thing to support the science.
- Educates, creates a ripple effect of awareness and action
- Lessons should be transferable to people’s lives. Provide a model that is simple, achievable to emulate. If it is not, people may dismiss the project and its strategies as not applicable to realistic goals.
- Catalyst, transforms people, inspires to change behavior, become seeds for change
- Buildings not specialized, but adaptable, like old warehouse buildings.
- Passive rather than technological strategies.
- The project can’t do everything – define what you want to do, and do it well.



Community/Partnering Issues

- The site occupies a special spot in the City, where there is an intersection of transportation, development and environmental issues.
- Tap into wealth of knowledge that resides in local people. They can become partners and volunteers
- Achieve a sense of ownership in the community
- Engage normal citizens, not just particular groups
- Have a “barn raising,” allow community involvement in the construction – increases sense of ownership.
- Low-tech materials such as rammed earth could be more conducive to having volunteer help.
- There are many construction-oriented businesses along the Amazon Creek corridor. Look to them as potential partners in building the facility. Involvement may spur them to help clean up the Amazon.
- In-kind donations and community involvement had an enormous impact on the success of the Riverplace playground near Skinner’s Butte.
- In-kind donations may bring up conflicting interests: local lumber vs. certified lumber.
- Volunteer help may not save money, but will be an investment in community’s feeling of ownership
- Should have multi-generational interest for visitors

LEED Certification / What is the benchmark for the Project?

- Project began just as LEED (Leadership in Energy and Environmental Design) was starting to gain broader acceptance.
- Credibility for an environmental education center should require the highest level of LEED – Platinum
- Platinum level will be challenging to achieve for this project – not all credits are available
- LEED has a lot of traction from a marketing standpoint – such as attracting eco-visitors
- LEED certification/plaque provides proof that at least some level of sustainability has been achieved.

- LEED goal may help with fundraising
- LEED doesn't cover everything, and can be exceeded. Other benchmarks, such as the Living Building Challenge, are being developed.
- Regenerative design goes beyond LEED
- Decisions need to make sense whether they apply to LEED credits or not.
- LEED shouldn't be the tail that wags the dog – operate with bigger sustainability goals in mind.
- Government should provide leadership in setting high standards
- Efficiency vs. Self-Sufficiency – total self-sufficiency may not be possible, but strive for the highest level of efficiency.

Site - General

- An estimated 3.6 million gallons of water per year falls on the upland developable portion of the site. Because of underlying bedrock, little of this water infiltrates, most end up in the wetlands.
- In the summer night winds come mainly from the north, with some from the west. Early morning winds come from the west and southwest. These time periods are the most crucial for night ventilation/flushing.
- Three main ecological systems are the wet prairie, which transitions to upland prairie, which transitions to oak savannah/woodland.
- Area for upland prairie restoration has been identified to provide critical stepping stone habitat for the Fender's Blue butterfly.

Stormwater

- The balance of water on site should be maintained at restored wetlands – hydrology and water quality
- Trees can be enormous sponges for stormwater
- Most rainfall events are moderate enough to avoid surface runoff
- Bacteria in soil can break down petroleum pollutants. Bioswale plants can also control pollutants
- Consider monitoring water quality below porous paving as educational opportunity

Rainwater Harvest

- Roofs are important “real estate” in this project, with potential for water catchment, photovoltaics, and infiltration. It may not be achievable to do all, so pick the appropriate one, and do it effectively.
- Consider using neighbors’ roofs as water resource.
- Project example – Ladybird Johnson Wildflower Center – uses cisterns to greet visitors and tell the story of water use – not with signs, but with design.
- Rainwater can be used for toilets and irrigation – will require dual piping and signage.

