



Oregon

Kate Brown, Governor

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NEWS RELEASE

FOR IMMEDIATE RELEASE: January 4, 2018

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Community Engagement Recognition for Oregon Cities

In 2016, the Land Conservation and Development Commission (LCDC) established the "Achievement in Community Engagement" (ACE) awards to recognize outstanding examples of community engagement. The first round of awards have been given to several Oregon communities who have actively promoted and implemented the values of Oregon's Statewide Planning Goal 1: Citizen Involvement, through an outstanding community engagement strategy.

The 2016 ACE Award recommendations were made to the LCDC by the state's Citizen Involvement Advisory Committee (CIAC). "The ACE awards are an opportunity to showcase and learn from the best examples of community engagement from across the state," said CIAC Chair Steve Faust.

The 2016 ACE Award recipients are:

The [City of Bend](#), for the public engagement efforts employed in their UGB Remand project. The application, submitted by central Oregon's DLCD Regional Representative, praises city staff, the consultant team engaged, the project steering team, and the three advisory committees who participated in the process. In an effort that was stakeholder driven and focused on community education, the City of Bend employed unique and creative tools for engaging the public, including online tools used to get and share project information. The City Council seriously considered and responded to each public comment the received and ultimately, the UGB expansion was adopted without appeal.

The [City of Carlton](#), for appointing a Project Citizen Advisory Committee to spearhead the restoration of the Municipal Pool House. After a narrow defeat of a local bond measure, the city reached out to their 2,100 citizens and recruited 25 from a broadly representative group who were willing to undertake the planning and community education efforts for the City Pool House Project. The committee led the effort through a combination of formal and informal feedback mechanisms, using tools ranging from in-person meetings to e-newsletters that helped educate the community. Carlton has since replicated the idea based on the success of their pool house project, using similar techniques to keep their community engaged in land use outcomes around their small city.

The [City of Eugene](#), for their work in engaging Eugene's growing Latino population in planning for Parks and Recreation facilities and services. Using research conducted by Professor Gerardo Sandoval and Roanel Herrera for Lane County's livability plans, the city worked to overcome the barriers preventing Latino community members identified to participation. The first phase of the project engaged families and citizens through family fun nights, afterschool programs, a Festival Latino, at supermarkets, and literacy programs. The events sought to create an atmosphere of cultural inclusion, and were intentionally informal. In the second phase of the project, in-depth interviews were conducted with Latino stakeholders. The city was able to keep costs low by leveraging

community partnership and using in-kind contributions. Over 350 Latino community members were involved in the parks planning effort, and the city gained significant insight into how they can create more accessible city services for diverse communities.

Metro, for their Powell Division project which identified high capacity transit, safety and community development solutions for the diverse corridor that exists between downtown Portland and Gresham. The project engaged stakeholders by meeting them where they were already gathering; including them on the steering committee; making the connection between transit and broader community goals; and by conducting multicultural, multilingual meetings and materials. The project's outreach and engagement efforts also received the 2015 USA Engagement Project of the Year from the International Association of Public Transportation.

Later this month, the next round of ACE Awards will be solicited by the CIAC. For complete application materials, visit the CIAC webpage at http://www.oregon.gov/LCD/pages/citizeninvolvement.aspx#ACE_Awards_for_Citizen_Involvement

###

The CIAC is a statewide committee authorized under ORS 197.160. The committee is charged with ensuring implementation of Goal 1 (Citizen Involvement) of Oregon's statewide planning goals. Since the adoption of Oregon's statewide land use planning program, the CIAC has been instrumental in providing guidance to the state's 242 cities and 36 counties on how best to involve their citizens in the development and adoption of comprehensive plans. Now that all Oregon jurisdictions have comprehensive plans in place, the CIAC mainly works to highlight best practices, and serves as a resource to local jurisdictions and DLCD staff.

Oregon's statewide land use planning program — originated in 1973 under Senate Bill 100 — protects farm and forest lands, conserves natural resources, promotes livable communities, facilitates orderly and efficient development, helps coordination among local governments, and enables citizen involvement.

The program affords all Oregonians predictability and sustainability to the development process by allocating land for industrial, commercial and housing development, as well as transportation and agriculture.

The Department of Land Conservation and Development (DLCD) administers the program. A seven-member volunteer citizen board known as the [Land Conservation and Development Commission \(LCDC\)](#) guides DLCD.

Under the program, all cities and counties have adopted comprehensive plans that meet mandatory state standards. The standards are 19 Statewide Planning Goals that deal with land use, development, housing, transportation, and conservation of natural resources. Periodic review of plans and technical assistance in the form of grants to local jurisdictions are key elements of the program.



To: Citizen Involvement Advisory Committee, Department of Land Conservation and Development
From: Megan George, Assistant to the City Manager
Date: May 30, 2017
Subject: Application for the Achievement in Community Engagement (ACE) Award

NOMINATION CONTACT:	Megan George, Assistant to the City Manager
ORGANIZATION/NAME:	City of Carlton
LOCATION:	225 W. Grant St. Carlton, OR 97111
PROJECT DESCRIPTION:	The Carlton Municipal Pool and pool house were built in 1935 and while the pool was redone in the early 1990's, the pool house had reached a complete state of disrepair by 2014. The Council decided to proceed with complete replacement of the pool house. After a failed attempt at a general obligation bond, the Council decided to channel all project planning through a citizen advisory committee. Through the hard work of the committee, the pool house completed construction in July 2016.
TIME FRAME:	Spring 2014 – Summer 2016. Community engagement began in earnest in February 2015 and continued through July 2016.
REFERENCES:	<ul style="list-style-type: none">• Pat Swanick, Chair Pool Project Advisory Committee• Mike Larson, President of the Carlton Business Association
SUPPORT MATERIALS:	Please see attached.

Project Impetus

The Carlton Municipal Pool and pool house were built in 1935. While the pool was redone in the early 1990's, the pool house had not undergone major rehabilitation for some time and had entered a complete state of disrepair by 2014. In spring of 2014, the city hired Robertson Sherwood Architects to conduct a feasibility study to identify options and magnitude of cost for rehabilitation and/or replacement of the existing structure. At this time the city also reconvened the standing Parks Citizen Advisory Committee to examine the final report and provide a recommendation to the City Council.

The City Council established complete replacement of the pool house as one of their top priorities for FY15. At this point they also decided to maintain control over the project planning process and work towards getting the project out for a general obligation bond at the November 2014 election. The bond lost by 29 votes.

Although a difficult defeat, the failure of the bond provided the City Council and staff with an important lesson: community engagement was critical. In February 2015, the City Council established the Pool House Project Citizen Advisory Committee, appointing approximately 25 individuals. From that point on, project planning was channeled through the committee.

Goals

Diversity and Equity

Twenty five individuals were appointed to the citizen advisory committee. In a town of 2,100 this number was significant. Care was taken to solicit participation in a variety of ways so as to ensure an equitable representation of stakeholders on the committee. Notice was sent out through the city e-newsletter, the project's Facebook page, the newspaper, flyers posted throughout town, and word of mouth. Recruitment lasted for several months and even when formal solicitation ended, interested individuals were invited to attend and engage in meetings.

People Centered

The committee's first item of business was to hire an architecture firm to complete a design for the new building. The committee worked with staff to interview firms and provided their recommendation to the City Council. From there they were hands-on working through the design process beginning with concept designs, 25% designs, and eventually construction drawings. The committee worked to reduce the scope of the project to accommodate the community's concern about financing the project and eventually developed a diverse financing strategy including a general obligation bond, grants, and private fundraising.

Community Influence

Outside of working with the citizen advisory committee, community input was incorporated into the project in other formal ways. The committee hosted two community meetings, provided tours of the existing pool house facility, provided informational materials on the general obligation bond, provided project updates in the newspaper and e-newsletter, and interviewed for pieces in the News Register and Local News YouTube channel. While informational material included a city-wide average for how the general obligation bond would affect property taxes, staff also provided individual rates for interested individuals at City Hall. In addition, the city sent out a community-wide survey to gather feedback on a number of issues in the community, one of which being the pool project.

The committee also relied on informal strategies to solicit community involvement. By ensuring the makeup of the committee was a representative cross-section of the community, the committee was able to rely on their own personal informal networks to educate and inform the community about the project.

Innovation

While the city had used citizen advisory committees in the past for various work, never before had a citizen advisory committee been used as the primary vessel through which project planning took place. This was deemed appropriate because of the intrinsic community nature of the pool house and the required community support to finance the project. While staff and the City Council remained heavily involved, the committee led the charge.

This model has been replicated twice in Carlton since its inception with the Pool House Project Citizen Advisory Committee: Skatepark Project Citizen Advisory Committee and City Hall Project Citizen Advisory Committee. Each of these projects bear many of the same features as the pool house project. Each is a new facility, community-oriented, and represents a significant investment of resources.

Build Partnerships

One of the ways in which partnerships were developed and recognized was through the number and magnitude of private donations for the project solicited by Friends of the Pool – an offshoot of members from the citizen advisory committee. Private donations greatly exceeded expectations and were provided by both individuals and businesses throughout the larger community. For those interested, tiles recognizing their commitment are now displayed in the pool house.

Strategies

Outreach

The project process provided several opportunities for engagement and each time notice was provided early and clearly. Effort was made to ensure that diverse stakeholder groups were included in the citizen advisory committee including individuals from different interest groups, neighborhoods, and income levels. In addition, whenever possible effort was made to accommodate different schedules and incentivize participation. Each of the community meetings had snacks provided and all ages were welcome.

Methods

A variety of methods were used to provide opportunity for community engagement with the project planning process. The committee passed out brochures and flyers throughout the community, hosted public workshops and community meetings, provided tours of the existing facilities, provided individual analysis of implications of the general obligation bond at City Hall, and members of the citizen advisory committee interviewed at local media outlets.

Collaborations and Capacity Building

Throughout the process, positive relationships were formed between members of the citizen advisory committee, staff, and members of the City Council. Although the project is now complete, many of the citizen advisory committee members have taken on leadership roles in other committees and remain engaged in city business and priorities.

Transparent Process and Communication

One of the benefits of using a citizen advisory committee was the transparency of the planning process. All committee meetings were open to the public and minutes were kept and published on the city's website. In addition to the formal communication channels – brochures, newspaper, e-newsletter – informal communication was relied on heavily to educate and update the community about the project. The effectiveness of this technique is evident by the passing of the second general obligation bond by a margin of two-to-one.

Community Feedback

Twenty five individuals were appointed to the citizen advisory committee in early February. While some attrition is normal, approximately fifteen members remained actively involved throughout the entire project process. This level of participation is indicative of community member's sentiment that their experience was valued and critical to project development.

Evaluation and Assessment

This project is a case study for the proper role of citizen engagement. When the City Council first went out for a general obligation bond in November 2014, it failed. Less than a year later, in May 2015, the second attempt at a general obligation bond was successful. It is easy to attribute the second success with the work and dedication of the citizen advisory committee. This model has been replicated in two committees since its inception with the pool house project.



Support Materials

1. Pool House Ribbon Cutting Ceremony

The pool officially opened on July 15, 2017. The city hosted a ribbon cutting ceremony on August 2, 2017 to celebrate the hard work of the citizen advisory committee and numerous members of the community that supported the project. See page 2 for the event flyer and picture of the ceremony.

2. “The Carlton Pool Project is Preserving an Icon of Fun”

Councilor Shirley Ward-Mullin and Committee Chair Pat Swanick were guests on Local Matters with Ken Moore to discuss the pool project and community involvement activities. Interview is available online at:

<https://www.youtube.com/watch?v=K8vHXYszgXA>

3. Town Hall Meetings

The citizen advisory committee hosted two town hall meetings to provide information on project development to the community. See page 3-4 for the two event flyers.

4. Letters of Support

Two letters of support were provided for the city’s application. See page 5-6 for the letters.

1. Pat J. Swanick, Chairperson of Carlton’s Pool House Citizen’s Advisory Committee
2. Mike Larson, President of the Carlton Business Association

5. GO Bond Informational Brochure

The city created an informational brochure for Measure 36-174 on the May 2015 ballot seeking authorization to issue general obligation bonds up to \$975,000. The brochure was posted on the website, available at City Hall, and distributed in the community by members of the citizen advisory committee. See page 7-8 for the brochure.

6. Construction Photos

See pages 9-10 for photos of demolition of the old pool house and construction of the new facility.

1. Pool House Ribbon Cutting Ceremony

Ribbon Cutting Ceremony Flyer



Ribbon Cutting Ceremony





**Community Meeting
Pool Development Project
Hosted by:
Carlton Pool Project Citizen Advisory Committee**

Yamhill-Carlton Elementary School
420 S. 3rd Street, Carlton
Wednesday, February 18, 2015 at 6:00 P.M.

**Carlton's recently
formed Citizens'
Advisory Committee
for the Pool House
Project will host a
Community Meeting to
update residents with a
revised approach to address the
aging and deteriorating facility in
the Upper Park.**

Schedule of Activities

- 1. Current Condition of the Pool Facility**—Pat Swanick, Advisory Committee Chair
- 2. Proposed Solution**—Carl Sherwood, Robertson Sherwood Architects
- 3. Estimated Project Cost, Multi-Source Funding Strategy, and Financial Impact to the Community**—Chad Olsen, Carlton City Manager / Pat Swanick, Chair
- 4. Question and Answer Period—Open Forum**
 - Why does the project cost so much?
 - Why not use the funds for other City Projects?
 - What will happen to the pool usage fees for residents and non-residents?
 - Why not demolish the old Pool House and just use the pool by itself?



City of Carlton
191 E. Main Street
Carlton, OR 97111
503-852-7575
www.ci.carlton.or.us



**Carlton's
Citizens' Advisory
Committee for
the Pool House
Project will host
a second Community
Meeting to update
residents with a
revised approach to
address the aging and
deteriorating facility in
the Upper Park.**

**Community Meeting
Pool Development Project
Hosted by:**

Carlton Pool Project Citizens' Advisory Committee

Yamhill-Carlton Elementary School
420 S. 3rd Street, Carlton
Wednesday, April 22, 2015 at 6:00 PM

Schedule of Activities

1. Pool Project Background
2. Recommendations of Citizens' Advisory Committee
3. Proposed Solution/Revised Plan
4. Measure 36-174 on May 19, 2015 Election Ballot
5. Financial Impact to Property Owners
6. Questions & Comments—Open Forum



City of Carlton
191 E. Main Street
Carlton, OR 97111
(503) 852-7575
www.ci.carlton.or.us

Patrick J. Swanick
P.O. Box 566
143 S. Carr Street
Carlton, Oregon 97111-0566

May 23, 2017

TO: Oregon Department of Land Conservation and Development;
Members of the Citizen Involvement Advisory Committee

Ladies and Gentlemen:

I'm pleased to write this Letter of Support, in favor of the City of Carlton's application for an Achievement in Community Engagement (ACE) Award.

I served as Chairman of Carlton's Pool House Project Citizens' Advisory Committee. This Committee, appointed by the City Council, was created to inform and engage residents in the planning process for the construction of a new community pool house.

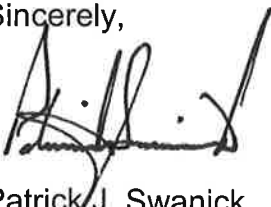
Committee Members worked in partnership with City Staff and the City Council to educate residents about the project, including its costs and benefits. Volunteers canvassed the City in a multi-day door to door campaign, sharing informational brochures, answering questions and requesting feedback. When the New Pool House Project was placed on the ballot for voters' approval, it passed by a two to one margin!

The Committee also spearheaded a fundraising campaign, to help defray the cost of the new building for taxpayers. Community support was evident by the large number of contributions to the project, significantly exceeding the goal for private donations.

The City of Carlton, through its regular communications and through the work of the Citizens' Advisory Committee, was fully transparent in providing multiple stakeholders with up to date information and the opportunity for ongoing input.

I can wholeheartedly support the City of Carlton's application, without reservation.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. J. Swanick', with a stylized flourish at the end.

Patrick J. Swanick

PJS/ps



May 17, 2017

Department of Land Conservation and Development

To Members of the Citizen Involvement Advisory Committee:

I am writing on behalf of the Carlton Business Association (CBA) to express my support for the City of Carlton's application for the Achievement in Community Engagement (ACE) for their work on the pool project. The CBA is a group of businesses and individuals organized to promote the economic vitality of the greater Carlton business community, while preserving its civic, cultural, and historical well-being.

Carlton boasts a strong business community and provides many amenities for tourists to the area. The Carlton Municipal Pool is foremost among them sitting in the downtown district within the Upper Park. Throughout the planning process, the City of Carlton provided clear and effective communication to stakeholders and incorporated citizen input wherever possible. This project was truly a community effort and is a point of pride for the many involved in the effort.

Again, I want to express my sincere support for the City of Carlton's application for the ACE Award. Please let me know if you have any additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Larson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Mike Larson

President

Carlton Business Association

Why does the Carlton pool house need to be replaced?

The pool house at the Carlton Municipal Pool was built in 1935, and although it had a minor update in the early 1990s, it is currently in disrepair due to its age.

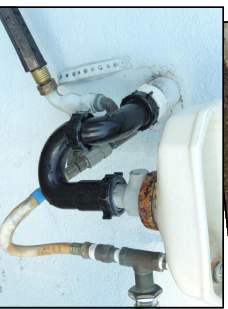
This facility is a valuable community resource and the centerpiece of our Upper Park and downtown Carlton. The community pool has provided a safe place for people of all ages to swim for decades. It seems wise to preserve this resource for current use and for future generations.

The existing pool house is noncompliant with current building and seismic codes and the potential for significant building failure cannot be prudently addressed without bringing the entire structure into building code compliance.

The outer walls are crumbling despite efforts to repair them, the paint will not adhere to the inside walls and the overall safety of the building is diminishing.

If the deterioration continues, the structure could become unusable, requiring the pool to close. This would be a huge loss for the Carlton community.

If approved, Bond Measure 36-174 provides the core funding to replace the existing pool house with an efficient facility, including essential improvements to the mechanical equipment, electrical systems and plumbing.



MEASURE 36 – 174 ELECTION INFORMATION-

For additional information about Measure 36-174, visit the City of Carlton's website at www.ci.carlton.or.us and look under the News & Notices section.



City of Carlton
191 E. Main Street
Carlton, OR 97111
(503) 852-7575
8 a.m. - 4 p.m., Monday - Friday

Swimming Pool Facility Reconstruction Bond



At its March 9, 2015 meeting, the Carlton City Council approved placing a measure on the May 19, 2015 ballot seeking authorization to issue general obligation bonds up to \$975,000 to provide the core funding required to reconstruct the deteriorating Carlton pool house. This decision was based on the recommendation of a diverse Pool Advisory Committee that was formed to receive public input and make recommendations to the City Council.

If Measure 36-174 is approved, the bond issue would:

- Make the Carlton pool facility handicap accessible for all users.
- Keep the pool open for the next 75 years so the eventual deterioration of the pool house does not force the closure of the pool.
- Fund replacement of the pool house and equipment facilities, including needed upgrades to the mechanical, plumbing and electrical equipment.



Measure 36 - 174

Sample Ballot

CAPTION: Measure Proposing Sale of Bonds for Swimming Pool Facility Reconstruction

QUESTION: Shall the City of Carlton be authorized to issue general obligation bonds not exceeding \$975,000 for swimming pool facility reconstruction? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

SUMMARY: The pool house at the Carlton Municipal Pool is currently in disrepair due to its age. The swimming pool is open to the whole community and offers swimming lessons, water Zumba, adult lap swim, teen swim, family swim, and fun and fit training. The Carlton City Council appointed a diverse Pool Advisory Committee to receive public input and make recommendations to the City Council. At its March 9, 2015, meeting the City Council approved placing a measure on the May 19, 2015, ballot seeking authorization to issue general obligation bonds up to \$975,000 to pay most costs required to reconstruct the pool house. The City is responsible for the balance of the project's funding. Including the \$86,000 for design and engineering the total would amount to approximately \$390,000. The goals are to: create a safe place for people of all ages to swim safely while exercising or having fun, provide opportunities for people to learn to swim, continue to develop programs and activities for a wide variety of people in the community.

A conceptual design, along with a cost study, was completed during 2014 and revised in February, 2015 by Robertson Sherwood Architects

If approved, this measure will fund the substantial reconstruction and replacement of the city swimming pool equipment facilities. The bonds will pay for:

- Demolition of the existing pool house;
- Improvements to the swimming pool main drain;
- Construction of a new pool house structure;
- Installation of mechanical, plumbing and electrical improvements;
- Construction of a modern swimming pool filtration system;
- Replacement of pool heating system and pool equipment; and
- Design and engineering costs and bond issuance costs.

The bonds would mature in twenty one (21) years or less from date of issuance. The overall tax rate for bonds is estimated to be approximately \$.44 per \$1,000 of assessed property value, or an estimated \$66 annually per \$150,000.00 of assessed valuation. Tax rates are estimates only.

THE COST: The cost to replace the pool house and mechanical systems is in line with typical public facilities of this type.

