

Examples of projects DEQ can fund with the Materials Management Grant

This document is intended to provide you with examples of the wide range of projects that might be supported through a DEQ Materials Management grant. This list is not exhaustive – if you don't see a project idea like yours here or in the lists of previous grantees posted on our [website](#), don't assume that your project does not fit with our objectives. We are actively looking for ideas that are “outside the box” and would welcome new creative ideas.

Please note that this year's focus area points are for projects that increase or improve online or other access to activities that reduce the environmental and human health impacts of materials (materials management activities). Access must comply with [state COVID-19-related guidelines](#) and restrictions. Additional points will be awarded for projects that increase or improve access for historically marginalized communities.

For more information about grant opportunities, contact [Marie Diodati](#), 503-229-5446.

Project examples that fit within the focus area

Food Waste Prevention

Food waste prevention educational project for households developed by a community-based organization and delivered through online channels (website, social media, etc.). Materials are available in Spanish for the local Latinx community.

- Food waste challenge for households, sponsored by a local nonprofit in a rural community. Participants receive equipment (like kitchen scales) to measure and record food waste. Online reporting (including photos) and crowd sourcing of food waste reduction tips included in challenge and sponsor sends regular information on food waste reduction practices during the challenge. Participating households are entered in a drawing for prizes like local market gift certificates if they complete the full challenge.
- Work with elementary education expert/partner with local school to develop online games for K-6 students that teach them about the impacts of food waste and how to prevent it. Disseminate via existing school online learning platforms. Translate into appropriate languages in addition to English.
- Develop and implement a local outreach campaign for food service businesses appropriate to current industry challenges (e.g., focus on ways food waste prevention can reduce costs to newly reopening businesses, provide material in easy to view, online materials, etc.). Modify existing materials or create new ones. (*Can qualify for focus points too depending on how promotional materials are shared and who is targeted.*)

Reuse and Repair

- Reevaluation of repair business strategy to adapt to [state COVID-19 guidelines](#). Reevaluation to make sure business stay sustainable beyond grant period.
- A nonprofit expert in repairing clothes hosting a series of repair workshops in the community, free for youth. Smaller groups of learning students are now being organized to respect [guidelines](#).
- A nonprofit hosting a “product choice” workshop to help inform a community on durable products to choose first when making purchases, like buying a repaired and recycled



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computer and suggesting suppliers that offer them. (*Can qualify for focus points too depending on how the workshop I hosted and who is invited.*)

- Repair training program, in sewing, for community members with barriers to employment, to develop skills useful in the repair industry. Repair classes are done online.
- Scholarship for youth in rural community to come learn about a repair skill. Pay for training and relocation needs. Learning space adapted to respect [guidelines](#).

Recycling Infrastructure and Education

- A local government and a tribal government purchasing roll carts, qualified as recycling infrastructure, for a community that does not have access to curbside recycling. (*Can qualify for focus points too depending on how the bins are distributed (if it is different than what is usually done and respect [guidelines](#))*)
- Multitenant recycling educational efforts through experts in a local government to a community. Educational efforts respect state distancing [guidelines](#).

Built Environment

- A local government and a business pilot test the durability of low impact concrete or asphalt mixes that go well beyond business as usual practices to reduce embodied carbon. Testing area is discussed with local community group to ensure not to disturb local spaces and testing respect distancing measures. Pilot is led by smaller groups to stay safe.
- A concrete producer pilots emerging alternative cementitious materials such as glass pozzolan and Portland Limestone Cement or injecting CO2 into mixes to reduce embodied carbon. Environmental benefit results of pilot project are shared with local community online.
- An architecture, contractor, or engineering firm applying whole building life cycle assessment modeling to make materials sourcing decisions on Oregon built projects.
- Workshops and training focused on low-carbon and healthier material selection for local communities disproportionately affected by COVID-19 and climate change.
- A manufacturer evaluating and disclosing the life cycle impacts of a material or materials using a third-party transparency label such as EPD, HPD, Declare, Cradle 2 Cradle, etc.
- Online deconstruction trainings in an economically distressed community.
- A partnership to conduct a whole building reuse analysis to include carbon, seismic, and health impacts.

General Materials Management Education and Information Sharing

- Purchasing technical equipment like tablets for nonprofits engaged in community outreach for waste prevention efforts. This will give them the ability to continue interacting with their community safely.
- Providing new online technical tools, information, or protocols to improve community or tribal government knowledge and understanding of issues related to materials management.



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- Providing online bilingual services for hearings, workshops, and outreach related to materials managements projects in non-English speaking communities.
- Collaborating with academia or governmental entities to collect data in communities affected by lack of materials management programs (e.g., lack of waste prevention plans, lack of reuse and repair opportunities or expertise or lack of recycling or composting infrastructure). Data collection method is adapted to COVID-19 context.
- Improving online communication and coordination among environmental justice stakeholders and DEQ entities to address exposures to toxic beauty products that are not properly disposed and offering information online about alternative less harmful products.

Others

- Providing free trash drop-offs days in rural communities. Policies addressing illegal dumping are in place and are properly explained to community. Project reflects the high levels of poverty and limited access to education in affected communities experiencing difficulties with waste disposal. Online education is also provided to communities to address safe waste management.



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