Landscape

- Existing trees have current value as shade and rain protection. They can be transitional, providing these functions as more ecologically appropriate trees take time to grow.
- The story of Patience – some things take time. Full grown trees and landscape take time and will outlive the creators of the facility.
- Eco-roof as butterfly habitat – 14” soil depth is required for Kincaid’s Lupine.
- Native plants may be able to adapt to different (less than ideal) soil conditions.
- This area is blessed with an abundance of native plants available for use as landscape.
- Native plants require more maintenance than non-native ornamentals for the first 2-3 years. After they are established, they should require less. However, there will always be some maintenance required.
- Need to be very careful about plant choice, to avoid crossings that would create genetic problems. The City has sources for appropriate native stock, but you need to plan ahead – seed collection starts in June and continues through October.
- People don’t get that the wetlands is a managed landscape, so may take it for granted. Should landscape be more apparent, less effortless to tell a story?

- Project example – Tanner Springs Park - Something obviously constructed, not natural-looking but well-designed, could provide greater enhancement of visitors’ understanding of the natural system.
- Envelope the building with wetlands landscape – it could look “natural” or not.
- Intervene in a way that’s compatible, but not necessarily mimics or reproduces nature.

Building Use

- Building will be used year-round – by school groups, wetlands workers, visitors, and possibly eco-conferences.
- Purpose of the facility as a hub for the West Eugene Wetlands: attracts visitors, they learn about the wetlands, then disperse to the various sites.

Comfort - Heating / Cooling / Ventilation

- Comfort range should be expanded since there is an expectation to be outdoors. We’ve isolated people from the environment.
- Establishing expectations of comfort criteria is critical.
- Conventional comfort criteria (68F-72F) requires mechanical heating and cooling.
- Ground source heat pumps are efficient if needing conventional comfort criteria.
- Can we eliminate compressors? Cooling can be eliminated in most spaces, except large meeting rooms.
- Consider Cool Towers for cooling – stack ventilation and evaporative cooling in 30’-40’ tower. Vertical element can mark the site and could be combined with an observation deck.
- Consider courtyards for ventilation and daylighting
- Consider using rainwater storage as a heat sink
- Passive heating strategies – Direct Gain (Windows/Thermal Mass); Thermal Storage Wall (Trombe Wall); Sun Space (Greenhouse)
- Mass exposed to interior is more important than mass exposed to exterior

- Is backup heat needed for the passive strategies?
- Look at compartmentalizing and reducing conditioned spaces.
- Provide oasis and hearth – cool and warm refuges
- Shift capital costs from mechanical systems to passive measures.
- Avoid turning decisions over to thermostats (automation) – teach people to “thermal sail”, to be responsible for operating passive systems, such as opening/closing windows and blinds.
- A purpose of an environmental education center is to teach people to be responsible for the environment.
- Night flushing may create issues of security.
- It is difficult to control pollen if using passive ventilation. May not need to address this if the expectation of visitors is to be in an outdoor environment.

Energy

- Try to live with the solar income on site.
- Net-zero energy will be difficult for this project because of area needed for PV’s, and lack of other on-site energy production. PV panels require about 3-6 sq.ft. per watt.
- Consider other areas for PV’s, such as bike shelters.
- Vandalism may be a concern if PV’s are accessible.
- Consider partnering with neighbors to use their roofs for PV’s.
- Be careful not to create a lifeline (energy or water) for the project off site.

Wastewater

- Composting Toilets should be considered. Code currently allows outright residential use, but not commercial. Typically better suited for low levels of constant use, although some systems can accommodate large fluctuations of intensive use. Code will require independent verification that the toilets can perform for the expected use pattern. What to do with the compost will need to be investigated.
- Living Machine – DEQ requires water quality testing for outflow. This can be part of the educational program.

- Graywater – DEQ views it the same as blackwater, which must be treated.