The pool house and mechanical systems cannot be compared to the cost of building your home:

- It is a different type of construction (commercial vs. residential)
- The construction uses different types of materials
- The project requires specialty architects, engineers, and contractors that residential and typical commercial construction does not require

Based on an average home with an assessed value of \$150,000, the bond cost will be approximately 44 cents per \$1,000 of assessed value or an estimated \$66 per year. This equals approximately \$5.50 per month or 18 cents per day.

PROJECT GOALS: The goals for the project are to:

- Maintain a safe place for people of all ages to swim safely while exercising or having fun;
- Protect the investment the community made in the pool reconstruction in 1992;
- Provide opportunities for people to learn to swim;
- Continue to develop programs and activities for a wide variety of people in the community.

The reconstruction will also upgrade the Carlton pool facility so that it is handicap accessible for all users and will keep the pool open for the next 75 years.



PROJECT SCOPE

If approved, this measure will fund substantial reconstruction and replacement of the City swimming pool house and swimming pool mechanical systems. The bonds will pay for:

- Demolition of the existing pool house;
- Improvements to the swimming pool main drain;
- Construction of a new pool house structure;
- Installation of mechanical, plumbing and electrical improvements;
- Construction of a modern swimming pool filtration system;
- Replacement of pool heating system and pool equipment; and
- Design and engineering costs and bond issuance costs.

A SPECIAL THANK YOU

The Carlton City Council appointed the below volunteers to a Pool House Project Citizens' Advisory Committee. The diverse group met with City Staff and the Project Architect multiple times, and they substantially tightened the costs and reduced the project's scope. They held an Open Forum Community Meeting to gather residents' feedback, and they identified multiple funding sources to ensure the project's completion.

Their work on this project is greatly appreciated.

Pat Swanick, Chairman	Ginger Williams, Vice-Chairman
Andy Eidien	Annette Madrid
Bob Graham	Brad Salter
Terry McIntyre	Suzanne McLaughlin
David C. Blanchard	Felix Madrid
Jake Rehlinger	Shirley Ward-Mullen
Joni Anderson	Lauri Lewis
Richard Aki	Lynn Peace-VanHorn
Marlene Tebo	Mike Larson
Roxanne Aki	Sara Meyer



6. Construction Photos

The old pool house



Demolition of the old pool house



Construction of the new pool house



The new pool house





Achievement in Community Engagement Award ACE Award

Application

Date: 5/31/2017

Name of Nomination Contact Person Scott Edelman, DLCD

Address 1011 SW Emkay Dr., STE 108

Phone 541-306-8530

Email scott.edelman@state.or.us

Name of Project Nominated Bend UGB Remand

Lead Organization and/or Name of Individual Nominated City of Bend

Project Location Bend, OR

Project Time Frame 2011 - 2016

In 2-5 pages, please provide the following information and attach it as part of this application.

1. **Project Description:** Please include a brief summary of the overall planning project.
2. **ACE Goals:** In detail, describe how your engagement efforts met each goal.
See Appendix B for more details on each goal and some examples of outstanding engagement strategies. For those nominating an individual choose only the goals that relate to the individual's contributions to the engagement efforts.
3. **Project Outcomes:** Briefly describe how the project engagement efforts created successful outcomes for the nominated planning project.
4. **Lessons Learned**:** If you are nominating yourself/organization, please provide a short description of the main lessons you learned from this process.

Contact References (2) At least one must be a community stakeholder in the nominated project.

Reference 1 – Name Paul Dewey, Central Oregon Landwatch

Address 50 SW Bond St., Ste. 4, Bend, OR, 97702

Phone 541-647-2930

Email Paul@colw.org

Reference 2 – Name Kirk Schueler

Address 409 NW Franklin Ave., Bend, OR, 97703

Phone 541-382-1662

Email Dale@brooksresources.com

Notes:

1. Project must have been completed by December 31st of the previous year.
2. Nomination applications must be limited to five (typed) pages, not including references.
3. Nominations should be submitted before 12:00am March 1st PST.
4. Nominations may be submitted by individuals and organization that are not directly involved in the land-use related project, or by a third party.
5. **Any recipient of the ACE Award will be asked to provide a "Lessons Learned" component to include with future materials in order to further improve our shared knowledge base.



ACE Award Nomination: City of Bend, UGB Remand 2011-2016

As the Central Region Representative for DLCD, it is my privilege to nominate the City of Bend for this year's ACE award for their extensive and innovative and public involvement in the UGB remand project. Included in this nomination are all of the individuals listed on the attached "Acknowledgements," including city staff, the consultant team, the project steering committee and the three advisory committees.

1. Project Description

In 2010, LCDC issued a partial remand of a UGB expansion of over 8,000 acres that had been approved by the City of Bend and Deschutes County. This project had been highly controversial and heavily driven by development interests and objections were filed by a large number of individuals and organizations, including DLCD. In 2014, Bend City Council approved a new approach to the UGB expansion with a resolution that included the goal to "engage, inform, and receive input from the public with techniques best suited for this project." The City Council backed up the resolution with a substantial budget to fund what is likely the most ambitious public involvement effort ever seen in Central Oregon planning.

The project was directed by a UGB Steering Committee composed of the full city council, two planning commissioners, and one Deschutes County Commissioner. Three technical advisory committees (TAC) were formed to review the work of staff and the consultant team and to provide recommendations to the Steering Committee; these were the Residential TAC, Employment TAC and Boundary TAC. In total, these three committees included 55 individuals, representing a broad cross section of the community, who participated in 41 meetings between August 2014 and March 2016. Having participated in nearly all of these meetings, I can say that they were not typical TAC meetings. Each meeting usually lasted around four hours and dedicated a significant amount of time to educating the TAC members to ensure they were fully equipped to review, process and make informed recommendations regarding the information they received.

With the contentious history of this project in mind, the Steering Committee instructed the TACs to try and reach consensus in their recommendations as much as possible. While there were several setbacks and hurdles along the way, ultimately this was achieved with near unanimous recommendations from the three committees followed by unanimous decisions by the Steering Committee, City Council and County Board of Commissioners to bring 2,380 acres of land into the UGB to meet the city's growth needs through 2028. Most significantly, only four objections were filed, three of which included statements of strong support for the overall project with very minor amendments recommended to the findings.

2. ACE Goals

Diversity and Equity

The city made an intentional effort to cast as broad of a net possible through the selection of TAC members. They conducted a well-advertised recruitment effort to get a substantial pool of applicants that would be able to fully commit to this time intensive endeavor. Applicants were selected based not

only on their understanding and interest in the UGB project but also with an eye to ensure broad representation from the community, both in regard to geographical location and affected residents. The result was committees formed of a rich blend of individuals, representing broad interests and concerns or, as staff describes it, “more than the usual suspects.” Unlike the previous UGB effort, in which public input was dominated by development interests, these committees included a diverse group of members such as Central Oregon LandWatch, the Environmental Center, the Bend-Lapine School District, the faith-based/non-profit community and advocates for affordable housing.

The city also aimed to achieve diversity and equity through public meetings and outreach effort. TAC meetings were held in two different locations, one in the east side of town and one in the west. Each meeting of the TACs and Steering Committee included opportunity for public input . . . and there was public input at all of the meetings I can remember. City staff also conducted dozens of mobile workshops and presentations in various locations around the community to inform and solicit input from as broad of a spectrum as possible. Understanding that not all interested residents would be able to commit the time to attending these meetings, the city established an impressive online set of resources that allowed anyone to access all of the documents, meeting minutes and online tools to get the information they need.

People Centered

The UGB Remand project was heavily driven by stakeholders, particularly through the advisory committees. One of the key components of the city’s work with these committees was education. As previously mentioned, a substantial amount of time was dedicated to educating and training the TAC members on planning principles and best practices, state land use laws, infrastructure challenges, infill development and many other topics related to the project. The result was 55 highly educated ambassadors equipped, not only to make informed recommendations, but also to represent and speak about the project to the public. As one city councilor expressed, at the end of the process she felt like she had just completed a masters course in urban planning.

While staff and consultants provided the necessary technical information and direction for the committees to consider, the resulting product was largely the creation of the advisory committees. One of the earliest exercises to kick off the development of alternative growth scenarios was a “chip game”. The members of the Steering Committee, advisory committees and participants from the public were divided into seven groups. TAC members were scattered throughout the groups so that all three TACs were represented in every one. Each group was given the same map and a number of chips (stickers), each representing a different use and acreage. These corresponded with the land need that had been previously identified through the project. While the resulting growth scenarios were all different, staff and the consultant team were able to identify powerful commonalities that provided an excellent foundation for the three scenarios (later expanded to six) that were moved forward for consideration by the Boundary TAC and, later, the Steering Committee.

This is just one example of the type of input for which city staff and consultants depended on input from the advisory committee and other public participants to direct this project. Each meeting included significant back-and-forth discussions both among committee members and between staff/consultants and the committee. Further, great amount of effort was put in by local planning staff working with the

TAC chairs and other committee members between meetings to make sure the work being produced was consistent with the direction being provided by these citizen volunteers.

Community Influence & Innovation

I'm combining these two goals because they went hand-in-hand so strongly through this project. The city committed major resources and staff time to ensure a meaningful, inclusive and informative public outreach process. At two key stages in the project, the MetroQuest public engagement tool was used to present alternative growth scenarios online to solicit public input. Through the use of this tool, residents were able to clearly see the different scenarios being proposed and make general and/or site specific comments directly into the program. This was the first time the city had ever used an online method for public input such as this.

Another online tool the city used was an online Measure 56 map. This map, advertised with the notices sent out citywide, included an interactive map of the proposed changes within the UGB as well as proposed expansion areas. Any user could click on an individual property and get a report of exactly how that property would be affected by the proposal. This proved to be an incredibly helpful tool for the current planning staff as well as Bend's citizens. Phone calls regarding individual properties were reduced significantly from the hundreds they received in the earlier UGB process.

Along with the UGB expansion areas, one of the key aspects of this project in which community influence and innovation was utilized was the development of "opportunity areas." These were areas within the existing UGB with strong potential for higher intensity redevelopment. The advisory committees conducted a similar exercise to the chip game, looking at each of these areas and determining where the greatest potential would be for each of the various types of uses. Significant emphasis was placed on potential for mixed-use, high density residential, bike and pedestrian, and transit oriented development. The input of the committees and other participating community members was critical in determining how these areas would develop in the planning period and was an aspect entirely missing from the previous UGB process.

While there are many other examples I could share regarding the significance of community influence in this planning process, for the sake of space, I will share just one more – the public hearings conducted by City Council. In order to ensure as many people could participate as possible, the council held two hearings, one in the afternoon and one in the evening. Over 100 people attended each hearing and, in total, 182 individuals participated with testimony (either at the hearing or at one of the TAC or Steering Committee meetings), roughly half in support of the proposed UGB expansion and half with concerns. The impressive thing, as an observer, was the attention council members paid to those who provided testimony. At the end of the public hearing, the mayor recapped each of the specific concerns raised and the council provided a response. It is something I have never seen done before, particularly in a meeting with so much public testimony.

Building Partnerships

Partnerships were key to the success of this project, particularly considering the contentiousness of the previous effort. As mentioned, the advisory committees intentionally included a diverse, broad membership with widely differing goals and concerns. This process was, by no means, without conflict and disagreement – there were multiple times when competing interests threatened to derail the chance for consensus. This is where personal time committed between meetings by city staff, the committee chairs and other TAC members was critical. Through this effort, very unusual alliances were formed as stakeholders began to see commonalities in their missions and/or compromises that could ultimately work toward the benefit of both interests.

The most notable of these was an agreement, referred to as the “transect,” between west side property owners/developers and Central Oregon LandWatch. As mentioned above, LandWatch was one of the primary objectors and had been very vocal in its opposition to the initial UGB proposal. Among the main concerns expressed by LandWatch were potential for catastrophic fire hazard with housing so close to the Deschutes National Forest and the lack of affordable housing opportunities with west side development. Understanding that the UGB process could be threatened or delayed without a compromise, the west side property owners/developers and LandWatch came to an agreement that would allow building on the west side but concentrate development away from the highest areas of fire hazard and limit the number of homes. Paul Dewey (LandWatch) and Kirk Schueler (Brooks Resources) are the two references I chose to list for this nomination as they represent both sides of this partnership that really set the stage for the successful outcome. One of the great culminating moments of this entire process was when LandWatch and Brooks Resources provided testimony at the public hearing before the city council, both expressing support for the proposed UGB expansion.

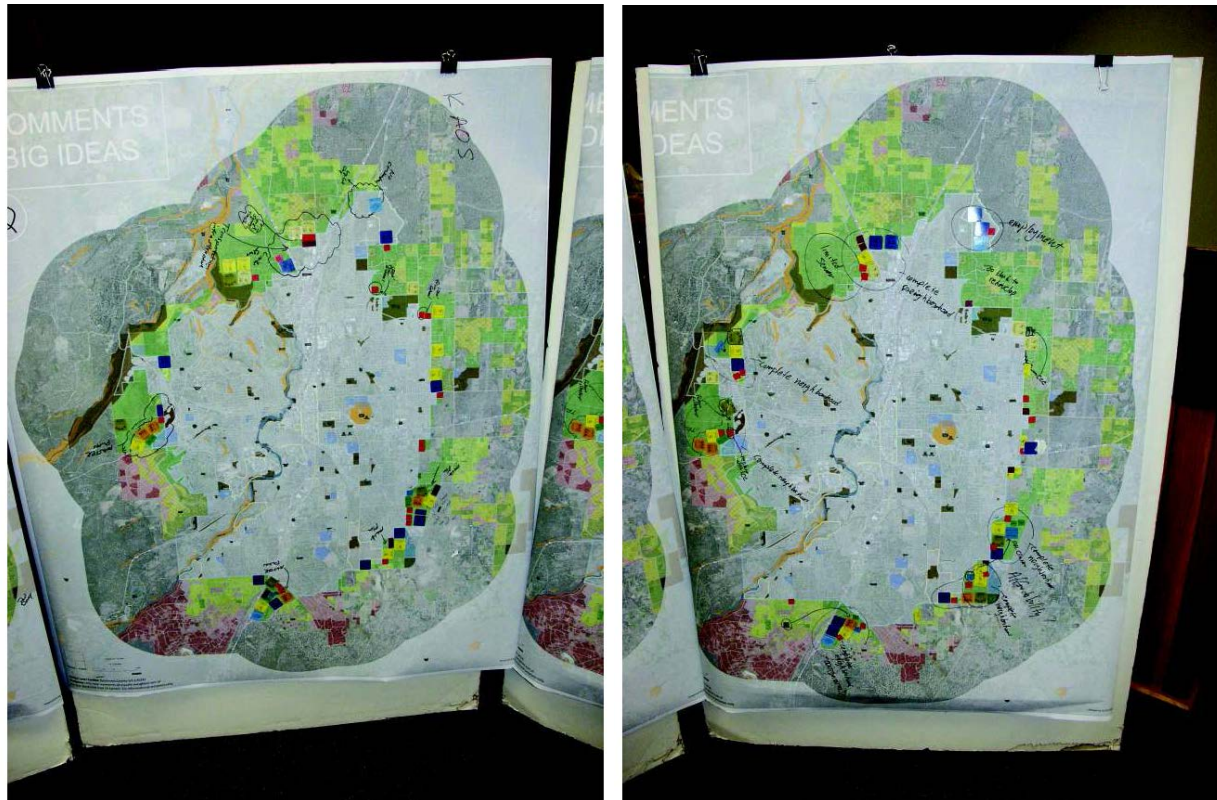
Another example of a partnership that formed as a result of Bend’s community engagement process was between affordable housing advocates and owners of property on the fringe of being considered for UGB inclusion. Affordable housing was one of the predominant concerns raised throughout the UGB process and, as the scenarios were developed, many TAC members felt there still was not enough being done to ensure affordability. In the end, the city adopted policies related to affordable housing that justified bringing these properties into the UGB with specified amounts of future development being dedicated to affordable housing.

3. Project Outcomes

It is hard to think of a project where community engagement played such a critical role in a successful outcome. At every level of this process, whether in one of the TACs or Steering Committee, there were challenges and difficult issues to work through. Many participants had to come to grips with the fact that Bend is changing and the task was to determine how to guide those changes for the long term benefit of the community. From historical experience, the UGB expansion that was not appealed is something that nobody thought was possible before this project started. This project could not have been accomplished without:

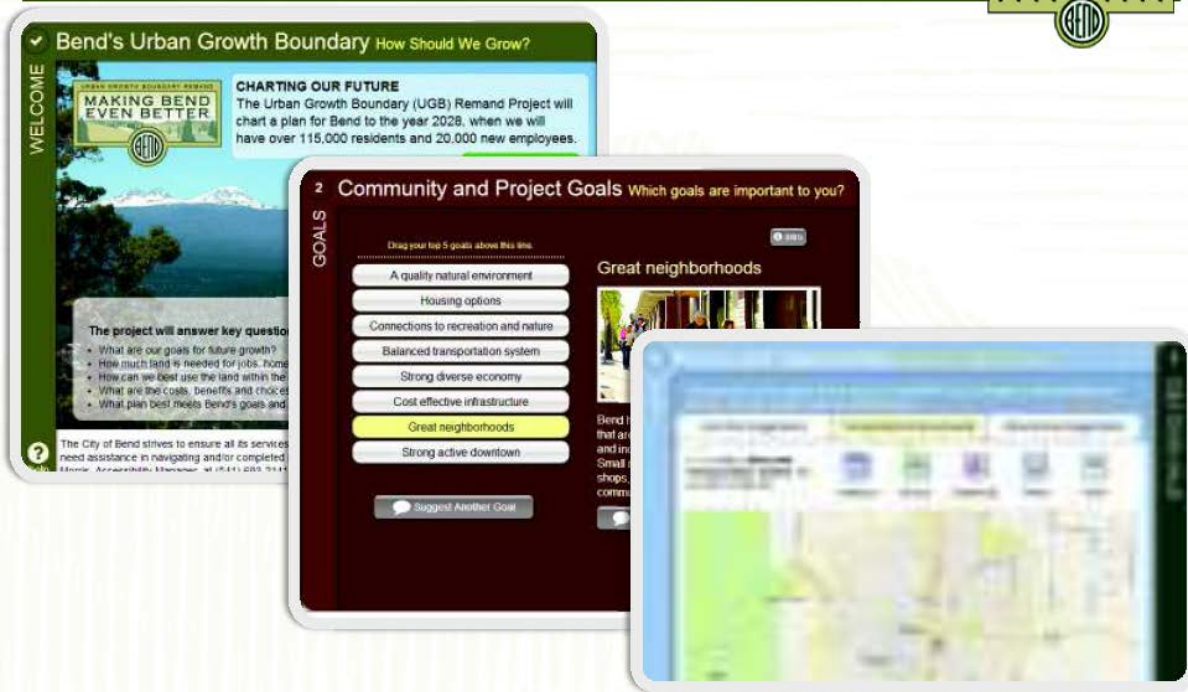
- A City Council willing to dedicate the necessary resources to support a multi-faceted, broad reaching community engagement effort
- A Steering Committee that insisted that the TACs work toward consensus and were willing to take the additional time to ensure they had the ability to do so
- A planning staff that held everything together through many challenges, providing support to the TACs and ensuring the most open communication among all parties
- A top notch consultant team that fully understood and embraced the goals of the city and provided outstanding education and materials for the advisory committees
- Dedicated TAC members who were 100% dedicated to a successful project
- A public involvement strategy that provided the tools and information necessary for all interested citizens to be informed as well as numerous opportunities to provide direct input.

This has been described by one planning staff member as an “all hands on board” effort and that is certainly what it felt like. I have never witnessed such a dedicated effort by such a large number of people. It is an honor to have been a part of it and to nominate the City of Bend for this award.



