**Introduction:**
The Project Agreement will document the initial plan for this project. It will identify constraints, limitations, and parameters, provide insight into the project's objectives, and available resources, and outline responsibilities and expectations for the team. The agreement hopes to be a guiding source and structure that will allow students and instructors to look back to when making decisions this semester.

**Project Summary** (50-100 words describing your project at a high level):
We will be developing one public-facing educational agenda to help Environment Hamilton address urban sprawl and the loss of the Greenbelt. This will look at integrated development and promoting density within lower-density neighborhoods in the urban boundary. We will take into account the variety of opinions on this issue and try to find ways that we can reach people who currently are not involved in this issue. We will incorporate aspects of economics, policy, and environmental justice into a curriculum to help us synthesize and deliver this educational, environmental curriculum to our target demographic of homeowners in low-density areas like Ward 5, Stoney Creek, Outer Downtown, etc., through in-person interactive seminars and informational brochures.

**Project Team (Environment Hamilton)**
<u>Students</u>: Vicki Yianakis, Jacob Oussoren, Hannan Minhas, Amrit Marwaha, Mo Amjad, Daniella Chukwu

<u>Project Advisors (please note here 2 or 3 of our advisors who you feel may be most relevant to your project)</u>:
Primary Advisor - Ian Borsuk (*Environment Hamilton*)
Secondary Advisor - Kojo Damptey

| **Project Overview** (to be informed by working directly with project advisors and the CityLAB SIR teaching team) | **Context (100 words or less)**<br>● In Hamilton, over 1900 acres of greenbelt land is at risk for urban expansion due to Bill 23. Hamilton residents and the City Council want a progressive and viable urban growth management plan to freeze our boundary and accommodate growth within our existing urban area. |
|---|---|
| | **Problem (100 words or less)**<br>● Following Doug Ford's re-election, the city outlined new policies to guide development until 2051, which required planning for increased housing units to accommodate a projected growth of 236,000+ individuals.<br><br>● Although single-family detached homes require less-skilled labor, cheaper materials, and lower development fees, they remain financially unsustainable for residents in Hamilton.<br>　○ The benefits of higher-density, affordable housing and improvements to community infrastructure are not appropriately communicated with residents (particularly in areas with low density → Ward 5, Stoney Creek, Outer Downtown, etc.)<br>　○ Additionally, there is a shortage of affordable housing for residents<br><br>● Overall, there exists an educational gap surrounding higher-density housing options for Hamiltonians. |
| | **Design Challenge (50 words or less): How might we……**<br>How might we, as CityLab SIR students with partners, identify problems surrounding urban sprawl and create a public education tool that addresses Greenbelt protection and the intersection of land use and environmental protection? How might we include individuals who have not been considered in political decisions and previous climate education? |
| | **In Scope (what fits within the resources and time we have available for this project?)**<br>● We are hoping that our deliverable for this project will be a community-focused educational curriculum to inform Hamiltonians on issues related to housing affordability and urban sprawl for residents living in low-density areas.<br>● We will meet with various stakeholders involved in this issue (eg. municipal politicians, landlords, tenants, and environmental organizations) to clarify and better understand past/current perspectives, initiatives, and approaches. |

| | |
|---|---|
| | ○ This includes consulting quantitative (i.e., census, surveys, environmental reports) and qualitative (i.e., interviews, community seminars) data to reflect varying perspectives on the issue.<br>● We will learn from other cities and find good examples of smart development<br>● Finding a way to integrate this framework within the context of the City of Hamilton |
| | **Out of Scope (what doesn't fit within the resources and time we have available for this project?)**<br>● Our focus is on education. Hence, proposing and advocating for urban intensification would be out of the scope of this report and would be too wide-reaching for our time frame of 3 months.<br>● We are focused on enhancing public awareness. Thus, we will not focus on traditional decision-makers, such as the City Council. We hope to include members of the community who are not typically involved in conversations surrounding this issue. |
| **Goals** (what are three to five objectives that this project will aim to achieve within the semester) | 1. **Data Collection and Analysis**<br>To obtain data on the current state of low-density neighbourhoods, including current infrastructure housing conditions and community needs. This will be accomplished by retrieving past/current community surveys, census, and reports, alongside the creation of surveys and feedback reports for these community members to obtain data in real time. Our primary resource in this component will be Environment Hamilton and the City of Hamilton.<br><br>2. **Collaborate with Relevant Stakeholders**<br>Establishing partnerships with relevant stakeholders including City Council members of wards that contain low-density neighborhoods, Environment Hamilton, housing advocates, urban planners, and housing development companies. Maintaining relevant communication with the common goal of having sustainable solutions for low-density neighborhood revitalization.<br><br>3. **Community Engagement and Participation**<br>To actively engage and involve community members in dialogues, planning sessions, and feedback surveys to ensure their voices and opinions are heard and considered.<br><br>4. **Raise Awareness and Education**<br>To inform and educate residents in low-density neighborhoods about the benefits and reasons for revamping these neighborhoods to accommodate housing needs and emphasize the importance of preserving the Ontario Greenbelt. |
| **Background Research** (what research will be required to pursue the challenge) | ● Proposed Bill 23 - More Homes Built Faster Act, 2022<br>   ○ Exactly what this bill proposes and how the government plans to implement it<br>● Hamilton's urban boundary, as well as green belt areas within the city of Hamilton<br>● Bill 97 - Helping Homebuyers, Protecting Tenants Act, 2023<br>   ○ Use of this bill to issue a zoning order to approve the development of housing in the green belt areas<br>● Which provincial and municipal government officials are implicated in this expansion plan?<br>● The Green Belt plan - who/what determines which lands are removed or included in this plan?<br>● The City of Hamilton's stance regarding this expansion |
| **Relevant Stakeholders** (Who are the key stakeholders that might be engaged in this process - *note that you are not expected to know all stakeholders at this point, but rather to begin thinking critically about who to engage) | ● Environment Hamilton<br>● Provincial government (Government of Ontario)<br>   ○ **MPPs in Hamilton**<br>      ■ Sandy Shaw (Critic, Environment, Conservation and Parks)<br>      ■ Sarah Jama (Housing and Affordability)<br>      ■ Monique Taylor<br>   ○ The Ministry of Municipal Affairs and Housing<br>      ■ Paul Calandra (Minister of Municipal Affairs and Housing)<br>● Municipal government (City of Hamilton) |