Transportation Survey

A survey was taken to determine how meeting participants traveled to the meeting. Morning weather conditions were rainy, low 50's. Following are the results:

Total Participants:	21
Bike:	5
Bus:	0
Carpool:	2
Single Occupant Car:	14
Total Cars:	15

Attachment G
Survey Results



ENVIRONMENTAL EDUCATION CENTER SURVEY RESULTS

Public input into the planning of the environmental education center included a survey of residents from July through September of 2007. A total of 86 surveys were completed and the results are analyzed below. The variation in responses to each question on the survey is because some respondents chose more than one answer to a question, or else they did not respond to the question at all. The survey was distributed at three different events, each generating about 30 surveys:

- 1. Bike Day at 751 Danebo: Survey respondents were primarily cyclists, but the event also attracted wetlands enthusiasts.**
- 2. Booth at the Eugene Celebration: Located in “Sustainability Village,” the booth attracted members of the general public with an environmental bent.**
- 3. Public Lands Day at 751 South Danebo: Wetlands supporters volunteered at this two-hour work party.**

Summary Points:

- Many individuals who are not familiar with WREN programs filled out the survey - Almost 40% of respondents had never been to the Red House.
- Active, outdoor activities are more interesting to respondents than indoor activities, such as exhibits and library space. Almost 60% of respondents would utilize walking trails between 1-3 miles long.
- The bike path is a critical amenity and transportation connection for the environmental center. Almost 75% of respondents chose “bike” as their first choice method of accessing the center.
- In keeping with the active lifestyle of respondents, 75% are willing to walk 10 minutes from a parking area to the center.
- 60% of respondents are most likely to participate in weekend programs, and about 40% of respondents are able to attend weekday programs.
- About 40% of respondents are willing to pay \$3-\$5 for programs, 40% can pay less than \$3, and about 10% are not able to pay for programs.
- Word of mouth and local newsletters are the most effective method of alerting residents about programs. 60% of respondents receive information about activities from other people or local newsletters, 30% read about activities in the paper, and only 10% hear about events from the radio.
- WEW has a strong support base in West Eugene – 33% of respondent reside in West Eugene. 30% of respondents were from South Eugene, and about 30% include residents from North and East Eugene, downtown Eugene, and Springfield.

1. Have you visited the Wetlands Resources and Educational Network (WREN) office or yurt?

29__Yes 34__No Tot = 63

2. What would interest you or your family in a visit to an environmental education center?

RESULTS SORTED BY “VERY INTERESTED” CATEGORY

ACTIVITY	VERY INTERESTED	SOMEWHAT INTERESTED	NOT INTERESTED	TOTAL
7. Special events, such as a Butterfly Walk*	57	25	1	83**
2. Walking trails - Between 1-3 miles	55	20	0	75
2. Walking trails - Less than 1 mile	52	18	4	74
2. Walking trails - More than 3 miles	52	17	9	78
6. Activities for children	50	19	13	82
1. Guided tours of the wetlands	49	31	4	84
8. Site restoration work parties	49	33	5	87
5. Examples of sustainable building	43	27	9	79
3. Indoor exhibits	40	35	5	80
4. Workshops for adults	39	38	7	84
10. Class/lab space	36	30	17	83
9. Resource library	35	35	15	85
11. Group meeting space	26	26	26	78
12. Gift shop	20	24	38	82
13. Other: answers: speakers, restrooms	4	0	1	5

* The numbers to the left of the activity descriptions relate to the order the activities were listed in the original survey.

** The variation in totals is because survey respondents did not circle a response for each activity.

3. What is your preferred method of traveling to and from the wetlands education center?

RESULTS SORTED BY “MY FIRST CHOICE(S)” CATEGORY

METHOD	MY FIRST CHOICE(S)	MAYBE OPTION	NOT AN OPTION	TOTAL
3. Bike	59	15	6	80
1. Car	27	28	9	64
2. Bus	13	26	8	47
4. Walk	13	26	15	54
5. Other: answers-rollerblade, train	4	1	1	6