Example maps from the “chip game”

Interactive Online Feedback Opportunity



01686

Screen shots from Metroquest online public information and feedback tool



Boundary TAC

ACKNOWLEDGEMENTS

City of Bend

Growth Management Department

Nick Arnis
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Consultant Team

Urbanization Report

Joe Dills, Angelo Planning Group
Mary Dorman, Angelo Planning Group
Becky Hewitt, Angelo Planning Group
Andrew Parish, Angelo Planning Group
Bob Parker, ECONorthwest

Supporting Technical Analyses

DKS Associates
Fregonese Associates
Murray Smith Associates

UGB Steering Committee

Tammy Baney, Deschutes County Commissioner
Jodie Barram, Mayor Pro Tem
Victor Chudowski, Bend City Councilor / Steering Committee Chair
Jim Clinton, Mayor
Mark Capell, Bend City Councillor
Doug Knight, Bend City Councilor
Scott Ramsay, Bend City Councillor
Sally Russell, Bend City Councillor
Bill Wagner, Bend Planning Commissioner / Steering Committee Vice-Chair

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Residential Lands Technical Advisory Committee

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David Ford	Gary Everett
Stuart Hicks	Don Senecal
Andy High	Sidney Snyder
Allen Johnson	Kirk Schueler
Thomas Kemper**	Stacey Stemach
Katrina Langenderfer	Mike Tiller, Bend-La Pine
Lynne McConnell	Schools
Michael O'Neil	

Laura Fritz, Bend Planning
Commission (PC)
Steve Jorgensen, Bend Park
& Recreation District
(BPRD)*
Gordon Howard, Oregon
Department of Land
Conservation and
Development (DLCD)*

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Dale Van Valkenburg
Ruth Williamson

Thomas Kemper**
Wesley Price**
Rockland Dunn, PC
Scott Edelman, DLCD*
Jim Bryant, Oregon Dept. of
Transportation*
Nick Lelack, Deschutes
County*

*Denotes Ex-Officio, non-voting members

** Member of Residential / Employment TAC in Phase 1, participating in Boundary TAC in Phase 2



Achievement in Community Engagement Award ACE Award

Application

Date: 5/31/2017

Name of Nomination Contact Person: Carolyn Burke

Address: 1820 Roosevelt Blvd, Eugene OR 97402

Phone: 541-682-4914

Email: carolyn.j.burke@ci.eugene.or.us

Name of Project Nominated:

Utilizing Partnerships to Engage Eugene's Latino/a Communities and Increase Access to City Services

Lead Organization and/or Name of Individual Nominated: City of Eugene

Project Location: Eugene, OR

Project Time Frame: 2015-2016

In 2-5 pages, please provide the following information and attach it as part of this application.

1. **Project Description:** Please include a brief summary of the overall planning project.
2. **ACE Goals:** In detail, describe how your engagement efforts met each goal.
See Appendix B for more details on each goal and some examples of outstanding engagement strategies. For those nominating an individual choose only the goals that relate to the individual's contributions to the engagement efforts.
3. **Project Outcomes:** Briefly describe how the project engagement efforts created successful outcomes for the nominated planning project.
4. **Lessons Learned**:** If you are nominating yourself/organization, please provide a short description of the main lessons you learned from this process.

Contact References (2) At least one must be a community stakeholder in the nominated project.

Reference 1 –Gerardo Sandoval

Address 119 Hendricks Hall, 1209 University of Oregon, Eugene, OR 97403-1209

Phone 541-346-8432

Email gsando@uoregon.edu

Reference 2 –Paulina Romo Villaseñor

Address 221 B Street, Springfield, OR

Phone 541-686-8483

Email paulina@downtownlanguages.org

Notes:

1. Project must have been completed by December 31st of the previous year.
2. Nomination applications must be limited to five (typed) pages, not including references.
3. Nominations should be submitted before 12:00am March 1st PST.
4. Nominations may be submitted by individuals and organization that are not directly involved in the land-use related project, or by a third party.
5. **Any recipient of the ACE Award will be asked to provide a "Lessons Learned" component to include with future materials in order to further improve our shared knowledge base.

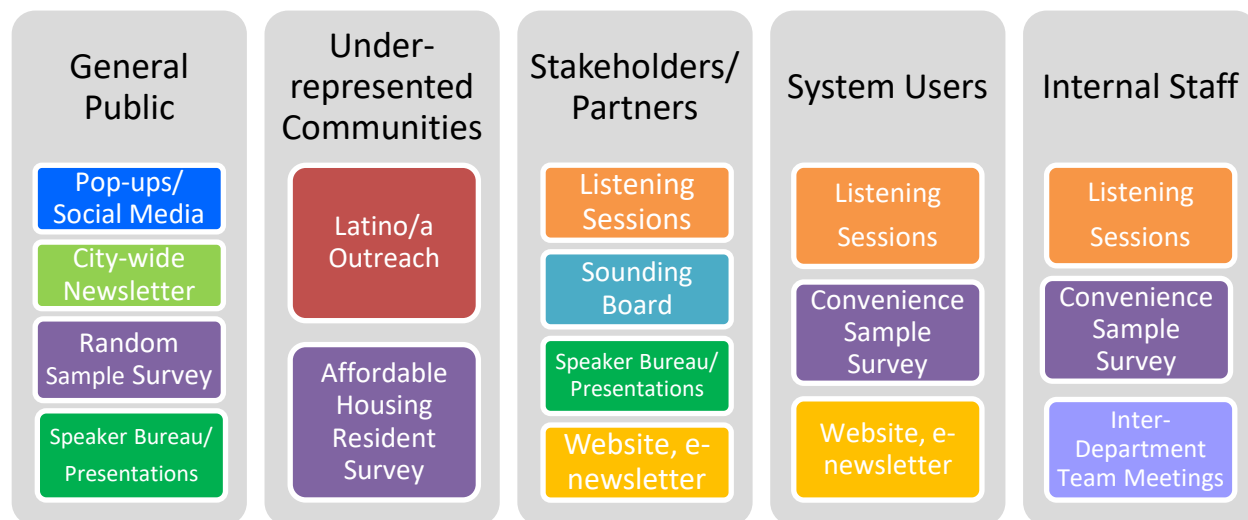


Utilizing Partnerships to Engage Eugene’s Latino/a Communities and Increase Access to City Services

The focus of this “Achievement in Community Engagement” (ACE) Award nomination is on the City of Eugene’s efforts to connect with and better serve Eugene’s growing and often marginalized Latino/a communities. These efforts were focused around planning for Parks and Recreation facilities and services, but the lessons learned have provided the City as a whole with significant insight into how to successfully gather input and create more accessible services for these communities.

PROJECT CONTEXT AND OVERVIEW

In early 2015, the City of Eugene embarked on a community engagement effort that would result in a 30-year vision and a 10-year implementation plan for Parks and Recreation in Eugene. Since that time, over 10,000 community members have provided input into this effort, and a community-supported plan is expected to be adopted in the fall of 2017 by the Eugene City Council. Given that the 4,500 acres of parkland in Eugene is truly “public land”, owned by and accessible to the entire community, it was imperative from the start to engage the public in an intentional and thorough manner. Because one size does not fit all when it comes to community engagement, different methods were targeted to specific segments of the community as identified below.



The outreach and engagement activities focused on the Latino/a communities that were associated with this planning effort, and are the focus of this award nomination, were conducted in two phases in 2015 and 2016. The need to focus on our Latino/a communities was emphasized by research conducted in 2012 by Professor Gerardo Sandoval and Roanel Herrera as part of Livability Lane’s “Latino Public Participation and Community Indicators Project”. This research indicated that many Latino/a’s in Lane County experience barriers to their usage and enjoyment of area parks and public spaces. The Parks and Recreation System Planning effort offered an excellent opportunity to dig deeper into these findings to understand and minimize, or overcome, those barriers.

PROJECT DESCRIPTION

The Latino/a Communities Outreach project was conducted in two distinct phases:

- Phase One consisted of on-the-ground engagement with over 350 individuals at Latino/a-oriented events, programs and businesses. The resulting report offered eleven recommendations for how to make local parks and recreation facilities more culturally inclusive and welcoming.

- Phase Two consisted of family interviews, totaling 35 individuals, organized with the help of local non-profit groups. The resulting findings provide in-depth information to Parks and Recreation staff that are needed to successfully implement recommendations from Phase One.

Phase One:

Phase One of the project was coordinated by the City of Eugene's Office of Human Rights and Neighborhood Involvement (HRNI), who partnered with the City's Parks and Open Space Division, Recreation Services Division, students from the University of Oregon's Public Participation in Diverse Communities class, Professor Gerardo Sandoval from the University of Oregon Latino Civic Participation Project, and Urban Planner, James Rojas. The engagement activity was designed by James Rojas, Professor Sandoval and City HRNI staff and implemented by Professor Sandoval, his students and City staff. The activity consisted of interactive model building that helped participants think about how parks and recreation are, and can be, a part of their lives, and to tell stories about their experiences and preferences. This informal method was fun and accessible to all community members, including people with no planning or land use experience, children and mono-lingual Spanish speakers.



In May of 2015, different engagement opportunities were offered at existing Latino/a-focused events, programs and businesses that offered a known and welcoming environment that felt safe and encouraged participation. Food and childcare or child participation were offered at all opportunities and partnering non-profits were compensated for their outreach assistance. Five opportunities were held at:

- Latino Family Fun Night at Petersen Barn Community Center
- Festival Latino, sponsored by Huerto de la Familia
- Plaza Latina Supermarket
- Ganas afterschool program at Kelly Middle School
- Pilas! Latino Family Literacy Program, run by Downtown Languages

Phase One also included an in-house training of 50 City staff from many Departments (including a few from other local government agencies and utility boards), conducted by Professor Sandoval and James Rojas, to build capacity for these and future outreach efforts. City staff then participated in all of the engagement opportunities to get hands-on experience and to meet and hear directly from community members. A plain-clothed officer from the Eugene Police Department also participated in the outreach activities. This was especially valuable for building increased trust within these communities.

Following the events, data and information was organized into different themes. A set of eleven recommendations emerged in two distinct categories:

- Creating an Atmosphere of Cultural Inclusion
- The Importance of Informality

The complete report of Phase One findings is included as Attachment A. A summary of the recommendations was produced into two posters, Attachment B. These posters were the focus of an open house, to which leaders from our Latino/a communities were invited, to discuss and confirm the findings. The posters were also translated into Spanish and are posted on the bi-lingual page of the project website, <https://www.eugene-or.gov/2965/Informacion-en-Espanol>.

Phase Two:

Parks and Recreation staff met with the outreach team to discuss the findings and recommendations of the Phase One report on several occasions. A list of follow-up questions were generated that staff felt were needed to understand how to implement the recommendations appropriately. A staff lead for each recommendation was also identified. With this information, staff from the Office of Human Rights and Neighborhood Involvement designed a second phase of outreach.

Outreach activities for Phase Two included information from in-depth family interviews with over 35 Latino/a community members, mostly those who participate in the Pilas language education program through Downtown Languages (DTL).

DTL was instrumental in this 2nd phase of outreach and the partnership formed between the City and DTL was mutually beneficial. In discussions before and after the interview process, Downtown Language staff agreed that this was a good opportunity for their program participants to have the ability to interact with the City and participate civically to share their opinions on a very relevant topic. Many Pilas participants have young children, lower incomes and tend to be more mono-lingual, which is representative of the majority of our Latino/a communities. This demographic is likely to heavily use public parks and are also more likely to face significant barriers in accessing government services and providing input into government processes. DTL helps their participants gain access to City/government services, in addition to teaching English courses. The City of Eugene was able to provide Downtown Languages monetary support for outreach assistance - for their time and assistance recruiting participants, coordinating interview times and providing a trusted, familiar space for the interviews. A team of bilingual, bicultural staff conducted the interviews.

As an incentive for interview participants, the City offered a \$50 dollar grocery card and a family punch card pass to City pools. Interviewees were very appreciative. The incentives helped to build relationships and trust between City staff, DTL and the families they serve. The City provided copies of the report to Downtown Languages to share the project outcomes with their program participants. The complete report of Phase Two findings and recommendations is included as Attachment C.

Project Costs:

The estimated total cost of both project phases was \$35,650, not including City of Eugene staff time. However, only \$8,150 in cash outlay was required due to resource leveraging through partnerships and in-kind contributions. A majority of the expenditure was for consultant fees, participant incentives and stipends to Downtown Languages and other non-profits who serve our Latino/a communities for their

outreach support. The project budget and timeline proposals for each phase of work are included as Attachment D.

ACE GOALS

Diversity and Equity:

Embedded within a broader community engagement program, the goal of this specific work was to connect with and better serve Eugene's growing and often marginalized Latino/a communities. This was an especially important population to reach out to, given earlier research that indicated many Latino/a community members in Lane County experience barriers to their usage and enjoyment of area parks and public spaces.

People Centered:

Through this project, City staff were trained and then provided the opportunity to meet face to face with community members, increasing their cultural learning and building relationships. Over 385 community members engaged in this outreach effort, including families and children of all ages. The entire focus of the engagement activity was on informal dialogue and participation through play, acknowledging and respecting everyone's expertise and opinion on the topic at hand.

Community Influence:

This project gave a voice to marginalized communities who often have little access and ability to influence government. Through intentional engagement and authentic dialogue, actionable recommendations are already being put into practice. Recommendations already in process of implementation include:

- Increased Spanish bilingual website information, park signage, and a parks and recreation system map
- Projects planned that accommodate informal family gatherings, such as picnic areas, barbecue grills and soccer facilities
- Consideration of alternate/revised park facility reservation system
- Consideration of a park named for a significant local Latina leader
- Programming to create more festive and communal park environments
- Addressing safety concerns in parks

Additionally, a cross-departmental conversation has begun that includes support for increased resources to provide centralized Spanish speaking resources such as a City-wide Facebook page and a centralized phone number where people can receive basic service assistance.

Innovation:

The focus on broad partnerships, working with organizations that hold common goals and missions, and leveraging resources and funds for mutually beneficial outcomes was one of the more innovative and successful aspects of this project. The capacity building elements across the entire City organization was also especially useful and will pay dividends in the future. The processes and recommendations contained in the reports for both phases of work are applicable across the entire City organization as well as partner agencies and could be useful and replicated in other communities. Copies of the report have thus far, been distributed to the City of Eugene Human Rights Commission, co-workers in the City's

office of Sustainability, Lane County Parks, the UO Center for Latino/a and Latin American Studies, peers at the Mt. Pisgah Arboretum and it has been used for Downtown public space planning.

Build Partnerships:

This project was built on partnerships which can continue to benefit the residents of Eugene by maintaining and improving upon the relationships that have formed. The partnerships that were leveraged include:

- Inter-departmental relationships within the City of Eugene- Three City departments came together to sponsor this work and develop a common language and approach: the Office of Human Rights and Neighborhood Involvement in the City Manager's Office; Public Works with the Parks and Open Space Division; Library, Recreation and Cultural Services with the Recreation Services Division.
- City of Eugene and University of Oregon- Providing applied opportunities for research and learning while producing unique and high-quality recommendations for improved service delivery.
- City of Eugene and Downtown Languages and other non-profits- Mutually beneficial service delivery goals were achieved while financial support was provided for valued services.
- City of Eugene and individuals within the Latino/a communities- Through respectful and informal interactions, a foundation of trust has been built with local government. Continued efforts to implement project recommendations and sustain relationships can increase this trust over time.

PROJECT OUTCOMES

The intended outcome was a series of recommendations that will improve access to local parks and recreation facilities for local Latino/a communities. As stated above under the goal of *Community Influence*, many of these recommendations are already being implemented. Beyond the reports and recommendations for this specific project, relationships and partnerships have been deepened, and the City organization as a whole has a new approach and vocabulary around how to engage in more successful and meaningful outreach with these communities.

LESSONS LEARNED

Working with partners in the community, valuable research, experience and relationships were gained that benefitted all parties. Some lessons learned from these partnerships include:

- It is particularly important to look for mission overlap with the local non-profit groups. Also, by compensating non-profits for their services, they were not overly taxed by the partnership.
- Providing incentives for program participants (pool passes and grocery certificates) helped participants feel that their contributions were valued and increased trust.
- Lots of time for planning between partners is needed.
- Costs can be kept fairly low with proper planning and the right partners.
- Involve many staff, from all corners of the organization, in your effort. It will build capacity and cultural understanding for the future.

Encouraging Spaces for Latino Community Participation: Creating Welcoming and Inclusive Parks and Community Centers in Eugene, Oregon

Author Dr. Dan Platt

Introduction: Project Overview

In the spring of 2015, the City of Eugene initiated a public engagement effort—consisting of a series of community workshops and outreach events held in May—oriented toward the city’s Latino community. This outreach effort was organized and led by a team that included the City of Eugene’s Office of Human Rights & Neighborhood Involvement, coordinated by Lorna Flormoe, employees from the City of Eugene’s Parks and Open Space and Recreation Departments, students from the University of Oregon’s “Public Participation in Diverse Communities” class,¹ Prof. Gerardo Sandoval from the Latino Civic Participation Project (sponsored by the University of Oregon Center for Latino/a & Latin American Studies), and James Rojas, a trained city planner and public engagement specialist. Together, this outreach team interacted with more than 350 people about what they like about the city’s parks and community centers and what they would change. The goal of these workshops and outreach

¹ This course was offered through the Department of Planning, Public Policy and Management, and the students who enrolled were a mix of graduate students and advanced undergraduates from multiple academic disciplines. The class focused on strategies and tools for encouraging public participation in underserved and underrepresented communities. Before participating in the outreach events, students examined key theories of public participation, systemic barriers that impede public participation and prevent marginalized groups from participating in decision-making processes, as well as theories and strategies for building community engagement, such as facilitating community storytelling and creating opportunities for placemaking. Students conducted original research on the history of parks planning in Eugene, best practices for improving parks access among marginalized communities, and on the unique needs and assets of the local Latino community. Finally, students coordinated a panel discussion with key Latino/a leaders and activists in Eugene, including Jim Garcia, Lane Community College Chicano/ Latino Student Program Coordinator; Guadalupe Quinn, Immigrants Rights Activist; David Saez, Executive Director of Centro Latino Americano; and Patricia Toledo, anti-racial profiling Committee, League of United Latin American Citizens of Lane County. Students’ work in the course provided important context for the planning and execution of the workshops and outreach events, and served as a foundation for their analysis of the responses they received from community members. The course was taught by Dr. Dan Platt.

events was to produce a needs assessment and recommendations as to how the City of Eugene might make parks and community centers more welcoming and inclusive for the Latino community. Project findings will be incorporated in the 2015 update of Eugene Parks and Recreation Systems Plan (PRSP). The project also included a training for City staff—which was facilitated by Prof. Sandoval and James Rojas in May 2015—aimed at building in-house capacity for future outreach efforts to the Latino community and other under-represented communities in Eugene.

Increasing outreach to the Latino community and making parks and community centers more welcoming to underserved populations is an important part of the mission of Eugene's Parks and Recreation Departments. Among the thirteen key goals from the "Parks, Recreation and Open Space Comprehensive Plan" developed between 2002 and 2006 were to:

- Identify underserved populations and provide outreach to engage diverse community members;
- Distribute parks open space and recreation services equitably throughout the community;
- Promote human understanding and a sense of community through cultural opportunities

The work of achieving these goals is both essential and ongoing. Community research was conducted by Prof. Sandoval and Roanel Herrera in 2012 as part of Livability Lane's "Latino Public Participation and Community Indicators Project", funded by the US Housing and Urban Development Department. This research indicates that there is still much work to be done to make Eugene's parks and public spaces inclusive to the Latino community. Sandoval and Herrera's report states that Latinos in Lane County "may have a particular concern about access to public spaces" "and that "Latinos often experience discrimination from white residents when they visit parks or other public spaces" (7). The urgency and importance of creating parks and public spaces that are accessible and welcoming to Latinos is also underscored by the recent

demographic history of Lane County. According to the 2010 U.S. Census Bureau, Lane County's Latino population increased 79.9 percent between 2000 and 2010; currently, there are roughly 26,167 Latinos representing about 7.4 percent of Lane County's population (Sandoval & Herrera 1).² Ultimately, our outreach efforts suggest that, while there is much work still to be done to engage Latinos in decision-making about parks and public spaces, encouraging public participation from the Latino community is vital to realizing the mission of Eugene's Parks and Recreation Departments.

Description of the Public Engagement Process

During the month of May 2015, students and staff conducted five different public engagement events: at the monthly "Latino Family Fun Night" in Bethel, at the annual "Festival Latino" in Springfield (sponsored by Huerto de la Familia), at the entrance to Plaza Latina Supermarket on a busy Saturday afternoon, at Ganas, an afterschool program for Latino Kelly Middle School students, and at Pilas!, a Latino family literacy program run by the nonprofit organization Downtown Languages. Instead of hosting the events in city administrative buildings, which may feel unfamiliar or unwelcoming to participants, we chose venues that we believed would feel safe and inviting to the Latino community, such as Latino-owned businesses and schools that host programs for Latino youth and their families. Our workshops and outreach events used a public participation model developed by artist and urban planner James Rojas. Mr. Rojas describes his method as one "that uses model-building workshops and on-site interactive models to help engage the public in the planning and design process." The goal of the method is to "translate conceptual planning ideas into physical forms, and learn about the value of planning and design in shaping how we live" (placeit.org). In practice, this "participation through play"

² For a more detailed demographic analysis of Lane County's Latino Community, see Sandoval and Herrera's "Latino Public Participation and Community Indicators Project: Developing a Bottom-Up Understanding of Inclusion and Livability in Lane County, Oregon" (2012).

method inspires participants to think about the places where they live, work, and play, and how those spaces affect their daily lives. The method also encourages participants to tell stories about their lived experience of city parks and public spaces. Unlike other methods, such as community surveys, which produce a limited set of possible responses, this open-ended, informal approach is likely to generate more surprising—and, perhaps, more honest—community feedback.

Moreover, because the engagement strategies don't rely on representative maps or on the specialized language of city planning, Rojas's method invites all community members to share their ideas and experiences, including children.

At the smaller community outreach workshops—at the Ganas and Pilas! Programs, and at Latino Family Fun Night in Bethel—we asked participants to design their ideal park or community center using construction paper and a collection of repurposed, colorful objects—things like pipe cleaners, plastic animals, and little toy houses.