| | |
|---|---|
| | ○ Alex Wilson (Ward 13 Councillor) → involved with urban sprawl and boundary issues<br>　■ Sophie Geffros<br>○ Maureen Wilson → information on missing middle<br>○ Cameron Kroetsch<br>○ John Paul Danko<br>○ Ted McMeekin → former Housing Minister<br>○ Leaders behind the City of Hamilton's Housing & Homelessness Action plan<br>　■ A 10-year, solution-focused, person-centered plan that will guide decision making on how the Hamilton community will address affordable housing and homelessness issues<br>　■ The Action Plan was developed in partnership with a multi-stakeholder Planning Group and the Affordable Housing Flagship<br>● Housing developers<br>○ Such as CityHousing Hamilton<br>● Community residents within low density neighborhoods (Ward 5, Stoney Creek, Outer Downtown, etc.,)<br>○ Landlords, tenants, members of underrepresented communities, different age demographics (elderly, young adults, etc.,)<br>● Ontario Greenbelt Alliance + Alliance's Steering Committee<br>○ Phil Pothen → Planning lawyer (works for Environmental Defense)<br>● Stop Sprawl<br>○ Michelle Tom<br>○ Lily Noble<br>● Hamilton Community Benefits Network - Karl<br>● Dr. Lynda Lukasik<br>● Hamilton 350<br>○ Don McLean<br>● More Neighbours Toronto<br>● CityLAB Team<br>○ Kojo Damptey |
| **Pursuing Equity Diversity and Inclusion** (What are the key EDI considerations needed for this work? Are there equity deserving groups or voices missing from this work? What are the voices or groups we are already hearing from? What barriers or power imbalances need to be addressed?) What are the internal/external decisions and philosophies you will be using to adhere to anti-racism & anti-oppression? | **Key EDI Considerations & Decisions to Adhere to Anti-racism & Anti-oppression**<br>● Creating a safe and supportive environment for Hamiltonians to address their concerns and share perspectives without judgment.<br>○ Address technological or language barriers that may be present during community engagement<br>　■ Providing written/verbal information and/or hosting community seminars in multiple languages<br>　■ Offering a virtual option during in-person events<br>○ Accommodating financial barriers by providing travel reimbursements and child-care options during meetings<br><br>● Recognizing the barriers faced by equity-deserving groups when discussing housing affordability.<br>○ Being aware and sensitive of the effects of displacement and gentrification within these populations<br><br>● Avoiding common assumptions (e.g., not everyone in Hamilton wants to live in a single-family detached home) and engaging in conversations with an open-mind without jumping to immediate conclusions.<br><br>● Critically evaluating the needs and wants of equity deserving groups to ensure their voices are effectively represented.<br>○ Ensuring we collect data/research from a diverse group of stakeholders to prevent the risk of bias and minority voices from being filtered out.<br>　■ *Example:* political perspective focusing on scapegoating immigrants and new Hamilton residents. |