4. If parking was off-site but located within walking distance of the center, I would: (check one)

26__Be willing to walk 5 minutes or less

56__Be willing to walk 10 minutes or less

4__Require a shuttle from my car to the center

0__Not attend the center

86 TOT Responses

5. What days of the week are you most likely to participate in programs:

22__Monday through Friday, during the day

31__Monday through Friday, evenings

70__Weekends

122 TOT Responses

6. How much are you willing to pay to visit an environmental education center? (check one)

37__\$3-\$5

40__less than \$3

11__nothing - it would need to be free of charge

88 TOT Responses

7. How do you find out about environment and nature activities in the Eugene area?

RESULTS SORTED FROM MOST TO LEAST

49__Newspaper

34__From other people

31__Newsletters: which ones? See comments below

20__Other: See comments below

17__Radio

151 TOT Responses

Newsletters where people found out about WEW activities:

City Parks and Recreation
Eugene Tree Foundation
Friendly Area News
In-Motion bicycle news
MRT
Native Plant Society
Natural History Society
Nature Conservancy
Nearby Nature
NPSO
Quail
Sierra Club Obsidians
Sierra Club Run-Off
Stream Team email
WREN

Other places where people found out about WEW activities:

Email
Email listserve: OBOL
Festivals
Teachers
The web
TV commercials
Work – Invitrogen

8. Where do you live?

RESULTS SORTED FROM MOST TO LEAST

28___ West Eugene

23___ South Eugene

12___ North Eugene

8___ East Eugene

7___ Springfield

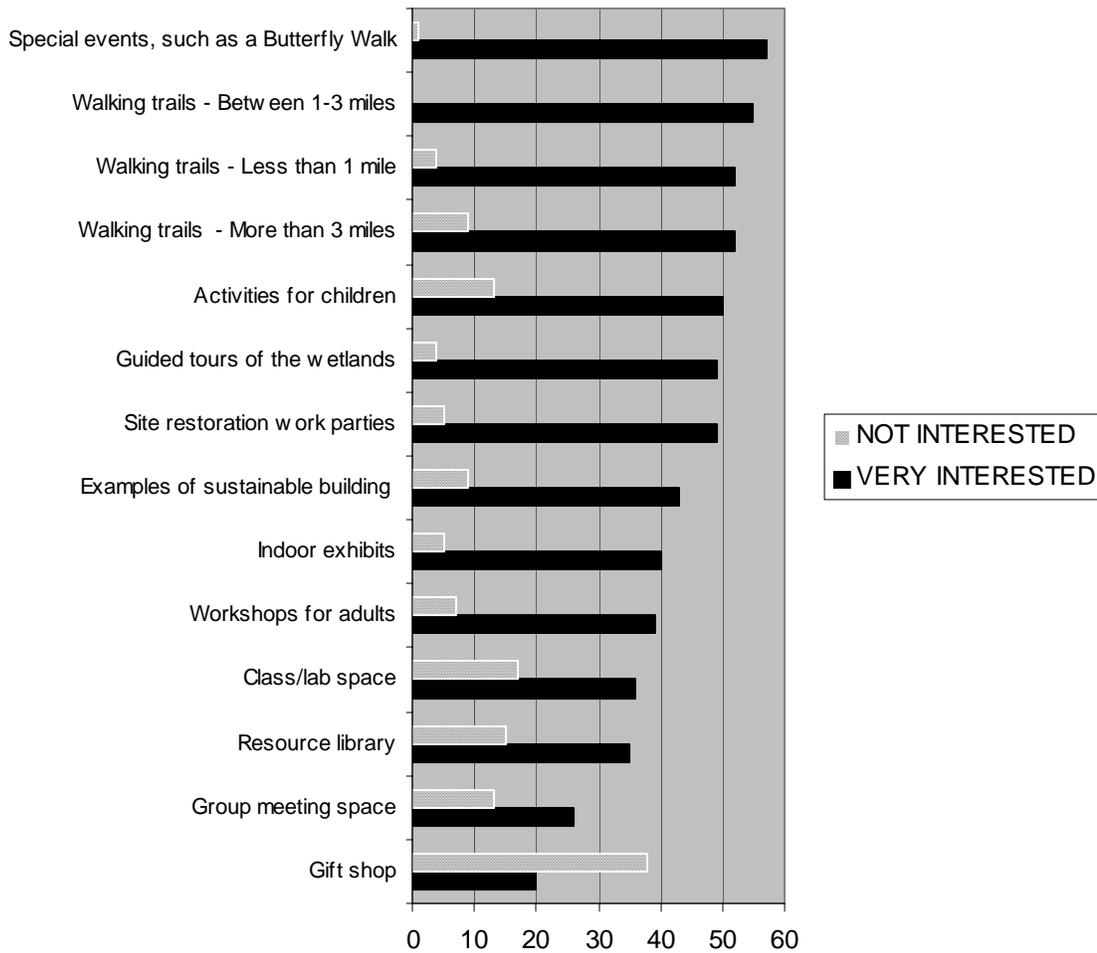
7___ Other: 5 from downtown Eugene, 1 each from Cheshire, Germany