At the larger and more open outreach events—at Festival Latino and at Plaza Latina—we presented passersby with a table-length model of a park and community center and encouraged them to use the objects spread out across the model to illustrate their vision for the city’s parks and community centers. In both settings, the outreach team engaged community members with a conversational approach and with open-ended questions (as opposed to the closed-ended questions common in survey methods of public outreach). Some examples of questions we used to initiate conversation were: “What’s your favorite park in Eugene, and what do you like about it?” Or, “What would you change about the city’s parks if you could?” Students kept track of each person we spoke to, and wrote down each of their responses and recommendations as close to word-for-word as possible on a giant notepad. Because this event was designed as an informal survey of the Latino community, we didn’t track participants’ ages, genders, or ethnicities. However, the vast majority of people we spoke to were Latinos. Participants constituted a range of ages. After the workshops, we collated all the responses, organized them into different categories, and made note of when participants offered similar comments or suggestions.

After collating our data and debriefing the results of our outreach, we identified two key ways that Eugene’s parks could grow and adapt to become more welcoming to Latinos. First, many of the participants in the workshops expressed a desire for parks that feel culturally inclusive, and where their desired uses for park space—for example, as a place to host large family gatherings—are actively encouraged through park design and management, rather than tacitly discouraged. Second, many Latinos would prefer more “informal” structures for managing park use. By allowing greater flexibility in park rules and regulations, the city can encourage imaginative and communal uses of parks that might otherwise be seen as unwelcome violations of the “officially sanctioned” park usage. Below is a more detailed description of these

two recommendation sets, along with some more specific and tangible suggestions for incorporating these ideas into the updated Parks and Recreation Systems Plan.

Recommendation Set One: Creating an Atmosphere of Cultural Inclusion

One of the most consistent and persuasive messages we received from participants in our workshops was that a sense of cultural recognition and inclusion is vital to creating positive experiences in parks and public spaces among Latinos. A culturally-inclusive community is one that helps to create:

- **A Sense of Belonging:** The sense that the entire community recognizes and welcomes one's culture.
- **Cultural Visibility:** The feeling that one's culture—including language, music, and food, but also stories and experiences—can be expressed publicly, without fear or discomfort.
- **Cultural Empowerment:** Building opportunities for public participation, and working to ensure that the culture's needs are addressed in the community.

Unfortunately, Eugene's parks and public spaces still sometimes feel unwelcoming to many Latinos. Some participants in our workshops noted that there are few visible signs of Latinos' history and culture in the city. Others described a sense of discomfort in parks and public space. Many of the conversations that the outreach team had during the public participation workshops confirmed the idea that the city could do more through its parks and recreation services to create a welcoming, inclusive environment for Latinos. In some cases, workshop participants were explicit about their desire for greater representation of Latinos in Eugene's cultural landscapes. For example, one participant suggested that she'd like to see a mural representing Latino history or culture in one of the city's parks. Responses like these suggest that some Latinos in Eugene perceive, on a conscious level, that their culture is not adequately represented or welcomed in the city parks, and feel strongly that they deserve greater representation. Other participants spoke to

the issue by discussing a general feeling of racial tension, or an atmosphere of discrimination in parks. When asked about her ideal park, one woman suggested a place where “people don’t look at me like I’m weird.” Parks and public spaces that don’t seem to be welcoming to one’s culture can contribute to a feeling of what Gerardo Sandoval and Marta Maria Maldonado refer to as “hyper-visibility,” “a sense of ‘standing out’” in public spaces (13).

In parks and community centers in particular, that feeling of hyper-visibility is heightened when one uses the space in ways that don't seem to be culturally sanctioned. Based on participants’ responses in our workshops and outreach events, many Latinos in Eugene want to use parks in ways that don’t seem to fit with the dominant cultural values embodied in the place, or which aren’t supported or encouraged by the parks’ design. This is consistent with what other studies of differing cultural perceptions of parks have concluded. For example, a study of Los Angeles parks found that Latinos were among the most frequent visitors of parks, but also that Latinos used parks differently: “Latinos at parks were involved in sociable activities including parties, picnics, and celebrations” while Anglos used parks primarily for “mobile, solitary activities such as jogging, walking, bicycling, or dog walking” (Mendez 37). In city parks where the solitary pursuit of leisure and exercise seem to be the normative ideals, attempts to use the space for communal celebration will be marked as hyper-visible.

One way to alleviate those feelings of discomfort and hyper-visibility is by making city parks places for positive cultural representation of marginalized or underrepresented groups. One suggestion for fostering a sense of cultural belonging and inclusion would be to name a park or community center for someone with cultural significance to local Latinos. As one young participant observed during the Ganas Program Workshop: “If you really want to build more inclusive parks for Latinos, name one after a Latino leader.” There is local precedent for the city

to rename a public space to highlight the importance and presence of the Latino community in Eugene: The Cesar Chavez Elementary School has now been in existence for eleven years, spurred by a similar suggestion from a previous Ganas student. Parks could also be places for public art—such as murals, mosaic walkways, or sculpture—that represents the Latino/a presence in Eugene. Eugene’s parks and community centers could also be places to facilitate cross-cultural education. For example, parks could incorporate educational and interpretive signage that speaks to the history and culture of communities of color in the City of Eugene. Another suggestion that emerged from our workshops was to use community centers to host classes and meetings that encourage cross-cultural exchange, like salsa dancing lessons or conversation groups for people who would like to learn a second language. Finally, many people spoke to the importance of Spanish bilingual signage and resources as first, essential steps toward creating a welcoming environment for Latinos.

One other important way that Eugene’s parks and community centers can become more culturally inclusive is by facilitating gathering places for Latino families, particularly those with young children. There is a significant population of young Latinos in Eugene. According to the 2010 census, 37% of Latinos were under the age of 18, compared to 18% of non-Latinos. Many of the people who participated in our workshops and outreach events spoke of the need for parks where they can recreate with the entire family. Many participants mentioned Petersen Barn park as their favorite park because it offers activities for children throughout the summer. Other parks that were cited as exemplary by multiple participants were Maurie Jacobs Park, Emerald Park, Armitage County Park, and Orchard Point County Park. Indeed, the Lane County Parks system seems to be a model for inclusive design, with bilingual signage that creates a welcoming

environment, portable soccer goals that encourage informal “pick-up” games, and barbecue grills and picnic areas to accommodate larger gatherings.³



However, to find parks and community centers that have these amenities and meet the community’s needs, some families have to travel beyond walking distance from their homes. In order to support inclusion for Latinos, we recommend new investment in park infrastructure that will welcome family gatherings. It’s particularly important that the city’s update of the Parks and Recreation Systems Plan reaches beyond the “nuclear” family of 4-6 people with amenities that can meet the needs of *extended* families (of 10 to 20 people). This would mean including things like picnic shelters that would invite larger gatherings, barbecue grills, accessible bathrooms, and water fountains. It would also include play structures to engage kids of all ages: playground

³ During the analysis and recommendations stage of this project, Lorna Flormoe spoke with the Lane County Planner, Dave Stockdale, who agreed to serve as a resource for the city’s efforts to create inclusive parks. We recommend that the city consult with him as the PRSP moves forward.

structures, “spray-and-play,” interactive public art, and comfortable places for parents to watch over their children.

Recommendation Set Two: Shifting to More “Informal” Park Regulation

For many people, the word “informal” means “jeans and a t-shirt.” But informality can also mean relaxing official rules and regulations. Rethinking—and relaxing—park regulations can make parks more accessible and inclusive. Informal parks can help build a sense of community empowerment and create opportunities for imaginative use of public space. Some examples of “informal” parks:

- **Regulations:** Ceding control over things like party permits to members of the community can lead to more spontaneous communal events.
- **Sports:** Some organizers, like the “United Nations” soccer club recently featured in *Eugene Weekly*, are helping people play sports without paying to join a league.
- **Vendors:** Cities like Medford have eased permitting requirements for street vendors or created special “vendor zones” in parks.

For many workshop participants, park rules and regulations were a source of uncertainty and anxiety. People had questions about how to reserve park facilities and what kinds of activities are permitted. When asked about Eugene’s community centers, many participants were unaware of their location or unsure about what they could be used for. Feelings of uncertainty about what activities are “sanctioned” in parks and community centers make them less inviting to potential visitors, and conflicts around park rules and regulations contribute to a sense of not feeling welcomed. For example, one workshop participant described an experience of being asked about the status of his facilities reservation while holding a family birthday party at a park pavilion.

We believe that the Parks and Recreation Departments could safely relax regulations and permits as a way to make public spaces more accessible and inviting to Latinos. For example, the city could make it easier to use picnic pavilions and community centers for family parties and

celebrations. In addition, the Parks and Recreation Departments could help to increase Latinos' access to parks by actively educating the community about existing parks and community centers and by ensuring that existing regulations are easily accessible to all community members in both Spanish and English. By relaxing regulations, parks can also facilitate informal communal events, such as “pick up” soccer, or for public performances of music, dancing, and theater. One participant in the Festival Latino Workshop remarked: “I used to play with a Latino team in a soccer league, but that just got too expensive.” These sorts of informal opportunities for people to play and socialize together can help to eliminate barriers—like league fees—that might prevent community members from enjoying the benefits of recreational spaces. In contrast to the dominant view, in which parks are primarily for solitary exercise and quiet appreciation of nature, many Latino participants saw parks as places for communal celebration and socialization. One workshop participant described the presence of food trucks in her ideal park, a vision that fits with the perception of parks as places of social gathering rather than the individual pursuit of exercise or solitude. The city could help to create more festive and communal park environments—environments that may be more welcoming to Latino park users—by making it easier for such vendors to operate.

While many people we spoke to in our outreach efforts mentioned the potential benefits of loosening of regulations, some workshop participants also emphasized the importance of safety and security in creating a welcoming park. Some people said there should be more public safety officers in parks and public spaces. Several workshop participants said they would feel more comfortable using parks at night if they were more well-lit. Others expressed a desire for more enforcement of nuisance regulations, such as prohibitions on smoking and unleashed dogs. Any conversation about revisions to park regulations should build from a bedrock goal of

ensuring the safety and wellbeing of *all* park visitors. However, creating more informal regulatory structures shouldn't require Eugene's parks to sacrifice safety; instead, the goals of safety and accessibility can reinforce one another. Issues of safety and security should always involve community participation. Community policing models can be a good alternative to rigid formal regulations for creating a sense of safety and security in parks. Eugene's parks and community centers can also be a place to create positive interactions with police, particularly for youth. In fact, we included the participation of a Eugene police officer in three of the outreach sessions and his presence was well received.



By ceding some control over rules and regulations to members of the community, the City can help to cultivate a sense of shared responsibility for the safety and well-being of public space. For example, Latino workshop participants pointed to Petersen Barn as a positive example

of a community center where they felt both safe and welcomed, partly because it was also a place where they felt their cultural experiences are being recognized and their voices are being heard.

Conclusion: Building A More Inclusive Parks and Recreation System

With the 2015 update of Eugene Parks and Recreation Systems Plan (PRSP), the City of Eugene has a unique opportunity to make parks and public spaces more welcoming and accessible to the city's growing Latino population. We believe that the city can take meaningful steps toward that goal by creating new avenues for the cultural representation of Latinos in Eugene's parks and by encouraging creative and communal uses of public spaces through a shift to a more "informal" park regulation system. However, any changes in policy or design must also be accompanied by an ongoing process of public engagement, in which city staff seek to empower those members of the community whose voices are often left out of public decision-making processes. The Latino community in Eugene is vast, and complex, and diverse. It can't be reduced to a simple and static set of perspectives and preferences. Social equity and the inclusion of diverse voices are both fundamental to the mission of Eugene's Parks and Open Space and Recreation Departments. Our hope is that this inclusive outreach process will help guide city staff as they reach toward those goals.

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Culturally Inclusive Parks and Rec

Eugene's Parks and Rec Can Be Spaces For Cultural Celebration, Education, And Exchange

In May of 2015, University of Oregon students, the Latino Civic Participation Project, and James Rojas conducted public participation workshops at Latino Family Fun Night in Bethel, Festival Latino in Springfield, Plaza Latina Supermarket in Eugene, and at several educational programs for Latinos.

We talked to more than 350 people about what they like about the city's parks and community centers, and what they would change. *This is what we found:*

Eugene parks and rec could make small change to help:

Better Serve Latino Families

- There is a significant population of young Latinos in Eugene. According to the 2010 census, 37% of Latinos were under the age of 18, compared to 18% of non-Latinos.
- Latino families want parks where they can recreate with the entire family. But to find those places, some families have to travel beyond walking distance from their homes.



We recommend park and rec infrastructure that will:

Welcome Family Gatherings

- This would include amenities like picnic shelters, barbecue grills, accessible bathrooms, and water fountains.
- It would also include play structures to engage kids of all ages: playground structures, "spray-and-play," interactive public art . . . and comfortable places for parents to watch over their children.



Eugene's parks and rec public spaces can sometimes:

Feel Unwelcoming To Latinos

- Some participants noted that there are few visible signs of Latinos' history and culture in the city.
- Others described a sense of discomfort in parks and public space. When asked about her ideal park, one woman suggested a place where "people don't look at me like I'm weird."



City Parks and rec can become places for:

Cultural Representation

- The city could foster a sense of cultural belonging and inclusion by naming a park or community center for someone with cultural significance to local Latinos.
- Parks could also be places for public art—such as murals, mosaic walkways, or sculpture—that represents the Latino/a presence in Eugene.
- Bilingual signage is also an important step to creating a welcoming environment.



City Parks and rec can also become places for:

Cross-Cultural Education

- The city and the community could collaborate on educational parks signage that describes the multicultural history of Eugene.
- Eugene's community centers could also be places that facilitate cross-cultural education. For example, they could host community classes and workshops, like salsa dancing lessons or conversation groups for people who would like to learn a second language.



"If you really want to build more inclusive parks for Latinos, name one after a Latino leader."

-- A youth participant in the Ganas Program Workshop, 5/13/15

What is cultural inclusion?

A culturally-inclusive community is one that helps to create:

• **A Sense of Belonging**

The sense that the entire community recognizes and welcomes one's culture.

• **Cultural Visibility**

The feeling that one's culture—including language, music, and food, but also stories and experiences—can be expressed publicly, without fear or discomfort.

• **Cultural Empowerment**

Building opportunities for public participation, and working to ensure that the culture's needs are addressed in the community.



The Importance of “Informality”

*Rethinking —And Relaxing—Park Regulations
Can Make Parks More Accessible and Inclusive*

In May of 2015, University of Oregon students, the Latino Civic Participation Project, and James Rojas conducted public participation workshops at Latino Family Fun Night in Bethel, Festival Latino in Springfield, Plaza Latina Supermarket in Eugene, and at several educational programs for Latinos.

We talked to more than 350 people about what they like about the city’s parks and community centers, and what they would change. *This is what we found:*



By relaxing regulations, parks can also facilitate:

Informal Communal Events

What Is An Informal Park?

For many people, the word “informal” means “jeans and a t-shirt.” But informality can also mean relaxing official rules and regulations. Informal parks can help build a sense of community empowerment and create opportunities for imaginative use of public space. Some examples:

- **Regulations:** Ceding control over things like party permits to members of the community can lead to more spontaneous communal events.

- **Sports:** Some organizers, like the informal multicultural soccer club recently featured in *Eugene Weekly*, are helping people play sports without paying to join a league.

- **Vendors:** Cities like Medford have eased permitting requirements for street vendors. Other cities have created special “vendor zones” in parks.

Many people expressed a desire for:

Safety and Security

- Some people said there should be more public safety officers in parks and public spaces.
- Others expressed a desire for more enforcement of nuisance regulations, such as prohibitions on smoking and unleashed dogs.
- Several workshop participants said they would feel more comfortable using parks at night if they were more well-lit.



Workshop participants described:

Uncertainty About Park Rules

- Many people had questions about how to reserve park facilities and what kinds of activities are permitted.
- When asked about Eugene’s community centers, many participants were unaware of their location or unsure about what they could be used for.
- Conflicts around park rules and regulations contribute to a sense of not feeling welcomed.



- Create more opportunities for informal communal activities, such as “pick up” soccer, or for public performances of music, dancing, and theater.



- One workshop participant described the presence of food trucks in her ideal park. The city could help to create a more festive park environment by making it easier for vendors to operate.

Issues of safety and security should involve:

Community Participation

- Community policing models can be a good alternative for creating a sense of safety and security in parks.
- Latino participants pointed to Petersen Barn as a positive example of a community center where they felt welcomed.



The Parks and Recreation Departments could safely:

Relax Regulations and Permits

- Make it easier to use picnic pavilions and community centers for family parties and celebrations.
- Ensure that existing regulations are easily accessible to all community members (and that they’re available in both Spanish and English).



“I used to play with a Latino team in a soccer league, but that just got too expensive.”

-- A participant in the Festival Latino Workshop, 5/30/15

City of Eugene Parks & Recreation Systems Plan:

Latino Community Outreach Phase 2

City of Eugene Office of Human Rights & Neighborhood Involvement

February 17, 2017

Overview

This report provides detailed outreach results from Phase 2 of the City of Eugene's Parks and Recreation Plan (PRSP): Latino Community Outreach Phase 2.¹ It is designed to answer and provide more in-depth information to the City Parks and Recreation staff's follow-up questions to Phase 1 Outreach.

The City Human Rights and Neighborhood Involvement (HRNI) Office collected and analyzed this information in collaboration with Downtown Languages and the University of Oregon. In summary, outreach activities for Phase 2 included information from in-depth interviews with over 35 Latino community members, mostly those who participate in the Pilas Program through Downtown Languages.

The report is structured according to the 11 core topic areas that came out of Phase 1 and the questions Park and Recreation staff had about them. Most topic areas are addressed separately, a few are address together due to their connectedness. Recommendations for each are derived from information from Phase 2 community interviews, previous outreach, and past and current work done by the City of Eugene. Context is included for each set of recommendations. For more information on this report, contact Lorna Flormoe 541-682-5970.

Use of the term: "Latino Community"

This report refers to the "Latino Community" throughout. This is done for ease of reference only; it is important to recognize that Eugene's Latino community is varied in many ways – immigrants versus first, second, or more generation residents; income level; geographic location; language ability (Spanish, indigenous, English); familial status; recreation preferences; et cetera. These variations likely affect participants' responses.

Participants were identified generally as those individuals and families who are likely to face barriers to participation in government services and processes due to their geographic location, knowledge of English and familiarity with the City's cultural norms. They were also identified as those who are likely to be heavily impacted by improved access to Eugene's parks, spaces, and recreational activities.

The information in this report comes primarily from new and first generation immigrants who live in the Bethel neighborhood, the neighborhood in which Petersen Barn and Park are located. Many participants had limited knowledge of English (interviews were conducted primarily in Spanish) as well as young children and lower incomes. This demographic also reflects the community involved in Pilas courses, run by the organization, Downtown Languages (DTL). The HRNI staff collaborated closely with DTL to identify interview participants.

¹ See: report from Phase 1: "Encouraging Spaces for Latino Community Participation: Creating Welcoming and Inclusive Parks and Community Centers in Eugene, Oregon." Written by Dr. Daniel Platt of the University of Oregon, 9/2015.

Implementation Questions derived from Phase 1 outreach recommendations:

Item	Recommendation	Implementation Questions
1	Spanish bilingual signage, resources regulations	<ul style="list-style-type: none"> • Which information is most relevant? • Help define priorities
2	Marketing of services and facilities to Latinos	<ul style="list-style-type: none"> • Which communication tool? • Through what networks?
3	Park amenities: portable soccer goals, barbecue grills, picnic areas to accommodate larger gatherings	<ul style="list-style-type: none"> • Where?
4	Picnic shelter and community center reservation policies and practices	<ul style="list-style-type: none"> • Where? • How?
5	Facilitating informal pickup soccer games (formal field not necessarily required)	<ul style="list-style-type: none"> • Where? • When? • How?
6	Name a park or community center for someone with cultural significance to local Latinos	<ul style="list-style-type: none"> • Where? • Named for who or what?
7	Programming to create more festive and communal park environments. (i.e. food trucks/vendors)	<ul style="list-style-type: none"> • Where? • When? • What?
8	Incorporate public art that represents the Latino/a presence in Eugene	<ul style="list-style-type: none"> • Where?
9	Cross-cultural education such as interpretive signage	<ul style="list-style-type: none"> • Where? • Topic?
10	Address safety concerns	<ul style="list-style-type: none"> • How?
11	Cross-cultural exchange, like salsa dancing lessons or conversation groups for people who would like to learn a second language	<ul style="list-style-type: none"> • Where?

1	Spanish bilingual signage, resources, regulations	<ul style="list-style-type: none"> • Which information is most relevant? • Help define priorities
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Signage and Regulations

Context

Several participants were concerned that some parks do not have signs to say whether or not the space is officially a park. These participants and others were also concerned that park signs do not state park rules clearly which made it hard for them to know the rules and hard for them to know if others are following rules.