|  |  |
|---|---|
|  | • Addressing power imbalances which may exist between housing developers and residents who may not be able to afford the houses during community engagement sessions.<br>  ○ i.e., residents have to rely on developers to meet their needs, and in turn, developers can take advantage of this demand and raise prices further<br><br>**Equity Deserving Groups/Missing Voices**<br>• Renters<br>• Young adults<br>• Low-Middle income households<br>• Immigrants<br>• Individuals with disabilities<br>• BIPOC<br><br>**Voices/Groups Being Heard**<br>• City officials<br>• Land developers<br>• Non-profit organizations<br>• Politicians/Councilors<br>• High income households |
| **Timelines** (What needs to be done during Phase 2, Phase 3, and Phase 4 of the semester) | **Phase 2 Priorities (September 18-October 6)**<br>• Complete Project Agreement and Project Team Agreement<br>• Review background context of green belt, the impact of urban sprawl on Hamilton residents, and review Environment Hamilton's past community projects/initiatives.<br>• Conduct research on who is most impacted by urban expansion and collaborate with Ian to create a project plan and potential deliverables for Phase 3 and 4.<br>• Connect with stakeholders and create a dialogue summary draft (by October 6th).<br><br>*Phase 2 - Timeline Summary:*<br>• September 21, 2023: Draft Project Agreement<br>• September 21, 2023: Project Team Agreement<br>• September 25, 2023: Final Project Agreement<br>• October 6, 2023: Project Proposal and Dialogue Summary Draft<br><br>**Phase 3 Priorities (October 16-November 17)**<br>• Draft dialogue plan and send out community dialogue invitation<br>• Deliver community dialogue applying knowledge and skills gained from project management, dialogue, design and city building classes.<br>• Analyze data gathered through community engagement and discuss with community partners on outline for the final project deliverable package.<br><br>*Phase 3 - Timeline Summary*<br>• October 18, 2023: Send Dialogue Invitation<br>• October 20, 2023: Project Work plan & Draft Dialogue Plan<br>• October 30, 2023: Final Dialogue Plan<br>• November 7, 2023: Deliver Dialogue<br>• November 15, 2023: Final Dialogue Summary<br>• November 17, 2023: Final Project Deliverable (Output) Package Outline<br><br>**Phase 4 Priorities (November 20-December 8)**<br>• Create a report draft for research findings, assessments, and proposals<br>• Work on specific educational media/toolkits chosen to expose issues at hand to the public with thorough accessibility considerations.<br>• Finalize the research report and outline next steps for implementation in a Project Transition Report<br><br>*Phase 4 - Timeline Summary*<br>• November 22, 2023: Research Summary Report draft |

| | |
|---|---|
| | ● November 28, 2023: Final Educational Toolkit completion<br>● November 30, 2023: Final Educational Media showcase<br>● December 6, 2023: Final Report and Project Transition Report |
| **Deliverables** (what are the anticipated tangible outputs/outcomes that will be achieved by Phase 4) | **Anticipated Outputs:**<br>● **Project Brief** outlining the project context, challenges and goals.<br>● **Dialogue Summary** outlining our discussion with the public (target population), community partners and stakeholders, and findings.<br>● **Report that summarizes past and current** research findings, assessments and proposals.<br>● **Various forms of educational media/tool that is community focused**<br>  ○ Current ideas include webinars, mailbox flyers, posters, YouTube videos (with QR codes posted around) to educate the public on the green belt and urban sprawl issues.<br>  ○ Aim to make this media accessible for language barriers as well.<br>● **Presentation** to a committee (within the City of Hamilton) to endorse our project proposals and demonstrate dialogue skills.<br>  ○ Including Climate Change Advisory Committee, Keep Hamilton Clean and Green Committee<br>● **Project Transition Report** outlining possible steps moving forward in the event of a project collaboration opportunity. Steps to take at the end of our three month period<br><br>**Anticipated Outcomes:**<br>● **Engagement with the Public** to gain insights for our research and discover ways to contribute to the community.<br>● **Providing Stakeholders with Opportunities to engage** with community project issues.<br>● **Establish New Partnerships** with diverse groups and organizations across Hamilton through community engagement and project research.<br>● **Promote Working Relationship with Government** through collaboration with City of Hamilton community partners. |
| **Resources** (What resources, if any, are available to pursue this project – e.g. staff time, budget) | ● We will connect with various stakeholders and community members for their time for dialogue community meetings.<br>  ○ We aim to schedule multiple meetings and community consultations to gather data for our project research.<br>● Environment Hamilton's past surveys, census, stakeholder directory.<br>  ○ We will review past documents and available resources to inform our project scope and development of action items.<br>● Ian to provide further Environment Hamilton and external resources available for use. |
| **Risk** (What are some possible risks of this project? How might these risks be mitigated/addressed if they arise?) | 1. **Community Resistance:**<br>Some community members may resist the idea of changing their neighborhoods. There may be fear that revitalization can lead to gentrification, increased property taxes, and possible displacement of residents. This risk can be addressed by having dialogues with these community members that address these very concerns and being clear about the impacts.<br><br>2. **Regulatory and Legal Hurdles:**<br>Navigating local zoning laws, land use regulations, and environmental protection policies can be challenging and time consuming. This can be mitigated by taking advantage of all resources available to us. For instance, reaching out to individuals who work in government for clarification, or those who work in the legal field for assistance.<br><br>3. **Lack of Expertise:**<br>In order to educate residents on the benefits of revamping low density neighborhoods for the purpose of mitigating green belt expansion, we need to understand what revitalization of these neighborhoods actually entails. This would involve expertise from urban planners, environmental scientists, architects, etc. To address this, we can use networking |