85 TOT Responses

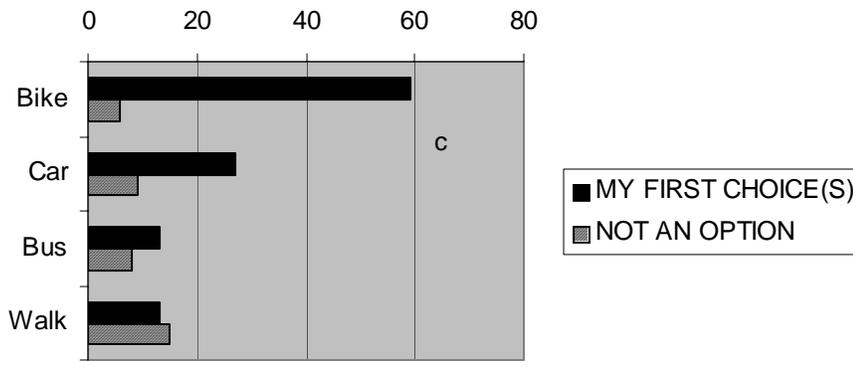
9. Please share any other ideas or concerns on the back of this page.

- I would like to see an educational center in W. Eugene Wetlands. I think the red farm house should be retained. It is part of our historical and cultural past.
- While I'm willing to walk I don't think most people would come if they have to walk too far. Probably should have on-site parking.
- Bike path from Meadowview to Royal
- I imagine it is too late but the current proposed site for the center is a very poor choice. Being able to hear the car announcements and see stores in all directions does not inspire learning about nature. It really should be a beautiful spot (Bertelsen slough?).
- It is important to remember that your site is easy to get to by public bus from downtown and by bike path.
- Please make the walks accessible to wheelchairs and people with visual impairments.
- I work with a preschool (head start) population. We include science and ecology into our curriculum. We are located near 1st and Van Buren and would be able to visit an educational center when it is developed. Please consider "the little ones" (ages 3-5) in your planning.
- I specifically would like more botany classes (5 week class, meeting once a week on weekday evenings). I'm a biologist but bad with plants.
- My son is in the Rachael Carson program at Churchill. It's too bad they had to cut the classrooms.

Question #2: What would interest you or your family in a visit to an environmental education center?



Question #3: What is your preferred method of travelling to and from the education center?





Attachment H
Title One Schools Report

WEST EUGENE WETLANDS EDUCATION CENTER

TITLE ONE SCHOOLS REPORT

INTRODUCTION

The West Eugene Wetlands Education Center actively seeks to serve our entire community. In the spirit of that goal T'NT Consultants explored the services currently being provided to low-income and children of color at Eugene's Title One schools to discover opportunities to improve the program and gather ideas relevant to master planning the new Education Center facility.

Judith Castro, a specialist in outreach to low-income and communities of color, led the assessment for T'NT Consultants. Ms. Castro observed Education Center staff conduct a program at Cesar Chavez Elementary, a station-based field trip to the wetlands, outreach to Latino families at Bethel's Prairie Mountain Elementary, reviewed written materials, interviewed teachers, and met with Bethel and Eugene Schools District personnel. In addition, she attended several focus groups about building and site design related to master planning.