Park name signage:

A few participants from the Bethel neighborhood areas stated they did not know if open spaces near their houses were actually official parks. They explained that the lack of signs as well as the fact that these parks had no visible facilities (tables, playgrounds, et cetera) within those open spaces made it impossible to tell if it was an official park.

Signage within the parks:

Participants were generally confident that they knew park rules and how to behave “appropriately” within them. However, several participants reported feeling as though others did not obey park rules. Particular issues included park users not cleaning up after their dogs, having dogs off leash, and smoking tobacco and marijuana within parks. In general, some cultural norms in the Latino community hold marijuana as an illicit and taboo drug, one you would not want your family around, regardless of its legal and culturally accepted standing in Eugene and Oregon. Generally speaking, dogs in Latin America fall into three categories: feral street dogs which are fairly abundant, guard dogs (both of which instill some fear and disregard), and family pets.

Community members felt that these behaviors made their park experiences uncomfortable and at times that these behaviors threatened their children. They asked for signs to educate others and/or to use as references for themselves so they knew their own rights within City parks. They also reported being unaware of how they could report someone breaking park rules.

Recommendations

1. Install signs that designate the park space as a park at the park entrance and other park access points.
2. Include a multi-lingual “Welcome” messages that is highly visible on these signs. It could literally, be the word “Welcome” in multiple languages (English, Spanish, primarily- connect with HRNI staff to get other languages that should be included). These signs placed in visible locations at park entrances can help set a tone that all park users (who follow the rules) should feel welcome, included and respected. For example:



3. Post rules and regulations in both English and Spanish within all parks. In large parks, such as Alton-Baker or Washington Park, do so in several places and near parking areas.
 - Include rules about pets, specifically dogs, and rules about park behavior, including both tobacco and marijuana smoking and regulations around alcohol consumption.
 - Include a number or suggestion boxes near park signs where people can call or write to provide feedback. The phone number should be answered by someone who has Spanish language capability or who is able to direct that person to someone who can speak Spanish. Note this on the sign.
4. Post information in English and Spanish about City resources located nearby, such as community centers, health and emergency resources.
5. Symbols may be helpful to inform people about rules, park warnings (i.e. animal sightings, trail conditions, etc.) and nearby resources. Key considerations include:
 - Use focus groups to help determine which symbols translate across cultures.
 - Symbols should be used consistently throughout all City departments so as not to create confusion.
 - Outreach and education should be done to let the community know what symbols represent.

City Resources for Community Reference

Context

All participants stated that the greatest barrier to services is language access. Many participants shared the second-greatest barrier is the ability to find information.

Interview participants stated that they were largely unaware of any resources created by the City in English or Spanish. This included resources that discuss Parks, Recreation, or other community-based City services.

Participants stated that they and other community members they know rely mostly on personal networks for information. Most commonly referenced resources include: family, friends, schools, and the nonprofit Centro LatinoAmericano. About a third of participants also referenced Downtown Languages, which runs the Pilas English-language class in which the majority of participants were enrolled.

All participants reported they would like to have information about City services and events in Spanish. They are most interested in having materials in print, sent to their homes, available in neighborhood locations, the nonprofits that they go to for services, and on Facebook (See Section (2): Marketing and Outreach for more details).

Participants were especially interested in receiving information about free or low-cost events – particularly those that described opportunities for children and families. They were also strongly interested in access to materials that list park locations with facilities and their amenities (similar to the now out-of-print City park map). This relates to many participants' willingness to travel to different parks that have facilities they desire.

Recommendations

1. Create Spanish-English versions of all resources, including event flyers, seasonal booklets, and informational handouts.
 - Complete Spanish-English translations highly preferred, as well as professional translation.
 - If materials are predominantly English and include limited Spanish text, Spanish should be larger and visibly placed. Critical information to include: time; cost; location; whether event is child-friendly; whether childcare is available.
 - Note which events will have Spanish language resources at the event, and which will be held in English (but all are welcome). Include a note that people may contact the City program organizer if they are able to help out with Spanish language resources at the event.
2. Regarding online recreation program registration, it would be most beneficial if this system aligned in some way with the online system to reserve park spaces and facilities.
3. Prioritize the translation of any resources that contain information about children and family-friendly activities such as: community events; ongoing Parks/Recreation programs; lunch programs; summer and afterschool activities; childcare; classes; available facilities.
4. Organize content of resources by cost: activity costs should be clear and upfront. If scholarships or other assistance are available, this should also be clearly noted.
 - Example: In brochures and pamphlets, separate activities into categories such as “Free” – “Gratis” ; “Low Cost” – “Barato” ; and “Other” – “Otro”. Think of what “Low Cost” means for a family with a low income.² Scholarship opportunities should be described prior to listing out services and costs.
 - Childcare with a source that is familiar and trusted by parents is essential, preferably one who has some Spanish language capacity.
5. Exercise and language classes directed towards adults are of interest as well. However, those that do not also include childcare options should be considered lower priority for translation.

² “Low” or “cheap” prices may be subjective. This may require more survey information to determine. Many families are paying for multiple children. Families referenced costs such as five dollars each for a one-time event as an upper limit. Participants referenced ongoing Spanish classes and most summer opportunities for children that required enrollment fees as very expensive. If options have scholarship opportunities, these should be outlined clearly in Spanish.

6. Create a central City-wide Facebook page for the Spanish-speaking Latino/a community to provide Spanish-language information about events, services and resources. See Section (2): Marketing and Outreach for more information regarding City Facebook page (Part of a larger Language Access project, for more information contact Lorna Flormoe).
 - Post information on the City-wide Latino-community-focused Facebook page to drive interest and exposure. (Searching Eugene Latino on Facebook brings up a good starter list)
7. Consider advocating internally (within the City overall and within your division and department) for the implementation of centralized City resources and support for Language Access, such as:
 - A centralized phone number where people can receive basic service assistance.
 - Recording a phone message in Spanish that directs Spanish speakers to leave a message with their questions, and then designate someone to listen and respond within a certain time-frame.
8. Support the implementation of the Language and Cultural Liaisons pilot program. This is an upcoming pilot program that would help provide language access to the organization, increased outreach capacity to community and would serve as a pipeline to workforce diversification and ongoing language support needs. Temporary City staff would be hired with a focus on Spanish-bilingual and bicultural abilities and an interest in customer service. These staff and their time could be requested and purchased by a division or department to serve a particular role for a limited time on City projects to increase access for/outreach to Spanish speakers/ the Latino/a community (Part of a larger Language Access Project, for more information contact Lorna Flormoe).
 - Contact Lorna Flormoe, Andy Fernandez or Peter Chavannes with interest.

2	Marketing of services and facilities to Latinos/as	<ul style="list-style-type: none"> • Which communication tool? • Through what networks?
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Marketing is closely tied to outreach. These are both important but distinct ways to connect with the Latino community. In this report, we refer to marketing as the process of the City organization creating and posting materials. We refer to outreach as the process of building relationships necessary to help create appropriate services and to help these services to be well-received by the community.

Context:

General Familiarity:

Interview participants were generally unfamiliar with Parks or Recreation marketing materials. Five of twenty families reported that they had received the summer Recreation activity booklet at school or in the mail. Few reported having been exposed to any other City marketing efforts. Participants reported hearing about City offerings primarily via school or word of mouth or Facebook posts from friends and families. All seemed interested in having more exposure to City advertising.

Internet considerations: The majority of participants did not have internet access in their homes via a computer. However, many participants reported that they access internet primarily via a smartphone. Many use Facebook on a regular basis from their smartphone. They reported that Facebook is an important resource where they find out about community events. Participants were generally enthusiastic about the idea of the City posting information on Facebook and seeing these posts shared on Latino-friendly sites in the region. However, over half the participants stated that they would like to see materials in print as well.

Existing Resources:

There may be a number of existing City Spanish-language resources that are not currently well-marketed to our Latino community. For instance, HRNI conducted several meetings with Parks and Recreation representatives to prepare for our interviews. In these meetings, representatives spoke of the current lack of access to Spanish language speakers within the City, and goals to improve it. We learned by happenstance later in the process that there is a Recreation Spanish line ((541) 682-6891; Dahlia Garza at Campbell CC). Families who participated in our outreach were also not aware of this resource.

Nonprofit Organizations

Nonprofit organizations are key resources for City marketing efforts to the Latino community. However, City staff should engage with nonprofit organizations thoughtfully and respectfully. Collaboration and communication are key principles. See: Section 11: Nonprofit Collaboration, at the end of this report, for more information regarding nonprofit collaboration. This section is based on interviews with community nonprofit organization leaders.

Recommendations:

1. Translate all print resources, including marketing and outreach materials (event fliers, general resources, maps, schedules, publications, et cetera).
 - Distribute print materials in Latino-serving businesses, nonprofits, and schools.
 - Many schools give out information to families on a weekly or monthly basis in the form of bilingual packets. Some individual teachers are also creating their own supplementary materials. Offering materials to schools and teachers to distribute will ensure they go directly to families.
 - Create routines and habits so events are always advertised in the same places. Developing relationships with Latino nonprofits and business owners will encourage word-of-mouth advertising. Information spread through informal networks and community contacts is highly valued within the Latino community.
 - Complete Spanish-English translations are highly preferred, as is professional translation.
2. Online and radio advertisements
 - Advertise through local Spanish radio stations to provide information about local events and facilities.
 - Create relationships with the radio station programmers and DJs. This will help the community and City gather and share information about City events and Latino community needs/desires.
 - Lane County's primary Spanish radio station is La Que Buena, at FM 97.7.
 - Lane County Public Health has signed on to sponsor programming to increase their outreach to Latinos.
 - Petersen Barn recently saw a large increase in Latino families attending an all-community Family Fun Night after advertising through the station.
 - Use Facebook to spread the word about City events, resources or information.
 - Create a City-wide Facebook page in Spanish in collaboration with HRNI. Having Spanish language resources/events/postings for the whole City organization consolidated in one location meets the needs of this community much better than dispersed information. It could also serve in gathering some ongoing community input and build connections. This could be part of the City's Language Access Plan, through the HRNI office. Staff contact, Lorna Flormoe.
 - HRNI could potentially manage it if there were help to build it.
 - Posts should be shared to Facebook pages currently run by Eugene's Latino community or Latino serving non-profits. This will help begin an online dialogue and collaboration and distribute information about needs, events, services, and opportunities throughout the City.
3. Form relationships in communities and with nonprofit organizations to support marketing efforts.
 - Show up to community events and provide bilingual information, talk about services and events that Parks and Recreation offers.
 - Contact nonprofit organizations to see if they have set times or areas that they use to advertise community services. Take advantage of these on a regular bases.
 - For instance: Centro Latino Americano invites community services to advertise their services on Tuesdays in the month when members come to

collect benefit information. Contact Centro Latino Americano for details about this opportunity.

4. Work with nonprofit organizations thoughtfully and provide incentives.
 - When inquiring about nonprofit partnerships and possible nonprofit support for City projects, discuss with the nonprofit, whether this opportunity provides a benefit to the nonprofit organization.
 - Make sure you can answer the question: How does this advance the nonprofit organization's mission? What benefit will the nonprofit get from this relationship?
 - Approach non-profits early with marketing and outreach ideas and plans. An annual or biannual approach to planning with non-profits, who often operate on a shoestring, could help the non-profit think and plan for how and if the ask may be integrated into their programs.

3	Park Amenities: Portable soccer goals, barbecue grills, picnic areas to accommodate larger gatherings	<ul style="list-style-type: none"> • Where?
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This project recognizes that the use of existing Park facilities and creation of new facilities are limited in part by Park funds to care for new amenities, as well as some policies regarding use of space. Participants were asked about preferences in order to help future projects and budget priorities. Participants were asked about specific park amenities, what was generally most important to them in a park, and how far they'd go to find a park with these amenities. They were also asked how far, in general, they travel on a regular basis to get to area parks.

Context:

In general, participants reported that their favorite parks are those that make multi-generational outings comfortable. This means that parks have options for all members of the family group of generally 4-10 people, including grandparents, parents, and small as well as older children. For many, necessary facilities include: bathrooms, playgrounds (that have safe options for small children), sitting areas, and a safe and enclosed location.

Participants were also asked whether they would prefer tables *or* shelters for family outings. (This information was requested by the City Parks staff). Participants were often confused by this question. They stated that many parks close to their home did not have either (many of these responses came from participants from the Bethel area). No trend was identified for a preference, and in general both were preferred.

Tables were considered essential for family gatherings, and shelters considered essential to be able to have gatherings and go to the parks regardless of weather. One respondent said that shelters were most important, as people could provide their own tables, but expressed that shelters would be impossible to bring.

Soccer goals, specifically, are addressed in Section 5.

We collected information about the parks that participants are closest to, and the parks that participants choose to visit on a regular basis. This information was gathered to assess some geographic information, as well as to see where people frequent and, if they travel to parks far from their houses, what their motivation is for doing so.

This information was collected in part to help planners decide the best location for a pilot welcoming park, a concept talked about with some Park and Recreation staff. It also helps identify which parks are already being heavily utilized by the Latino community, which is helpful for general parks and recreation planning, and specifically for recreation event planning.³

³ Note: Parks listed here include non-City of Eugene Parks: Emerald Park; and Orchard Point. The community does not distinguish between City owned parks and other parks in their daily choices. All parks are included to reflect the community's desires, preferences, and willingness to travel to specific park facilities and options. Additionally, it was not always clear whether participants were referring to Alton Baker or Owen Rose Garden/Spencer Butte area. Sometimes participants could only name the park

Parks within 15 minutes' walk	Count
Petersen	7
Mangan	3
Monroe	3
Lark	2
Alton Baker	2
Owen Rose Garden/Skinner's Butte	2
Washington Jefferson	2
Echo Hollow	2
Empire	1
Trainsong	2
Shasta	1

Other parks frequented (10-30 minutes driving, 30-60 minutes walking)	Count
Alton Baker	12
Owen Rose Garden/Skinner's Butte	14
Emerald	8
Skinner's Butte	3
Awbrey	2
Monroe	2
Washington	2
Hilyard	1

Recommendations:

1. If Parks adds amenities to an existing park to create a pilot site for a welcoming park, this park should also have bathrooms, a water source, and be open to allowing vendors.
2. Add shelters and/or tables to parks in areas with many Latino families in order to accommodate family gatherings. Large or multi-table configurations are important in order to accommodate larger family gatherings.
 - a. These areas include, but are not limited to, the Bethel and River Road neighborhoods. Refer to census mapping for updated information in ongoing planning processes (*Philip Richardson).

as “down by the river.” We asked questions to try and determine which park they meant depending on features they mentioned, and addressed the counts accordingly.

4	Picnic shelter and community center reservation policies and practices	<ul style="list-style-type: none"> • Where? • When?
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Reservation policy discussion applies to any Parks or Recreation facilities that the public may reserve, such as tables, shelters, community rooms, and sports fields.

Context:

Participants were asked whether they had reserved a space at a park (shelter, tables, or field), what the process had been like for them, and what they would like to see in their “ideal” reservation system. Participants spoke of parks outside of the City of Eugene jurisdiction within the conversation, namely Emerald Park and Orchard Point. Applicable information is included to reflect participant preferences.

Official reservations: Five participants had used formal methods to successfully reserve a space within a park. Only one of these instances occurred at a City of Eugene park. This park was Petersen Park. The other parks where successful reservations happened were Orchard Point and Emerald Park.

Unofficial reservations: Four participants initially responded that they had tried to reserve a space at a park. However, when they described the process, it became clear they had used an unofficial method to do so. These participants had not heard of the official reservation process. Instead, for these participants, “reserving” a space meant arriving early in the day to put up decorations for the event. Of these four participants, three had returned later to find their decorations taken down and others using the space.

Knowledge of reservation process: Outreach participants, advocates, and people who work within the Latino community report that knowledge of the formal reservation system is not widespread in the Latino community. Advocates and those working within the Latino community discussed how the people who had experienced the removal of their decorations would have shared that their method or what they thought was “reserving” the space was frustrating and not successful, and word would have spread. These advocates and community workers stated that this could easily lead to feelings of frustration and feeling unwelcome in public parks.

Cost: Cost of reservations may be a major deterrent for the Latino community. A few participants reported that they had inquired about reserving park spaces (generally through family members with knowledge about the process). However, they had not gone through the reservation process because the cost was too high for their budget.

Ideal process: Many participants stated that they would like a reservation system to simply be “first-come, first-serve.” The majority of participants commented specifically on language barriers for reserving spaces and stated that it would give them access if all parts of the reservation process (forms and speaking with Park employees) were available in Spanish.

- Making phone calls in English, especially for formal requests or inquiries, is difficult for non-native English speakers. Accents, grammar and vocabulary and the lack of facial or

hand gestures make it even more difficult to understand a different language over the phone for both parties and can lead to confusion, frustration, or poor service outcomes.

Recommendations:

1. Simplify the reservation process and make it English/Spanish bilingual. Online reservations, including the new, upcoming online reservation system, should be accessible by cell phone and accessible in Spanish. It would be most beneficial if this system aligned in some way with the online system to register for Recreation classes.
 - Ideally, there will be a link and/or forms available on a City-run Spanish-language Facebook page (See section (2): Marketing and Outreach).
2. Create Spanish/English information brochures that describe the reservation processes, types of spaces available to be reserved, and where these spaces are located.
 - Information material should include:
 - Lists of facilities that can be formally reserved for family gatherings (shelters, tables, open spaces, community centers or rooms)
 - Lists of soccer and other sports fields that can be reserved or used on a first-come, first-serve basis.
 - Pricing information
 - Location of all spaces
 - How to reserve spaces
 - Whether the spaces have family-friendly options, including:
 - Bathrooms
 - Playgrounds for small children
 - Open spaces/fields where children or family groups can play.
 - Distribute this information at the spaces that can be reserved, as well as in locations that Latino families use for daily life – schools, supermarkets, nonprofit organizations, community centers, et cetera, and City’s Spanish-language Facebook site. (See section (2): Marketing and Outreach)
3. All spaces that can be reserved (tables, shelters, fields, et cetera) should have signage that indicates this in both Spanish and English.
 - These signs/labels should (1) briefly describe the formal policy for reservations and (2) provide a phone number for more information.
 - The phone number to call should have, at the least, a Spanish-language message informing Spanish-speaking callers how to complete their reservations.
 - Optimally, reservation schedules/calendars are made available to the public so they can where and when facilities are available before trying to contact staff for a reservation.
4. Leave some shelters or table groupings/other spaces to be available on a first-come, first-serve basis. Note where these are in all Spanish bilingual marketing and outreach. This will allow those without the means to pay by the hour to use spaces for important family events.
5. Consider a sliding-scale for the cost of park reservations.
6. Since several participants had positive and successful experiences at Emerald Park and Orchard Point, consult with River Road Park District and Lane County Parks about their

Spanish-bilingual reservation systems (a contact was listed for Lane County parks in the Phase 1 outreach report).

5	Facilitating informal pickup soccer games (formal field not necessarily required)	<ul style="list-style-type: none"> • Where? • When? • How?
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Participants were asked if, and how often, they go to parks to play soccer. Thirteen of the 25 said they have gone to play, and three said they do so “rarely,” “once,” or “almost never.” Nine of these go to parks to play informal games with their family, while the others have family members who play in formal school or community leagues.

Context:

Awareness:

Generally, participants were not aware of existing park soccer facilities outside of the few parks they went to on a regular basis. Almost everyone reported not knowing that they could reserve fields for private games. Their knowledge of field availability came primarily from other family members and friends.

Willingness to play in smaller fields:

The majority of participants reported that for their children or family games, a small field without formal equipment was fine, although bigger fields were nice. Primarily, a free and open space was important. However, for league games, they stated, official soccer fields are important.

Willingness to Travel:

The majority of participants stated that they would be willing to travel to parks with formal and informal fields, but that they would go much more frequently if it were close to their houses.

Not just a field:

Several participants mentioned that available fields and spaces, formal or informal, should be located in areas that have entertainment options for the entire family, including benches, equipment for small children, shelters, and playgrounds. Participants shared when they go to soccer fields, they generally go as a family or with friends. These groups include small children and adults of all ages. Participants cited Emerald Park as an example of an ideal park that has soccer fields alongside many other multi-generational family-friendly options.

Recommendations

1. Create informational material in English and Spanish that lists soccer and other sports fields and if they can be reserved or used on a first-come, first-serve basis.
 - Designate which fields are “formal” and include all official sport specs/equipment, and which are “informal” spaces that are appropriate for soccer/other field sports.
 - Include a specific welcome/invitation message for the community to come use these areas.
 - Distribute according to suggestions in section (2): Marketing and Outreach.
2. Create an up-to-date version of the park map that lists available facilities and resources. All material in this park map and these lists should be in English and Spanish.

3. Provide portable soccer goals (official specs and not to spec) in parks with field spaces. These could potentially be managed through partnerships with other willing programs operating in these park spaces. Contact Lane County Parks, as they have experience with this (see Phase 1 report).
 - Consult with Public Works (Kenneth Wofford) to determine which informal fields may be advertised as open for informal soccer games, according to their maintenance requirements and drainage specifications.
4. Consider a sliding scale for soccer and sports field reservations.