| | |
|---|---|
| | connections to our advantage. For instance, reaching out to professors, family members/friends involved in those fields or utilizing our community partner may be helpful strategies to enhance our understanding. If this is not feasible, establish ways to connect with these experts through emailing, cold calling, etc.<br><br>**4. Misinformation and Public Perception:**<br>Misunderstanding and misinformation regarding the purpose of our outreach and benefits towards low-density revamping may lead to negative perception. It is important to maintain clear and transparent communication with all relevant stakeholders. If this issue were to arise, we can arrange open dialogues with the public via community meetings. |
| **Learning Objectives** (What does your team want to learn through this process?) | **Understand Environmental Issues:**<br>● Gain a comprehensive understanding of local environmental issues, including but not limited to biodiversity loss, pollution, and climate change.<br>**Community Engagement:**<br>● Learn effective strategies on how to directly engage with the community and its various stakeholders to incite change for those who are underserved and ones who matter most; advocacy and education for the community.<br>**Sustainable Practices:**<br>● Understand the significance of implementing and maintaining sustainable practices related to transportation, housing, and farming.<br>**Data Analysis:**<br>● Evaluate quantitative and qualitative data to inform sustainable decision-making moving forward, primarily related to land use.<br>**Adaptability and Resilience:**<br>● Learn to adapt to changing environmental and social conditions and challenges, and build resilience in the face of setbacks. |
| **How will we work together?** | **Meeting Frequency and Process (How often will we meet? How will we delegate tasks? How will we share and rotate meeting roles?):**<br>● Tuesday, Wednesday, Thursday afternoons are dedicated to group meetings.<br>● Volunteer basis for task delegation, equalized responsibilities.<br>● Meeting lead will rotate session-to-session to ensure that everyone has an opportunity to lead, follow, collaborate, delegate. |
| | **Communication (How will we stay in touch? What platform will we use to share files, manage deadlines, etc.):**<br>● Communication will take place over a WhatsApp group. Here, we will delegate tasks that weren't assigned in-person, and manage our punctuation with deadlines.<br>● Files will be shared through a google drive folder where everyone can collaboratively edit and view the project's progress.<br>● We will also utilize Trello platform to assign tasks and report on team and project progress. |
| | **Conflict Resolution (How will we address challenges as they arise?):**<br>● Group challenges concerning assignments, responsibilities, and performance can be resolved by calming discussing the issues at hand in an open and safe space, ensuring that the focus of the discussion is on the issue not the individual/group as this is best to non-personally resolve the issues at hand and catch up in a respectful manner.<br>● We will utilize effective dialogue by hearing out each concerned party's perspective and working collaboratively as a team to address challenges at hand.<br>● If conflict persists after attempts to resolve it, we will involve the instructor, Kojo, for third-party mediation. |
| | **Principles of Community Engagement (What principles will guide our work?):**<br>● Shared responsibility alongside mutual learning will foster a collaborative and inclusive environment that enables all group members to learn from one another's strengths and hone in on their individual weaknesses. |

| | |
|---|---|
| | • We will work to ensure that no group members are left behind in terms of workload or responsibility; that way, we provide a holistic, respectful, and challenging learning experience for everyone.<br>  ○ This can be achieved through weekly check-ins before meetings and incorporating the 2 Stars and 1 Wish framework to promote individual reflection on our group dynamics. |
| | **Principles of Equity Diversity and Inclusion (How will we reflect a commitment to EDI within our work together as a group?):**<br><br>Fostering a group commitment to EDI can be done by highlighting the focus on inclusivity during all group assignments and meetings. This involves remembering that our ultimate project goal is to support underserved individuals. This will be further enhanced by leveraging the individual diverse traits and talents within our group to fuel our efforts moving forward. For example, having individuals from our group that have experienced certain hardships leading components of an assignment that deal with those same issues will be advantageous because it personally connects with the issue, thus ensuring accuracy and commitment. |
| **Roles** | **Students**: Achieve project deliverables through consulting project advisors and instructors, conducting research and using an iterative design process to create the most effective outcome. |
| | **Instructors**: Provide background information and project guidance |
| | **Project Advisors**:<br>  • Connect the project team to key resources and stakeholders to guide our learning<br>  • Provide any relevant background information |