The West Eugene Wetlands Education Center has both a strong programmatic foundation and the organizational will to accomplish improvements in their work with Title One schools. The Education Center staff and volunteers are outgoing, knowledgeable, and able to hold children's attention. The schools and teachers interviewed were enthusiastically supportive and hopeful for opportunities to access the new Wetlands Education Center in the future.

ISSUES

Lack of funds for field trip transportation to the Wetlands Education Center is the biggest barrier that Title One schools confront. A funding source dedicated to bus rental for field trips would be instrumental in providing children with a hands-on educational experience in the wetlands. In reaching students of color, major barriers are staff's ability to understand and respond to cultural differences in participation style and lack of familiarity with Spanish and Korean languages. These challenges can be addressed with adequate staff time and resources. Additionally, short blocks of class time and teaching requirements related to testing, which do not currently include science, were identified as barriers to participation at the Education Center for all area schools. This last is a structural problem in the current education system that can be surmounted if Education Center staff has enough time to coordinate with multiple teachers within a school and can expand curriculum to incorporate some exercises that are aligned with the teachers' annual goals.

RECOMMENDATIONS

Staff

- Recruit bicultural and bilingual volunteers. The University of Oregon language department is a good place to start.
- Have an intern, who is fluent, do an education staff training each term to incrementally improve language skills and help you review.
- Place sticky notes around the office with words in Spanish that are commonly used in education work. Practice with staff and develop creative ways of doing so. (See Attachment B for vocabulary list in Spanish.)
- Make a goal to hire a Spanish speaking, bilingual person who knows how to reach out to communities of color in a sensitive manner. This person should help develop additional ideas when questions or conflicts arise.
- Enroll staff in language classes.
- Make a place where diversity questions, observations, and conflicts that arise during field trip or with staff can be posted and addressed at meetings. Every other month, set aside time to address those issues and assess progress towards goals.
- Have the entire staff and board attend cultural competency and white privilege trainings.
- Actively observe if everyone is being included in conversations.

Education Program for Students of Color and ELL (English Language Learners)

- Find out from teachers in advance about language abilities so that presenters can include extra hands-on activities if there are language barriers.
- Use puppets and other visual props during presentations and outreach where ELL students are present.
- Develop a rapport with ELL students by smiling, signing, pointing, showing pictures, and warmly acknowledging their presence.
- Use the few words that you know (learned from the sticky notes around the office and the fluent intern) in their native language.
- Learn how to ask students in Spanish (Korean), “How do you say this in Spanish?” and then try to use it in your presentation.
- Actively observe if everyone is being included in conversations.
- Be aware of the intersection of gender and race. Girls tend to be even less likely to participate and may need extra encouragement.
- Understand that there are different cultural rules about group participation. For example some cultures place a greater emphasis on cooperative learning and may find it rude to speak out individually, even when directly called on by the teacher.
- Use visual props in school outreach and field trips. The students and teachers really appreciate the use of charts, animal cut outs, games, worksheets, and natural materials such as pelts. They are more effective

if made more colorful with thick lettering. The lettering can be in both English and in Spanish.

- Use bilingual permission slip (see attachment A).

Incorporate language arts and math

- Interview teachers in advance to learn what skills their classes are working on. It may be easy to incorporate a review of these skills.
- Create a vocabulary exercise for teachers to use prior to the visit. This is a way of incorporating language arts activities into the science realm. It may also “buy presenters more classroom time” if your presentation can incorporate both English and Science time.
- Have students create a story and enact it. This includes language arts skills and is a more animistic way of learning about the wetlands. Each student can learn about a set of creatures/grasses and can share their knowledge (using facts) creatively. You can use puppets for this as well.
- Play a game, "If you could help to save a wetlands creature which one would you save?" then enact in a circle while the other students guess the identity.