6	Name a park or community center for someone with cultural significance to local Latinos	<ul style="list-style-type: none"> • Where? • Named for who or what?
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Participants were asked what they thought of giving a park a name that has cultural significance to the local Latino community. They were also asked if they had strong ideas about what it should be named, or how the naming process should be implemented.

Context

Support:

17 people supported the idea, and described how it would make them feel a stronger connection with the community, and allow the Latino community to have more of a presence within Eugene.

Dissent:

Not everyone supported the idea of naming a park. A few had strong feelings against it. A handful of participants mentioned that naming a park after a Latino leader who meant something positive for everyone would be difficult. Those strongly against it expressed the feeling that having one park with a name specific to the Latino community would feel like segregation, and exclusive. Five others were unsure or ambivalent. One stated that the name wouldn't change anything within the park, and it's more important to focus on its contents.

Informal names:

The Latino community already uses informal Spanish names to refer to their favorite parks. For example, every participant referred to Alton-Baker park as "Parque de los Patos," (Duck Park), and to Owen Rose Garden was "Parque de las Rosas," (Rose Park).

Process:

Participants in general did not express strong preferences for what this process should be. They wanted to be able to give feedback informally. A few participants suggested going to churches and/or schools and asking people to submit their ideas, and then going back to hold votes.

Recommendations:

1. When naming new parks, consider names that can be translated easily into Spanish and other languages. Although proper names are not often translated, it might create a feeling of inclusivity to include the translated names on the signs, maps, and other printed/online information.
2. When considering naming a park something the Latino community may connect with, consider using natural features but the Spanish name (example: Parque de las Flores – Flower Park), rather than focusing on names of specific Latino leaders, which may not have the same connotations for everyone.
3. Work with the community to choose these names. Using methods described in the Marketing and Outreach section, work with local Latino business, churches and schools to coordinate an effort that allows the community to have ownership over the process.

4. On Jan 16, 2017, a local Latina leader, equity advocate, and former City Council member, Andrea Ortiz, passed away. Since her passing, several members of the Latino/a community that were involved in this outreach, and some that were not, have contacted Lorna Flormoe, the project lead, with the recommendation of naming a park after Ms. Ortiz. Andrea Ortiz was not only a leader in our local Latino Community, but she was a local advocate for equity across the City and across vulnerable communities, for example: youth in lower income neighborhoods having access to green spaces; folks experiencing homelessness receiving equitable emergency services, and asking critical questions about downtown exclusion zones. She also served on the Bethel School Board, Trainsong Neighborhood Association, and worked with Court Appointed Special Advocates for Children. Her local presence and example may be a way to bridge local Latino communities and the community at large around a park name. Parks Planning staff should consider doing further outreach to explore this option.

7, 8, 9, 11	Programming, Public Art, Cross Cultural Education, Vendors, and Cultural Exchange	<ul style="list-style-type: none"> • Where? • When? • What? • How?
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Context and recommendations for 7,8,9, and 11 have been combined because there was a great deal of overlap and synthesis in asking about and discussing these topics.

Context

Through a series of questions, participants were asked to talk about what would make Eugene parks, community centers and recreation programs seem more welcoming. In addition to asking generally, we asked specifically about festivals, public art, and cross-cultural education.

- Festivals were the most popular request. 14 participants stated they'd like to see more festivals for Mexican and/or international cultures. They described festivals as a way to learn about different cultures, build identity, and fight against racism.
- 8 people responded positively to community art. They discussed the power of community-made, multi-cultural murals in public spaces and hoped to see more in Eugene parks and community centers.
- Several people liked the idea of holding classes in Spanish regularly or occasionally in Parks and community centers throughout the year. They had an interest in a variety of different classes, which are discussed more below.
- Generally, participants were eager to have more activity within their parks and to make parks more of a "destination" and not just open space.

Festivals:

Participants were most eager to see more cultural festivals. However, participants had not generally heard of ones the City has or would soon put on. Participants wanted more programmed options to interact with community within their parks and community centers. Many participants were interested in large festivals and events as well as small, informal festival-like events that could be held in local parks and community centers.

Informal events:

Participants spoke nostalgically of events and programming that their hometown parks in Latin America would offer. These seemed to be more informal events that the neighborhood around a park would organize. A few participants referenced mini events that often included "demonstrations" that community members could take part in. These demonstrations might include food preparation, plants, native and indigenous crafts and games, et cetera. They described how these events brought their communities together.

Vendors:

22 people said that they were interested in vendors in parks. They said that park-based vendors would help parks feel less isolated. This would especially help facilitate family outings. Families expressed the frustration over not being able to purchase drinks or snacks in parks. They expressed nostalgia for simple snacks, like *fruta picada* (cut fruit), that were so commonly

available in parks where they are from. The simple presence of food options would make parks a more welcoming place and appealing family destination.

Many participants expressed interest in being vendors but stated they were afraid that rules and costs would make it impossible. Three people reported inquiring about the process of being a vendor for City events. These three reported that permit prices were prohibitive. None had proceeded in the process.

Advertising:

The few people who had been to city-run events had happened upon them during other outings. These events occurred in Alton Baker Park. No one had heard of them ahead of time.

Participants shared they would like to hear about events that would happen in Parks as part of their daily life. This included hearing about it on the radio and seeing advertisements in stores, receiving information from schools, or seeing it on Facebook. See section (2): Marketing and Outreach for more details.

Child-friendly programming:

Families reported that they wanted more options for their children. They were not interested in going to events or classes that do not have child-friendly options, including childcare or events for children. Many participants were eager for events that would showcase positive pieces of their cultures. Mothers expressed a desire that their children would experience childhood games, lore, and history from their cultures. A few participants expressed willingness to provide lessons or demonstrations, or said that there would be community members willing to do so.

Location

Participants would like to see events close to their communities, but also stated that Alton Baker Park is well set up for community member's needs – particularly for festivals. The key reasons they were interested in Alton Baker were that there were bathrooms, available space, and the space is known by the Latino community. They stated that locations within their neighborhoods would provide a more intimate feel. This would contribute to community participation and ownership over some of these events. Participants stated they would like to see more public events that involved them in planning and participation, rather than only having events that the City created “for” them.

Recommendations:

1. Create and advertise opportunities for community members to take part in festivals, classes, and other programming. Use the networks of those members who participate to help spread the word and get the community involved. See section 2: Marketing and Outreach for more about advertising.
2. During events:
 - Utilize Latino community volunteers or pay for Latino community members to provide culturally-specific events, including child-friendly events. These could include food or cultural demonstrations and offerings of cultural childhood games.
 - Reach out to Latino community members to provide food for events. Hire people from the community to cook at the event or bring items to sell. This will help

create a network of community members who come to the events because they heard about it from the cook. This has been a successful method for Petersen Barn Family Fun Night events.

3. Run “mini-series,” or smaller events, in parks near Latino community. These events could include small food, craft, or game demonstrations. These can be community-driven
 - Recreation staff could collaborate to advertise and/or host these events. Community centers could create guidelines for community members, including what sorts of activities were welcome, whether or not the community members could charge for the events, et cetera. These events would supplement formal activities.
 - City could provide some degree of support for these activities, including rooms or tents, supplies, and/or stipend for community teachers.
4. Create a process that gives Latino community members the option to be food vendors in parks, especially those close to their home neighborhoods. This should include:
 - Forms in Spanish as well as English with clear regulations.
 - Someone to contact in Spanish if they have questions.
 - Minimal fees. Perhaps a sliding scale for the size of the operation or according to current and/or expected income.
 - Advertise this process according to recommendations in Section 2: Marketing and Outreach.

10	Address Safety Concerns	• How?
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Participants were asked what made them feel uncomfortable or unsafe in parks. They were asked to describe whether they had ever felt uncomfortable in parks, and why. *Note: these interviews took place prior to the November 2016 presidential elections. It is highly likely that the feelings and concerns noted below may now be exacerbated for many folks from our Latino communities.

Context

Overall participant concerns were related to:

- Feeling nervous or uncomfortable about other park users behavior
- Feeling unwelcome
- Worries about racism
- The inability to communicate with authority figures in the community

Issues of empowerment:

Participants shared stories that reflected feelings of insecurity within Eugene's park spaces. Some participants shared they felt insecure when people smoked marijuana in parks, or when their children played in spaces where homeless people seemed to be camping, and where dogs are off leash. They were also concerned about the safety of playground equipment or areas in parks that are close to the river.

Participants also shared stories that reflected perceptions of being unwelcome. They described situations where they were concerned that their status as a Latino/a or non-English speaker compromised their safety.

Many participants described feeling concerned because they didn't know who to call or ask for help if something were to happen. They also didn't know who they could report something to. One participant who was concerned about his children's safety in riverfront parks stated, *"There isn't any security inside or entrances. People don't speak Spanish [and my English isn't good] so if something happened, who would help?"*

Participants shared they also didn't feel comfortable dealing with people on their own. One person said, *"I had a problem last year when I asked someone who was smoking to move, but he ignored me. I feel like he ignored me because I was Latina, because they look at me and don't care what I say."*

Another participant, who is second-generation, stated that she and others feel generally uncomfortable when she enters city parks or other public spaces. In her words, *"I may not feel unsafe, but I feel generally uncomfortable. [It happens] any time you enter a predominantly white space. You'll feel intimidated and uncomfortable. There's always that element of discomfort."*

Participants shared that they believe that they are perceived negatively by Eugene's white community. Their concern about safety in public spaces relates to this perception, as well as feeling cut off from important emergency services due to their language or lack of knowledge of services. In general, people said they did not know who they should contact in case of an emergency or to share any general complaints or concerns.

Recommendations:

1. Create clear, bilingual signs that welcome people to parks and open spaces (See Section 1 regarding signage)
2. Post information about emergency services located in the area and who to call with a complaint in English and Spanish – this could be included with park rules and the suggestion boxes mentioned in Section on Signage and Regulations.
3. Post or add the HRNI Rights Assistance Program phone number to park and community center signs and bulletins (contact Lorna Flormoe).
4. Increase the number of bilingual events that are welcoming to Latino and other Eugene minority communities, to encourage cultural mixing and acceptance.
5. Continue ongoing outreach efforts with the Latino community to build trust and familiarity in hopes of creating a more welcoming feel, as well as greater access to services.
6. To address safety concerns in parks (both criminal and regularory), increase the presence of people with City-backed authority in parks, such as Parks Ambassadors and EPD Officers. It is essential, that any staff that would play this role must be trained in cross-cultural issues and communication specific to the Latino community, and would ideally be bilingual English-Spanish.
7. Help the Latino community feel more comfortable within public spaces by following the recommendations listed throughout this report.

12	Nonprofit Collaboration	<ul style="list-style-type: none"> • Which communication tool? • Through what networks?
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Nonprofit collaborations are extremely important to the City for service delivery and outreach to some communities more than others. This project was no exception. Lessons learned are drawn from this project as well as from outreach with advocates and nonprofit leaders who shared information and recommendations for working with nonprofit organizations on ongoing and future projects.

Context:

Roles of Nonprofits in City Collaborations:

Different City departments have collaborated with nonprofit organizations to gain better understanding and create better access for the Latino community in a variety of ways. Most commonly, City staff engage with nonprofit organizations serving the Latino community to 1. Gain access to the Latino population to advertise services and events; 2. Gain access to the Latino population to receive feedback about City services; 3. Work on specific, ongoing projects.

Capacity:

Nonprofit organizations' capacity to collaborate is limited in part by availability of staff, time, space, and receptiveness, need, and availability of their affiliated community. Nonprofits spend their capacity on achieving their individual missions – and some are doing so on a shoestring budget. In Eugene, organizations that work with the Latino community have distinct missions and work with unique segments of the population, they work hard to establish trust and relevance with these communities.

Nonprofit organization leaders report that they welcome partnerships with the City that advance their missions, do not overtax their capacity, and/or provide critical resources to their organizations that are related to their missions.

Compensation:

City collaborations with nonprofit organizations may require non-profits to receive some compensation for their support of City projects. However, not all compensation is monetary. Nonprofit organizations described the idea of “compensation” in several ways. Sometimes, compensation may represent money, to compensate for organization's time and staff efforts. Compensation may also be considered as benefit received to their organization and the community with whom they work. What non-profit organizations require may vary based on their current staffing, funding, and mission/goals. Early and open conversations with non-profit appropriate organizations about the project and expectations can help ensure that City-driven collaborations respect the capacity of non-profit organizations, provide mutual benefit and maintain and build relationships with non-profit leaders and the communities they serve.

Structure of Phase 2 PRSP: Latino Outreach Collaboration:

City of Eugene HRNI worked primarily with Downtown Languages to help arrange space, time, and access for participant interviews. HRNI staff considered non-profit missions, capacity, and

effect on the non-profit's target demographics before approaching Downtown Languages as an outreach partner.

Downtown Languages offers language classes to Latin American immigrants. Their Pilas program provides low cost English classes to Latino immigrants. Many Pilas participants have young children. This demographic is likely to heavily use public parks. They also are likely to face significant barriers in accessing government services and providing input into government processes. DTL helps their participants gain access to City/government services, in addition to teaching English courses.

In discussions before and after the interview process, Downtown Language staff agreed that this was a good opportunity for their program participants to have the ability to interact with the City and share opinions on a very relevant topic. Downtown Languages participated both because they felt the project furthered their mission and benefited their families. The City of Eugene was able to provide Downtown Languages monetary support for outreach assistance - for their time and assistance recruiting participants, coordinating interview times and providing a trusted, familiar space for the interviews. As an incentive, the City also offered a \$50 dollar grocery card and a family punch card pass to City pools to interview participants. Downtown Languages felt it was very relevant and appropriate to compensate interview participants. Interviewees were very appreciative. These were successful incentives that built relationship and trust between City staff, DTL and the families they serve.

In addition to debriefing to gain feedback about the process, the City will provide copies of the report to the nonprofit so that DTL can share outcomes with their program participants.

Recommendations:

1. When approaching non-profit organizations about a collaboration, consider key factors:
 - How does a potential collaboration relate to the organization's mission?
 - What resources (employee time, skills, access to the community, services, etc.) are you asking the non-profit organization to invest?
 - What resources are you offering in return? (monetary, access, services, etc.)
2. Approach the nonprofit organization in a timely fashion. Annually, biannually or at the beginning of a project, not at the end or near the end.
 - For example, if the City is planning a Latino festival or related event, engage nonprofits during the planning process, and ask where they think they could provide help and what they might like to be involved in. Do not wait until the end of the project and simply ask for help in advertising the event or if they want to have a table there.
3. Think critically about whether your project is a good fit with the non-profit's mission and needs and the needs of their clients, and use these as measures for how or whether or not you consider reimbursing the nonprofit. Are you asking for a collaboration that only advances a City project, such as asking a small nonprofit to advertise a City event? Consider monetary reimbursement. Are you asking for access to the community? Consider monetary reimbursement to the nonprofit, and other incentives (such as coupons for pool access) to participants. Are you seeking a long term collaboration?

Have thoughtful discussions with the nonprofit organization (way ahead of time) to see if it fits their current goals, and work with the organization individually to determine how mutual benefit can be achieved.

4. Keep nonprofit organizations informed of project outcomes – once a project has been completed, offer the chance for nonprofit organizations to comment on the collaboration process, as well as the results.
5. Look for ways to build long term relationships with non-profit organizations and directly with the communities with which they work.
 - City staff may attend open non-profit events, meet community members and staff and talk about services the City offers.
 - Centro Latino Americano offers space to local organizations to table each month when community members come to pick up bus passes. Contact Centro to learn more about this opportunity.
6. To increase capacity and City-community interaction look for ways to build networks with the Latino community outside of local non-profits.
7. Centralize and standardize these practices.
 - Many City departments work with, or are interested in working with, nonprofit and community organizations to increase outreach and to host Latino-friendly events. City should collaborate on resources and standardize and consolidate their collaborative and outreach practices.

Examples of requests that may challenge nonprofit capacity restraints or create tension between potential collaborators, and suggestions on how to modify the request.

9. Asking a non-profits to text their clients reminders about City events may create an overload of information for community members and is time-consuming to already resource-strapped non-profit organizations.
 - Try: (1) Talk with non-profit leaders to see which City events best match their non-profit's mission, and ask how the non-profit might be interested in helping to advertise for them – fliers, hosting a City representative to talk about the event, texts, et cetera. (2) Offer compensation in exchange for a phone-based “alert” system where the non-profits can text clients interested in information about City events.
10. Asking a non-profit to help provide community classes, but not providing the majority of staff and support. This creates a large burden to the non-profit organization and detracts from their organization's goals and missions.
 - Try: (1) When collaborating on a service, first discuss which resources and services each organization is able and willing to provide. Determine how it benefits the non-profits' clients. (2) Consider compensating the non-profit if it will take the non-profit away from its other, funded activities for a significant amount of time, or if it does not provide significant value to the non-profit's current clients.
11. Planning a City event and approaching non-profit organizations for opinions and support only after the majority of planning is complete, with little time left before the event takes place. This pulls non-profit organizations away from their scheduled activities and does not allow non-profits time to contribute or develop processes or opinions for the event or outreach.
 - Try: (1) Approach the non-profit organization early, at the beginning of planning, in order to get feedback for event planning and on how the non-profit would like to be

involved in the process. This allows non-profit organizations to plan for involvement, provide input, and involve their clients meaningfully.

Eugene Parks and Recreation Systems Plan Outreach Phase 1– Budget Proposal

Latino Civic Participation Project (LCPP) – February 5, 2015

Project Overview

Dr. Gerardo Sandoval and collaborators from the Latino Civic Participation Project (University of Oregon Center for Latino/a & Latin American Studies) will conduct outreach with the Eugene Latino community to produce a needs assessment and recommendations as to how the City of Eugene may make parks and community centers more welcoming for the Latino community. Project findings will help better represent the Latino community in the 2015 update of Eugene Parks and Recreation Systems Plan (PRSP). City staff will be trained in the outreach method to build in-house capacity for future Latino (and other under-represented communities) outreach efforts.

Project Components

- Background Research + Preparation (students)
 - Conduct research. Plan and advertise outreach sessions
- Training for PRSP/City staff (GS, JR, Lorna)
 - Training in LCPP outreach method and working with diverse communities
 - Sign up for outreach events
- Outreach workshops via Latino Businesses and Public Events (JR, GS w/staff/students)
 - 2 all-day sessions at popular businesses and public events in the Latino community in Eugene
- Participatory Workshops (JR, GS w/Staff/students)
 - Latino Youth (1 session)
 - Community organizations (2 sessions)
- Preliminary Report (GS, Dan Platt)
 - Synthesize outreach findings
- Community Feedback Session (GS, Lorna & select staff)
 - Outreach session to discuss findings with community members + advocacy groups
- Presentation to City of Eugene Staff (GS & Lorna)
 - Present project findings to PRSP and other City stakeholders

Timeline Phase 1 Identification

	2015						
	March	April	May	June	July	August	Sept
1st Phase PRSP Public Engagement							
Background Research + Prep							
Training + Workshops							
Community Feedback Session							
Project Report Delivered							

Timeline Phase 2 Prioritize

	2016						
	March	April	May	June	July	August	Sept
2nd Phase PRSP Public Engagement							
Process TBD							

Budget

Expense	Quantity	Total Project Cost	POS Project Cost	Function
James Rojas, Place It & Latino Urban Forum	Per diem, Airfare Hotel, Wages	\$2,600	\$2,600	PRSP/City staff training and Outreach sessions
Gerardo Sandoval, UO	4 Weeks Half Time	\$5,000	In Kind	Training, outreach + prep, report
Lorna Flormoe, COE Human Rights & Neighborhood Involve.	4 Weeks Half Time	\$5,000	In Kind	Outreach planning and implementation; Project coordination; training & presentation
Dan Platt & PPDC Students, UO	10 weeks (March 30-early June)	\$7,500	In Kind	Research, outreach and workshop assistance; preliminary report
Training + Outreach Sessions	2x\$200	\$400 (COE)	\$400 (COE)	Transport, food, printing
Posters	5x\$40	\$200 (COE)	\$200 (COE)	Share project findings
Workshops	3x\$100	\$300 (COE)	\$300 (COE)	Food and logistics
Community Organizations outreach support	3x\$500	\$1,500	\$1,500	Recruit participants for workshops
Phase 1 Total Project Cost		\$22,500	\$5,000	
Human Rights & Neighborhood Involvement Contribution			\$1,000	
Phase 1 Cost to POS			\$4,000	

Phase 2 development will be based on the process and results of Phase 1. A working estimate of costs for Phase 2 is \$3,000.

Information Points:

- Resource: Public Participation in Diverse Communities class resources (10 weeks, access to 20 grad students for conducting research and outreach labor)
- Some Bethel & Trainsong focus? Higher Latino populations (12/20%) (and park gang activity).
- Police Officer assignment – Lorna working on (Capt. Kamkar: Officer Robert Rios, Richard Bremer, Luiz Landa? Lt. Doug Mozan?)
- Phase 1 and Phase 2 involvement – public engagement then decision making framework
- Logistical support needs include:
 - Coordinating locations, food, etc (Halle Shirk)
 - Overall project management, meeting invites, emails, etc (Lorna & Gerardo)
 - James Rojas can invoice POS directly. (POS Admin staff)
- Dates for James Rojas (Need ASAP)
- Line out responsibilities – Gerardo, James, Lorna, Dan/students, other City staff...

DRAFT Eugene Parks and Recreation Systems Plan Outreach Phase 2 –Proposal

March 3, 2016

Project Overview

Dr. Gerardo Sandoval, collaborators from the University of Oregon Center for Latino/a & Latin American Studies, Latino Civic Participation Project and the City of Eugene Office of Human Rights & Neighborhood Involvement will conduct outreach with the Eugene Latino community to produce recommendations and specific information as to how the City of Eugene may implement recommendations made in response to outreach done in Phase 1 of this project. The ultimate goal is to make parks and community centers more welcoming for the Latino community; project findings will help better represent the Latino community in the 2015-16 update of Eugene Parks and Recreation Systems Plan (PRSP).

Project Components

- Background Research + Implementation Prep (EF, LF, ALS)
 - Conduct best practices research on specific implementation strategies.
 - Set up project logistics.
 - Connect with non-profits
 - Summary of resources document
- Implementation Interviews with P&R staff (2-3 joint) (LF, Carolyn, All)
 - Conduct interviews with Parks & Rec staff to collect implementation details to help formulate questions for community focus groups & interviews.
 - Realign P&R with research priorities.
- Compile detailed information from Phase 1 and from Core Team (EF, LF, All)
 - Identify Phase 1 detailed information pertinent to Phase 2. Identify gaps.
 - Identify which recommendations Core Team can consult on without outreach.
- Focus Groups (2) (EF, LF, ALS All)
 - Non-Profits: Marketing & working with the City (DT, Centro, Huerto, Ganas, sports)
 - Petersen Barn staff
- In-depth Interviews (20-25 Latino community members) (ALS, All)
 - Cultural symbolism (park name/art/interpretive signage)
 - Programs & park use (types of use and informality, marketing)
 - Safety & comfort vulnerabilities
- Preliminary/Final Report (GS, ALS, EF, All)
 - Synthesize implementation findings
- TBD: Community Feedback Session
- Discussion with City P&R Staff (All)
 - Share report & project findings with PRSP and other City stakeholders. Answer questions.

Timeline Phase 2

Prioritization

	2016						
	March	April	May	June	July	August	Sept
2nd Phase PRSP Public Engagement							
Background Research + Prep							
Staff Interviews							
Compile Phase 1 and Core info							
Focus Groups							
In-Depth Interviews							
Report/Feedback/Discussion							

Budget

Expense	Quantity	Total Project Cost	POS Project Cost	Function
Gerardo Sandoval, UO Professor	4 Weeks Part Time	\$7,500	In Kind	Overall
Lorna Flormoe, COE Human Rights & Neighborhood Involve.	8 Weeks Part Time	\$6,000	In Kind	Overall
Anabel Lopez-Salinas, UO Postdoc	8 Weeks Part Time	\$5,000	In Kind	Research and interviews; report input
Emily Fiocco, UO graduate student Intern	10 Weeks Part Time	\$2,000	In kind	Assistance with research, logistics, focus groups, final report writing
HRNI Intern Stipend(s)	2x\$250	\$250 + \$250*	In Kind	Support Emily's intern work
Focus Groups	1x\$150	\$150 (COE)	\$150 (COE)	Food, logistics
Interviews	25x\$50	\$1250 (COE)	\$1250 (COE)	Gift cards
Community Organizations outreach support	4x\$400	\$1,600	\$1,600	Help recruit participants , Spaces to hold interviews
Posters & Report	\$150	\$150	\$150	Materials & Supplies
Phase 2 Total Project Cost		\$24,150	\$3,150	
Phase 2 Cost to POS			\$3,150	

*Pending Approval

Information Points:

- Continue to align PRSP priorities with Research priorities
- Do we need a community feedback session or not this time? My initial thought is no.
- Budget? Take a look, think of other things.... What is missing...?
- Anabel and Emily in kind?
- How, Where does Emily's research fit in?
- Police Officer Involvement – interview??? No Parks & Rec control over this...
- Interview questions? Implementation specific
- Logistical support needs?
- Line out responsibilities – Gerardo, Lorna, Anabel, Emily, other City staff

Application materials for the ACE Award | May 2017 send to: casaria.taylor@state.or.us

Nomination Contact: Noelle Dobson, noelle.dobson@oregonmetro.gov, 503-797-1745

Project: Powell-Division Transit and Development Project

Organization being nominated: Metro

Location: Portland Metro, SE Portland and Gresham

Time Frame: 2013-2016

References: Duncan Hwang, Associate Director, Asian Pacific American Network of Oregon and Dr. Jessica Howard, Campus President, Portland Community College Southeast campus

Project Description

Phase I of the Powell-Division Transit and Development Project ran from 2013-2016 and sought to identify high capacity transit, safety and community development solutions for a highly diverse corridor that runs from downtown Portland to Gresham. While a major outcome of this project will be a new rapid bus system running on Division Street, the project was about much more than just transit. From its inception the project focused on the connection among transit and many other aspects of community stability, including affordable housing, economic development and safety. This integration of transportation and other livability issues created many opportunities for our innovative and successful engagement approach. Metro was the lead agency during this period in strong partnership with TriMet, ODOT, Multnomah County and the cities of Portland and Gresham.

Project goals

Transportation: People have safe and convenient transportation options – including efficient and frequent high capacity transit service that enhances current local transit service.

Well-being: Future development and transit improvements create safe, healthy neighborhoods and improve access to social, educational, environmental and economic opportunities.

Equity: Future development and transit improvements reduce existing disparities, benefit current residents and businesses and enhance our diverse neighborhoods. There is a commitment to prevent market-driven involuntary displacement of residents and businesses and to equitably distribute the benefits and burdens of change.

Efficiency: A high capacity transit project is efficiently implemented and operated.

The Powell-Division Transit and Development Project concluded the Locally Preferred Alternative Phase I of the process in November 2016 when the project steering committee formally advanced a Locally Preferred Alternative for a high capacity transit line to be adopted by local jurisdictions. During the process both Portland and Gresham also adopted Local Action Plans that address actions the cities are committed to taking related to affordable housing, economic development and safety. The project has moved to the next phase of project design and outreach which is being led by TriMet. More detail on the project is available on the project websites at www.oregonmetro.gov/powelldivision and www.trimet.org/division. The project's outreach and engagement efforts received the 2015 USA Engagement Project of the Year from the International Association of Public Participation.

Goals

Engagement goals

- Innovate with new methods of multicultural outreach and community decision-making
- Create meaningful opportunities to participate in shaping the project
- Elevate voices of people with low incomes and communities of color
- Provide accurate and timely information to the public

Engagement approach

- Meet people where they are
- Community representation on steering committee
- Connect transit project to broader community goals
- Multicultural, multilingual meetings and materials

Innovation in community engagement and community participation in decision-making was a key driver from the very beginning of the Powell-Division Transit and Development project. Two key aspects of our innovative approach included having half of our decision-making steering committee comprised of community members, and also a robust multi-cultural, multi-lingual public outreach process. Such strong community representation on the steering committee was transformational in our efforts to **Build Partnerships** with groups who had various levels of engagement with Metro and TriMet on past transit planning projects. These included educational institutions such as Portland Community College and OHSU, local business districts such as Division-Midway Alliance and Jade, equity-focused organizations including Asian Pacific American Network of Oregon and OPAL Environmental Justice, neighborhood coalitions such as East Portland Action Plan, Southeast Uplift and Gresham Coalition of Neighbors, social service organizations and youth. This new model of decision making was not always easy because the group was learning together along the way not only about new ways of community-agency collaboration, but also because Bus Rapid Transit is a new type of high capacity transit in our region. Even with these challenges, in a post-Phase I evaluation of steering committee members there was strong consensus that the process was invaluable for creating and strengthening multi-disciplinary partnerships.

Our outreach approach was **People Centered** not only through the large numbers of people engaged at multiple events but through a multi-cultural outreach approach that worked closely with community-based organizations in paid and unpaid roles to help us frame and implement our outreach through a multi-cultural, multi-lingual lens. For example, all events were hosted in the corridor utilizing already important community places such as Jade multi-cultural community space, FUBON Asian shopping center, Pizza Barron, community college campuses and local restaurants. Because of this combination of community-driven decision making and broad multi-cultural outreach there was **Community Influence** on the project at multiple touch points. Everyone agreed that because of the community-driven steering committee model the final product was different than it would have been if a more traditional agency and elected official type of steering committee had been in place. **Diversity and**

Equity drove the project from the beginning as a key project goal, and equitable distribution of benefits and burdens of the proposed project were analyzed throughout the technical work.

Outreach and Methods

Supplemental materials to this application provide summary details and examples of the various types of strategies used to engage youth, minorities, people with disabilities and other vulnerable populations, which included door-to-door business canvassing, focus groups, workshops, in-person and online surveys, public hearings, site tours and our first attempt at engaging bus stop riders more directly in our planning processes through bus stop intercept surveys and advertising other outreach opportunities at bus stops. Public meetings included food and drink, language and ASL translation as needed. Examples of posters advertising events and translated materials are included in the supplemental materials.

Collaboration and Capacity Building

The strongest example of collaboration and capacity building resulted from the unique make up of the steering committee to include 11 community representatives and 11 representatives from local jurisdictions and transit agencies as described earlier in the Goals section. Steering committee members tried new methods of collaboration including a “Green, Yellow, Red Card” method of consensus decision making that was very different from what local government and transportation agencies are used to using. This model required those with Red or Yellow cards to articulate what would change their vote to Green, and then the group had a full discussion about whether those changes could be made. Through the post evaluation both community members and agency members agreed that one of the greatest benefits of this model was the capacity building that happened on both sides. Community groups built capacity to participate in very early stages of transit planning, and agency representatives built capacity to integrate transit planning with other issues important to communities such as affordable housing, economic development and community stabilization.

Transparent Process and Communication

Local liaisons and community groups were hired and volunteered to facilitate multilingual and multicultural focus groups and community events with Russian, Spanish, Vietnamese, African, Bhutanese, Chinese, Latino, Tongan and Native American community members. Project partners participated in dozens of cultural community events, including the Jade Night Market, Festival of Nations, Oregon Voices for Change, Latino Family Night and Neerchokikoo Powwow.

A transit and development project of this scale has a tremendous amount of technical information, and the project team worked hard to provide comprehensive summary documents for the steering committee and community members ([March 2016 example available through this link](http://www.oregonmetro.gov/sites/default/files/Mar28_Steering_CommitteeSummaryDocument031716.pdf) or at http://www.oregonmetro.gov/sites/default/files/Mar28_Steering_CommitteeSummaryDocument031716.pdf). In addition, the extensive amount of public feedback received was shared in easily digestible summaries ([September 2016 example available through this link](http://www.oregonmetro.gov/sites/default/files/Powell-Division-Public-engagement-report-Sept-2016-final.pdf) or at <http://www.oregonmetro.gov/sites/default/files/Powell-Division-Public-engagement-report-Sept-2016-final.pdf>), and full details of all comments were always available in an online appendix. Our robust

online presence included an active website, regular email communication, social media presence and extensive local media coverage.

Community Feedback, Evaluation and Assessment

In addition to the project steering committee, additional ad-hoc workgroup discussions were held throughout the process, including an Equity Workgroup, Safety and Security Workgroup, Transportation Workgroup and Developers Roundtable.

One aspect of this project that is unique to many other engagement efforts is the level of evaluation that has been built into multiple stages of the process; at multiple points in the process we conducted self evaluation and invited feedback from participants to assess our progress toward our outreach and engagement goals. At the conclusion of the three-year process we conducted a robust evaluation of our engagement methods through an online survey that received more than 190 responses (draft findings included in supplemental materials) that sought feedback on the accessibility of staff and decision makers, effectiveness of our outreach tools, value of our email and web communications and our diversity and inclusion efforts. We also conducted an in-depth evaluation of our steering committee members to solicit feedback on our innovative approach of having a steering committee with half community representatives. The survey included nine questions that focused on several aspects of the steering committee including membership, preparation, setting expectations, decision-making, meetings and materials and staff and agency partner roles. The feedback we received from this steering committee member evaluation has already proven invaluable in our efforts to better understand what was successful and how we can improve in the future. Metro and our partners are committed to continuing to innovate in how we establish our decision-making committees and committed to learning from this first example so we can continue to strengthen our ability to engage community members directly in the projects that will impact their lives. A final report of the steering committee evaluation is in progress, draft summaries are included in the supplemental materials. Also included in the supplemental materials are results from a staff focused self-evaluation that occurred midway through Phase I.

Supplemental materials

Reference letters from APANO and Portland Community College

Powell Division Steering Committee and Outreach Overview

Summary of Engagement Efforts

Public Engagement Activities Chronological

Evaluation Documents

Example of Event Flier

Example of Translated Material



May 30, 2017

Department of Land Conservation and Development
635 Capitol Street NE, Suite 150
Salem, Oregon 97301-2540

Dear Selection Committee,

I am writing this letter on behalf of the Asian Pacific American Network of Oregon (APANO) to express our support for Metro's nomination for the Achievement in Community Engagement award. We believe new practices and approaches to engaging our communities, particularly in East Portland, has led to a more equitable Division Transit Project that would better serve community needs.

The first innovation was that project stakeholders recognized that this was not just a transit project but a community development project that could be leveraged to address community needs in alleviating involuntary displacement, pedestrian safety, and enhancing our small businesses. This was informed by a deeper, more inclusive engagement process, that brought new partners to the planning table through multi-lingual engagement, partnerships with community based organizations, and creative placemaking. Finally, the project steering committee convened by Metro contained numerous representatives from community organizations alongside elected officials and agency leaders. The composition was a real innovation and served the project really well as it allowed local residents and communities to have a voice at the decision-making table.

As a result, we were able to bring a lot of wins to our community to complement higher capacity transit service. Metro was able to help convene agencies to sign into place mitigation measures in affordable housing, much needed north-south transit service, and workforce navigation. At the end of the process, communities were able to offer our guarded support for this transit and development project. As a result of our increased sense of ownership, we are also committed to continuing to engage in project implementation. It is our hope that these new innovations in community engagement from the Division Transit Project are adopted in future planning processes on regional transportation.

Sincerely,

Duncan Hwang
Associate Director



May, 26th 2017

Oregon Department of Land Conservation and Development
635 Capitol Street NE, Suite 150
Salem, OR 97301

Dear Oregon Department of Land Conservation and Development,

The Portland Community College's Southeast Campus was a partner in the Powell-Division Transit and Development project for more than three years, serving on the project's steering committee and helping to connect the project to our many students through outreach opportunities on campus.

Having the opportunity to participate at this level of decision making on the steering committee was a great opportunity for our campus to be closely connected to a project that will have so much impact on our students and faculty.

The PCC Southeast Campus is part of a vibrant community, characterized by tremendous cultural richness, a wide range of experiential knowledge, and a resilient spirit. Our campus sits at the intersection of SE 82nd Avenue and SE Division Street, an area characterized as one of the most racially and ethnically diverse areas in the city. Many of our southeast Portland neighbors and community members have some of the lowest levels of income, and educational attainment, and we see the Division Transit Project LPA as part of a key system to ensure our community members have access to timely, reliable, and in-expensive transportation.

We strongly support this project because it will connect many southeast Portland neighborhoods, many of which have been historically under-served, with critical resources for upward mobility. We have started referring to this project as an education corridor that will link Mt Hood Community College, our PCC Southeast campus, and PCC CLIMB Center, along with Portland State University and the Oregon Health and Science University. In addition, both Mt Hood Community College, and our Southeast campus boast Small Business Development Centers where small business owners and those interested in starting small businesses can engage professional, support that is the economic engine of the City of Portland.

Being actively involved in the planning and outreach provided us with the opportunity to both share our perspectives as a key educational institution in the corridor, and also to listen and learn from the other community partners and elected officials around the table. This collaborative model resulted in a stronger sense of shared values and shared decision making than typically happens with this type of transit planning in our communities. We are excited about the improved transit service, safety and community development efforts that will benefit our communities.

The PCC Southeast Campus is committed to staying involved and continuing to build on the relationships and planning efforts that will be required to make high capacity transit along Division Street a reality. The significant efforts of Metro's public engagement staff during the last several years has laid an important foundation that is proving to be an example to build on with future efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Jessica Howard", with a stylized flourish at the end.

Dr. Jessica Howard
Campus President
Portland Community College, Southeast Campus



Public engagement and increasing access to decision-making

Metro and our partners used innovative, inclusive outreach tools and included historically marginalized voices in decision-making to shape the Powell-Division Transit and Development project.

A new model for the steering committee

Early on, project partners wanted to pilot a new approach to the decision-making committee with the intent of diversifying perspectives and elevating community-identified needs and solutions. Including community representation on decision-making committees is an emerging best practice in collaborative public policy, and part of Metro's commitment to increasing widespread understanding of and access to regional decision-making.

The steering committee's 22 members included educational institutions, neighborhood groups, youth and community-based organizations, as well as elected officials, local jurisdictions and transit and transportation agencies used to being at the table. For nearly three years the committee worked toward the successful creation of an action plan for future rapid bus service and a set of equitable development objectives and actions for key places throughout the Powell-Division corridor.

Having diverse community representation on the steering committee shaped the project goals and objectives. This held partners accountable for considering equity and community goals while guiding decisions on the transit project.

Now that the steering committee has completed its work, Metro staff are evaluating what worked and how we can continue to increase representation and the impact of diverse stakeholders who care about their communities and engage with us in our work.

Our goals

- Innovate with new methods of multicultural outreach and community decision-making
- Create meaningful opportunities to participate in shaping the project
- Elevate voices of people with low incomes and communities of color
- Provide accurate and timely information to the public

Our approach

- Meet people where they are
- Community representation on steering committee
- Connect transit project to broader community goals
- Multicultural, multilingual meetings and materials

*Powell-Division
Transit and
Development
project goals*

Transportation

Well being

Equity

Efficiency





Communities along the Powell-Division corridor are home to a rich diversity of racial and ethnic groups who live, work, raise families and own businesses there. Project staff engaged community-based organizations and trusted community leaders to shape an outreach and public input plan that acknowledged a past history of underrepresentation and the value that community perspectives add to shaping future changes. The project's engagement efforts were awarded the 2015 U.S. Project of the Year by the International Association of Public Participation.

Multicultural and multilingual outreach

Local liaisons and community groups were hired and volunteered to facilitate multilingual and multicultural focus groups and community events with Russian, Spanish, Vietnamese, African, Bhutanese, Chinese, Latino, Tongan and Native American community members. Project partners participated in dozens of cultural community events, including the Jade Night Market, Festival of Nations, Oregon Voices for Change, Latino Family Night and Neerchokikoo Powwow. Select project materials were translated into Spanish, Vietnamese, Chinese and Russian. Translation and sign language services were available for people who requested them.

A focus on people and places

Complementing the public outreach was a robust set of more than 50 Metro News stories and profiles of the people and places throughout the study area. Profiles of key places such as the Jade District and Division-Midway, and local institutions such as Portland Community College and Mount Hood Community College highlight the communities' unique assets and opportunities.

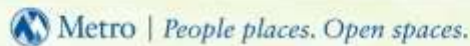
Engagement activities

- More than 175 outreach events
- Business canvassing
- Equity work group meetings
- Neighborhood and community forums, open houses, focus groups
- Student and youth engagement
- Input sessions with people with disabilities
- Libraries, farmers markets, community events, school events
- Direct mailings
- Multiple surveys at bus stops and online—almost 10,000 combined survey responses





Public engagement and increasing access to decision-making



Public engagement: Our goals

- Create meaningful opportunities to participate
- Elevate voices of low income populations and communities of color
- Innovate with new methods of multi-cultural outreach and community decision making
- Provide accurate and timely information



Public engagement: Our approach

- Extensive boots on the ground
- Community representation on steering committee
- Connect transit project to broader community goals
- Multi-cultural, multi-lingual meetings and materials



Steering committee model

- Pilot approach to include community representation on decision-making committee
- Intent to diversify perspectives, elevate historically absent voices from decision making tables
- Emerging promising practice to increase understanding of and access to regional decision making



Steering committee model

22 members representing:

- Local jurisdictions
- Transit and transportation agencies
- Educational institutions
- Neighborhood groups
- Community-based orgs
- Youth

2014 committee charge:

To work toward the successful creation of an action plan for the future transit service and a development strategy for key places along the corridor.



Engagement activities

- More than 175 outreach events!
- Business canvassing
- Equity work group
- Neighborhood and community forums, open houses, focus groups
- Student and youth engagement
- People with disabilities input sessions
- Libraries, farmers markets, community events, schools
- Direct mailings
- Multiple surveys at bus stops, online—almost 10,000 combined survey responses!