Outreach to Families of Title One Schools

- Produce Education Center materials in Spanish for families of ELL students to take home. Priority should be placed on translating the brochure with the map, since it has beautiful pictures and directions.
- Incorporate more play and tactile experiences to attract children and adults. Expand upon the popular pelts and skulls. The touch box sets up a joking atmosphere, where people play at being scared to put their hand in the box as well as learning basics. Demonstrate what happens to the rock-hard soil when it is exposed to water. This would visually illustrate the seasonal moisture variation in wetlands.
- Link table display and outreach to theme of sponsoring event. If it is a Mother's Day event, link to the mother-offspring relationships of wetlands' life.
- Make "You're Invited" Mother's Day cards for children to fill out at the Latino Celebration. This could invite them to a Mother's Day Activity. Have a picture of a heron with her chick to couple the themes. Valentine's Day cards could also work as invitations to the Wetlands Education Center.
- Give prizes for interaction. For example, create a Wetlands Trivia Game with raffle tickets for wetland books, bird pictures, posters, stickers, and puppets. Structure the game so everyone can win. After answering three question cards, give a raffle ticket. Allow two or three tickets per person. The questions should be simple, e.g. "I like to build dams. Who am I?" so that the game is both inviting and educational. Onlookers will gain confidence by hearing correct answers and will be more likely to participate.
- Plan to use outreach venues to invite people to something specific at the Education Center. For example, announce the raffle ticket results onstage and invite the community to an upcoming event.

- Ally with Girl and Boy Scouts from the Bethel and River Road areas to spread the word about the Wetlands Education Center in the Latino community. Specially invite them to one of the clean up and potluck events. Have a special program to make the parents feel welcome.
- Highlight the 3 F's: "free family fun" in all interactions with community members. Talk about relaxation and how a walk along Amazon Creek is a good start to any day.
- Accept that you are an outsider and that it's uncomfortable. By speaking in Spanish or Korean you are making a gesture that is greatly appreciated.

CONCLUSION

T'NT Consultants found ample reason for optimism about the potential of the West Eugene Wetlands Education Center to play a significant role in connecting Title One school children and their families to the Education Center's mission of sensitivity and caring for a diminishing critical habitat. The Center's staff demonstrated real enthusiasm for internal change and the school teachers were unanimously appreciative of the learning opportunity for their students. Sustained focus and adequate resources are necessary to expand the success of this effort.

Permiso Para Una Salida y Información de Salude

Mi hijo, _____, puede atender un viaje al Oeste de Eugene a las Tierras Pantanosas en _____.

Firma de Padres /Firma de Guardián Legal

Fecha

Información Medical

(Profesor: Si tiene esta información, puede traer la información de emergencia de la oficina.)

Este niño corrientemente esta tomando los siguientes medicamentos:

Condiciones Médicos (cómo epilepsia, asma, alergia, etc.):

Un adulto responsable que se puede alcanzar en el día del viaje:

Nombre

Teléfono

Doctor o Enfermera:

Teléfono del doctor o enfermera

Permiso para tomar y usar fotos y videos

Doy el permiso para que los trabajadores del Centro de las Tierras Pantanosas del oeste de Eugene grabe a mi hijo en video y tome fotos, y que los usen para promover el programa educativo sobre las Tierras Pantanosas del oeste de Eugene.

Firma de Padres /Firma de Guardián Legal

Fecha

Wetland Words in Spanish

La Tierra:

el barro/lodo
el pantano
el humedal/ la tierra pantanosa
la explosión

Land

mud
wetland
wetland
the explosion

Hace 7,000 años, el Monte Mazama explotó y se formó Crater Lake. Esa explosión tiró el polvo por el aire hasta Eugene.

7,000 years ago, Mt. Mazama exploded and formed Crater Lake, scattering dust through the air all the way to Eugene.

un estrato de arcilla está a un pie de profundidad
a layer of clay at the depth of 1 foot.

Las aves:

las aves acuáticas
las aves zancudas
la garza real
la cigüeña

Birds

aquatic birds
wading birds
heron
stork

Los ánsares (los gansos salvajes) viven el pantano durante el invierno.
Wild geese live in the wetlands during the winter.

los patos
la garza azul
el halcón
el reyezuelo
los búhos y sus polluelos
sus pajaritos en el nido

ducks
blue heron
hawk
wren
owls and their chicks
their chicks in the nest

caminar por el agua
caminar por el lodo/ barro

to wade
to walk in the mud

las aves migratorias
las aves zancudas
ave acuática
los pájaros cantores migratorios

migratory birds
wading birds
water bird
migratory song birds

El Agua:

la lluvia
una inundación
el río
orilla del río

Water

(the) rain
a flood
river
riverbank

el arroyo	creek
la charca / la laguna	pond
La fauna de las charcas/ lagunas	pond life
la totora	cattail
la rana	frog
los renacuajos	tadpoles
las salamandras	salamanders

Antes del año 1950, el arroyo Amazon se inundaba cada invierno.
Before 1950, Amazon Creek flooded each winter.

Las Plantas:

Plants

Las plantas son especializadas por la variabilidad del agua durante el año. Son adaptadas perfectamente por su ambiente.

The plants are specialized for the variability of water throughout the year. They are perfectly adapted for their environment.

la flor	flower
la totora	cattail
los arbustos	bushes
los árboles	trees
la vid/ las vides	vine/vines

Los Insectos:

Insects

los insectos/ bichos	insects/bugs
la libélula	dragonfy
la mariposa	butterfly
las moscas	flies
los mosquitos	mosquitoes
las abejas	bees
la ninfa de la libélula	dragonfly nymph

Los Animales Salvajes:

Wild Animals

el mapache	raccoon
el zorrillo	skunk
el zorro	fox
el castor	beaver
el coypu o coipú	nutria
la nutria	otter
las crías	young
el coyote	coyote
la calavera	skull
un molde de las huellas	track mold

piel de un zorro
piel de un coipú

fox pelt
nutria pelt

con los ojos vendados
vendar los ojos a
la venda

blindfolded
to blindfold
the blindfold

La Reserva:

conservar
tres mil acres
la preservación
una reserva
el hábitat
el ambientalismo
un ecologista

The Reserve

to preserve
3,000 acres
conservation
a reserve
habitat
environmentalism
environmentalist

Sin protección, las tierras pantanosas del condado de Lane se han disminuido. Menos de un por ciento de los pantanos antiguos existen.

Without protection the wetlands in Lane County have diminished. Less than 1 percent of native wetlands remain.



La garza azul



El reyzeuelo de pantano



La gran garza azul

Recommendations for Outreach to Families at Title One Schools

- Produce Education Center materials in Spanish for families of ELL students to take home. Priority should be placed on translating the brochure with the map, since it has beautiful pictures and directions.
- Incorporate more play and tactile experiences to attract children and adults. Expand upon the popular pelts and skulls. The touch box was good for setting up a joking atmosphere, where people could play at being scared to put their hand in the box as well as talk about wetlands basics. Demonstrate what happens to the rock-hard soil when it is exposed to water. This would visually illustrate the seasonal moisture variation in wetlands.
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- Highlight the 3 F's: "free family fun" in all interactions with community members. Talk about relaxation and how a walk along Amazon Creek is a good start to any day.
- Accept that you are an outsider and that it's uncomfortable. By speaking in Spanish you are making a gesture that is greatly appreciated.

The logo for TNT CONSULTANTS features a stylized 'T' formed by overlapping colored squares: a red square at the top, a blue square on the left, and a yellow square at the bottom. A black horizontal bar is positioned across the middle of the 'T', and a thin black vertical line runs through the center of the 'T'. The text 'TNT CONSULTANTS' is printed in white, uppercase letters on the black horizontal bar.

TNT CONSULTANTS

Attachment I

Tax Lot Map of Neighboring Properties