Multi-lingual meetings and materials

Outreach to Russian, Vietnamese, African, Bhutanese, Chinese, Latino, Tongan, Native American community members

Materials translated into Spanish, Vietnamese, Chinese, Russian



What we heard...

- Identify a lower cost, short term solution as a first step to addressing community transportation and development needs
- Avoid major property impacts to businesses and residents
- Improve pedestrian safety near stations
- Choose a route that can serve important destinations
- Prioritize options that provide a faster, more reliable trip
- The proposed improvements on Division are improvements over the existing bus service



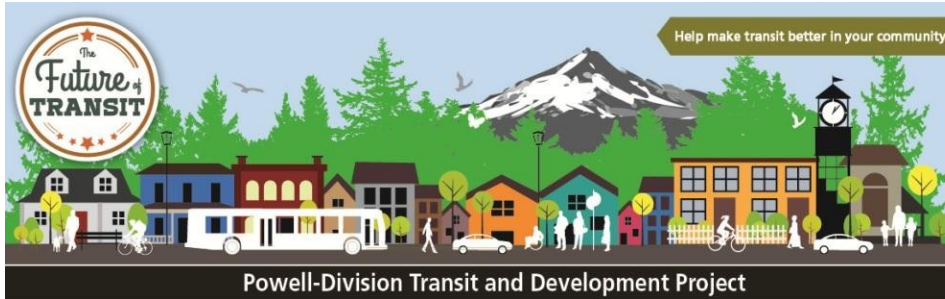
What we heard...

- Improved transit is only part of the community vision
- Investments in transportation need to support community stability, economic opportunity
- Be proactive to avoid gentrification due to increased transit and public investment
- Improved transit without affordable housing is not considered a win for community



2015 winner: USA Public Engagement Project of the Year





Compilation of all outreach events

December 2013 – September 2016




Public Engagement Summary – Dec 2013-Feb 2014

- Two Gresham community forums
- MHCC Survey – 87 responses
- Immigrant and Refugee Community Organization Survey – 36 responses






Public Engagement Summary – March-May 2014

- More than 35 community briefings and open houses
 - Talk with staff sessions at Division-Midway Alliance
 - Bus rider engagement with one-question survey in English, Spanish, Russian, and Vietnamese
 - East Portland neighborhood survey
- 



Public Engagement Summary – June-September 2014

- More than 27 community briefings and open houses
 - Open houses and workshops
 - Community events and tables at busy community locations
 - Talk with staff sessions at Division-Midway Alliance
 - Equity work group
 - Business engagement
 - Improvements to transit survey – 340 responses
 - Transit alternatives preference survey – 712 responses
- 

Public Engagement Summary – March-May 2015

- Gresham route options survey – 445 responses
- Gresham neighborhood change advisory group
- Informational briefings provided to:
 - standing committees, such as the Multnomah County Bicycle and Pedestrian Advisory Committee
 - neighborhood and business associations
 - city councils, organizational boards and policy committees
- Other community events such as the Division Midway Alliance Community Visioning Open House and Asian Pacific American Network of Oregon Voices for Change celebration and community space grand opening
- More than 29 community meetings

Public Engagement Summary – March-May 2015

- More than 26 community meetings
- Project-sponsored events/opportunities:
 - a direct mailing to residents within 300 feet of Cleveland Ave in Gresham and postcard drops at multiple apartment complexes along the other route options in Gresham notifying them of the route options under consideration and inviting them to participate in the online survey
 - Talk with staff sessions
 - Bus rapid transit learning session
 - Student and youth engagement
 - Latino, Chinese, Vietnamese, Russian-speaking, Tongan, Bhutanese, African-American and African immigrant engagement
 - Business canvassing by youth leaders
 - A community forum

Public Engagement Summary – September-October 2015

- Gresham to MHCC: 600+ responses
 - Posted online questionnaire
 - Placed static displays at Gresham City Hall, Gresham Public Library, and Mt. Hood community College
 - In-person distribution of information at Gresham Farmers' Market, Mt. Hood Community College, Gresham Transit Center, and Latino Parent's Night at Gresham High School
 - Intercept survey of riders at Gresham Transit Center and Kane/Stark bus stop
 - Canvassed businesses on Main Avenue/SE 223rd Avenue, homes and businesses on Hogan Drive , and homes on Cleveland Road

Public Engagement Summary – December 2015 – January 2016

- Proposed station locations survey: 3,400+ responded
 - In English, Spanish, Vietnamese, Russian, Chinese
 - Posted online, emails to TriMet Rider's Club and Metro's Powell-Division Project email list, targeted Facebook ads, other social media, community organizations, schools, at outreach events, hard copy by request, notified with postings at all 200+ bus stops along potential BRT route
- 11 station locations focus groups
 - African Americans, African Immigrants, Bhutanese, Chinese, Latinos, Native Americans, people with disabilities, Russian, Tongan, Vietnamese, and youth

Public Engagement Summary – June 2016

Inner Division stakeholder outreach included 17 discussions and/or formal briefings with the following:

- Jade District staff
- Foster-Powell Neighborhood Association
- Brooklyn Action Corps
- Hosford Abernethy neighborhood leaders
- Hosford Abernethy Neighborhood Association
- Richmond Neighborhood Association
- Creston-Kenilworth Neighborhood Association
- Lents Neighborhood Association
- Division Clinton Business Association
- Southeast Uplift
- Central Eastside Industrial Council
- East Portland Action Plan
- Gresham Coalition of Neighborhood Associations
- Families for a Safer Powell members
- Mayor Hales' staff
- Commissioner Novick's staff
- Portland Development Commission staff
- Bicycle Advisory Committee
- Portland Freight Committee

Public Engagement Summary – September 2016

- Inner Division online survey: 4,000 responses
- Intercept surveys at business, bus stops, cultural events
- Inner Division stakeholder interviews
- Open house focusing on Inner Division
- 17 neighborhood and business association briefings

NOT FOR DISTRIBUTION

DRAFT REPORT of Responses from Powell Division evaluation of steering committee members and project partners

Introduction

The survey included nine questions that focused on several aspects of the steering committee, including membership, preparation, setting expectations, decision-making, meetings and materials, staff and agency partner roles, and general.

The goals of conducting the evaluation were:

- Identify strengths and challenges of a new steering committee model for transit planning
- Improve how Metro manages future steering committees and advisory groups
- Understand and improve Metro's role as lead agency, convener and community partner

Metro staff invited all steering committee members and 13 project staff to provide feedback via an online survey, phone call or in-person discussion. A total of 15 steering committee members and 11 project staff provided feedback.

Due to the limited number of responses overall (26), it was not possible for staff to identify key themes that represent any majority opinion. For this first draft, staff organized the responses for each survey question into two categories: 1) possible concrete action items that could improve similar processes in the future and 2) feedback that does not point to a specific action item, but are important issues that public and community partners should continue to discuss as we improve our future partnerships. All statements are pulled from individual responses, no statement below is intended to reflect shared agreement among all steering committee members who provided their feedback. After steering committee members and project staff have had an opportunity to review this draft Metro staff will compile a final report.

A separate online survey was conducted in January and February on the overall outreach and communication activities for the project from the last three years. There were 199 respondents to the online survey; survey findings will be posted on the PDTDT online project library in May.

Responses

Membership, SC dynamics, recruitment

Question #1: Do you feel that the right groups or interests were represented on the steering committee?

Question #2: What suggestions do you have about determining who is selected for future committees?

Possible action items/steps to improve

1. Future transit planning committees should include riders with disabilities, advocates for biking, more transit riders, more students, and more representation from the affordable housing, business and immigrant and refugee communities.
2. Continue to include more than one group that brings an equity lens; don't tokenize equity by having only one group
3. Establish an application process and criteria for selection to the committee; consider members who can wear multiple hats
4. Identify early in the process how to manage disruptive behavior from committee members and group agreements on how people work together
5. Establish process for on-boarding new or substitute committee members
6. Allow for more time to develop relationships among members

Issues that partners need to keep talking about together

1. Acknowledge that there is real and perceived power and knowledge differentials among elected officials, jurisdictional representatives and community members
2. How do we broaden the base of who can represent key community constituencies so it's not always falling on the same people?
3. Consider if there is a strong nexus with state representatives and local transit planning projects such as this

Supporting members to be prepared/Did we provide the right amount of information?

Question #3: Did you feel prepared to fully participate in steering committee meetings?

Question #4: Do you have suggestions about how staff can better prepare committee members for meetings?

Possible action items/steps to improve

1. Staff continue to find ways to be accessible to committee members, and multiple ways to help them be prepared for meetings
2. Provide information in advance of steering committee meetings with ample time for committee members to review the information ask questions before being asked to make a decision
3. Provide summaries of technical documents, and make source documents available. Work to make summary documents as objective as possible
4. Use more digital communication and collaboration
5. Continue the ongoing work of building trust between agencies and community, which may lessen barriers to community members feeling prepared and having the information they need
6. Provide agency staff ample time to receive information and to share it with their elected official or agency representative

7. Be more responsive to providing information when it is requested
8. More frequent meetings to report on progress, regardless of whether information is ready
9. How to encourage and support committee members to read the materials before the meetings

Issues that partners need to keep talking about together

1. Some project staff expressed that they provided multiple opportunities to meet with committee members to help them prepare, yet these opportunities were not often taken advantage of by committee members
2. Continue to discuss the perception/frustration that committee members ask staff for a lot of information, but it's not always clear that committee members are looking at it

Making decisions: voting system

Decision making on the committee was done by each member voting with a green, yellow or red card. The goal of this voting method was to facilitate discussion among members to better understand why someone may not be in full support of a proposal, and to facilitate problem solving to address member concerns. Recommendations could move forward even if there was no consensus among the committee members.

Question #8: Do you think the green/yellow/red cards is an effective tool for group decision making?

Question #9: What comments do you have on what worked well with this voting method, or what could be improved?

Possible action items/steps to improve

1. Provide more clarity about what different colored cards actually mean
2. Don't ask committee to vote when they don't have complete or accurate data
3. Provide more nuanced options than green/yellow/red, perhaps five options
4. Provide more clarity in the beginning about what happens if the group doesn't reach consensus
5. Rethink how committee members with green cards can have more opportunities to talk about why they supported the project

Issues that partners need to keep talking about together

1. Discuss the perception from some that there were end runs that made decision making less transparent
2. Consider reframing how decisions would be made, maybe consensus shouldn't be the goal

Setting expectations

2014-2015 Steering Committee Charge:

To work toward the successful creation of an action plan for the future transit service and a development strategy for key places along the corridor

Desired project outcomes:

- 1) A vision and development strategy for key investment focus areas
- 2) A preferred high capacity transit alternative, including mode, alignment, and station locations

Question #7: What suggestions or lessons learned do you have for creating committee charges and setting realistic expectations?

Possible action items/steps to improve

1. Staff should be more transparent about the parameters that the committee/project is working within, including funding
2. Provide more clarity to committee members about what happens with their work and their recommendations. Be clear if the group is bringing ideas to the table but others are making the decisions.
3. Have more discussions to clarify what problem the project is trying to solve, and clarifying why a particular project was chosen to pursue in the first place
4. Agency staff should acknowledge/recognize that community groups are going to talk about what is important to them even if it's not "the issue on the table"
5. Work to set the table with people who can address the issues that the committee will address (ie: Portland Housing Bureau)
6. Work to get more buy-in from local jurisdictional departments who will be responsible for non-transit aspects of the planning process and steering committee aspirations
7. Staff and jurisdictional representatives should do a better job of discussing the context that transit planning projects are unpredictable and often shift and change in scope
8. Acknowledge that this was the first BRT planning project in the region and we all learned a lot on the job.
9. Discuss project scope and charge of the committee early and often
10. Vet technical and financial information sooner so that expectations don't get too built up
11. Allow for more flexibility in project timelines up front
12. Be transparent about the magnitude of the project from the start

Issues that partners need to keep talking about together

1. Consider whether it benefits the project and creates more realistic expectations to have a narrower scope, or a scope that is broader and less specific

2. Consider pros and cons of bringing the committee in at the true beginning, or waiting until more data has been analyzed and expectations can be right-sized.
3. Continue conversations about the pros and cons of combining development and transit planning in same project, with the same committee. Some respondents felt strongly that you can't divorce a transit project from everything else. Others responded that it can be confusing to broaden the scope of transit project to include housing and development if you don't have the right people at the table.
4. Discuss how to provide more clarity in the process that delineates between when we are doing "blue sky visioning" and when we are doing more concrete planning.

Committee meetings and materials

SC members were asked to review a large number of highly-summarized technical findings, community input summaries and other information prior to and in between SC meetings.

Question #10: Was this the right amount of information to provide steering committee members?

Question #11: How can we improve our practice of providing steering committee members the information they need to have discussions and make decisions?

Question #12: What do you think worked well and what can be improved about steering committee meetings?

Steering committee agendas and meetings were intended to learn about project information and for steering committee members to ask questions and talk to each other

Possible action items/steps to improve

1. Create more opportunities for committee members to meet outside of meetings to create cohesion
2. Improve room set up with good sound and visual systems
3. Seating arrangements may be useful tool for increasing dialogue among committee members and acknowledging power dynamics
4. Select meetings locations that are ADA accessible, transit accessible
5. Create more opportunities for discussion among committee members; less presentation by experts, they can answer questions that come up
6. Don't read the slides
7. More budget for more food; purchasing food from local vendors is part of outreach
8. Use printed information packets as a guide to the conversations
9. Be more clear about action items and goals for each meetings; every meeting should have an action
10. Shorter meetings
11. Staff should do dry-runs of presentations so they don't go over the allotted time

12. Think about who is the best messenger for the information
13. Be realistic about how much time it takes to get through agenda items, don't over pack agendas.

Overall strengths/Overall challenges

Question #13: What were the strengths of this steering committee model? What specific suggestions do you have for things that went well and that should be replicated?

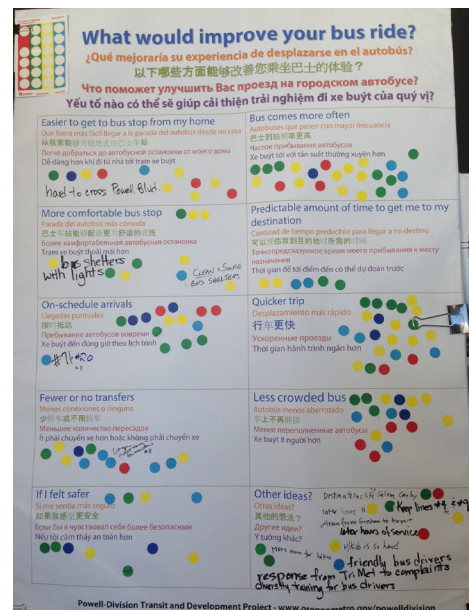
Comments:

1. Having community members at the table
2. Hearing from community members, elected officials, agency staff of the same topics
3. Flexibility and spirit of cooperation was critical
4. Groups were empowered with information and had respectful dialogue
5. The diversity and many voices in the group, it was a space to bring up tough topics and an opportunity to be in the messy part of planning together
6. Good community representation
7. Face time between community members and elected officials built knowledge and understanding
8. Built capacity of community groups

Question #14: What were the challenges of this steering committee model? What specific suggestions do you have for how this steering committee model could be improved?

Comments:

1. Process went on too long
2. We were learning too many things at once, it took its toll on everyone involved
3. Difficult to get the information we requested
4. Hard to get consensus when groups' core missions are at odds with project likelihoods
5. Expectations were too high and limitations to the project were not known or shared
6. Needed better transparency
7. The model created the risk of pitting elected officials against community members
8. There should have been time for community members to present to steering committee members and vice versa, this would help shine light on others' points of view
9. Responsibilities of members varied widely (ie: safety, funding, etc)
10. Seemed to be a lack of interest in discussing trade offs, which are inherent in project development and decision making
11. Some members didn't seem committed to understanding technical details of the project
12. Felt like challenges were more about personalities than issues
13. Sometimes felt like east versus west



EVALUATION RESULTS

Powell-Division Transit and Development Project Outreach

Published May 2017

Communities along the Powell-Division corridor are home to a rich diversity of racial and ethnic groups who live, work, raise families and own businesses there. Project staff engaged community-based organizations and trusted community leaders to shape an outreach and public input plan that acknowledged a past history of underrepresentation and the value that community perspectives add to shaping future changes.

During January 2017 Metro conducted an online survey to get feedback on our public outreach approach. The survey asked questions on a range of topics including the usefulness of our email and web outreach, feedback on public meetings, availability of staff and decision makers and feedback on specific outreach tools such as bus stop surveys and Metro News stories. We also asked for input on how we can continue to improve how we include communities of color and people who speak limited english in future Metro projects. All results from the survey are available in an appendix posted in the online library at www.oregonmetro.gov/powelldivision.

Key findings:

Engagement activities

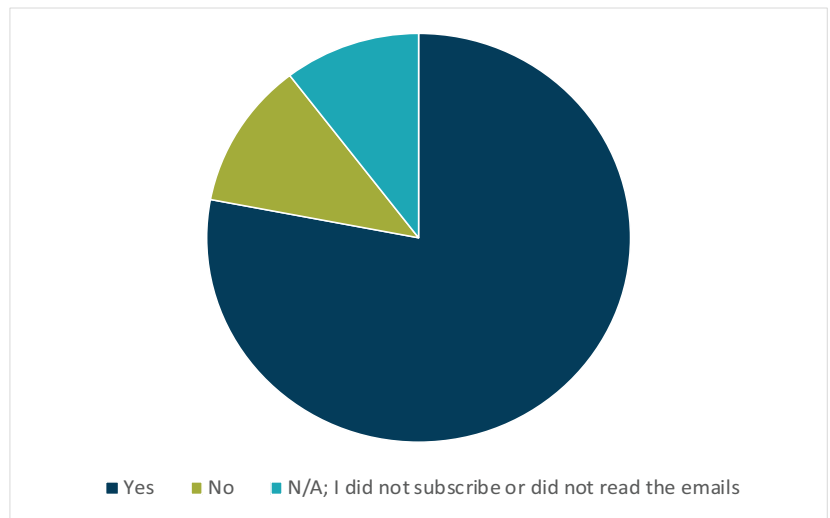
- More than 175 outreach events
- Business canvassing
- Equity work group meetings
- Neighborhood and community forums, open houses, focus groups
- Student and youth engagement
- Input sessions with people with disabilities
- Libraries, farmers markets, community events, school events
- Direct mailings
- Multiple surveys at bus stops and online—almost 10,000 combined survey responses

- More than 78 percent felt that there were enough opportunities to provide feedback on the project.
- 60 percent said they did not attend a public meeting, but more than 33 percent said they attended up to five meetings. More than 60 percent of those who did attend said that the information at these meetings was relevant and that staff answered their questions.
- Of those who attended steering committee meetings, more than 61 percent felt the information was relevant and more than 56 percent felt that they provided opportunities to interact with decision makers.
- More than 64 percent visited the project website a few times, and more than 22 percent visited the website on a monthly basis.
- Nearly 83 percent found the website information to be useful.
- Only 17 percent did not feel that Metro staff were accessible or responsive to questions and comments they had about the project.
- Nearly 84 percent found online surveys to be an easy way for for them to share feedback.
- 71 percent of respondents identified as White.
- Some respondents expressed frustration that the project invited a lot of public comment but they felt did not use the input in decision making.
- Others expressed their perception that the government partners and TriMet already knew what they wanted and public feedback didn't matter.

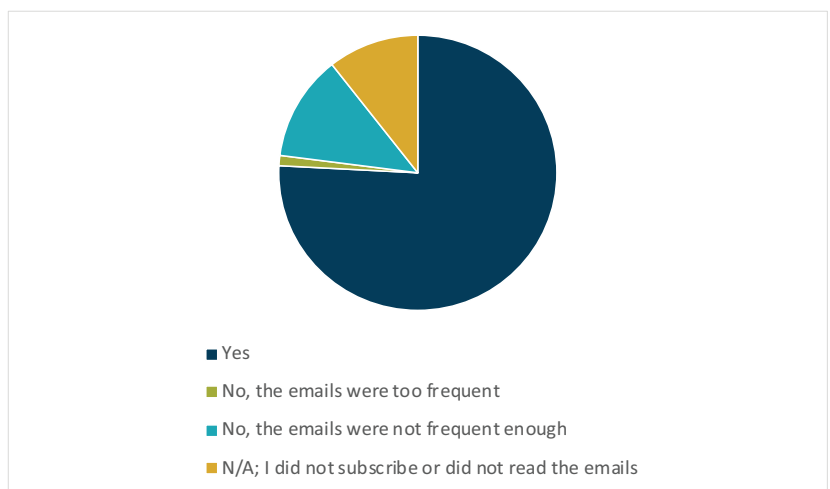
Email Listserv

Periodically we sent an email to our project listserv that had more than 4,000 subscribers. Emails provided project updates, notices of upcoming meetings and invitations to provide input on project decisions.

Did the email updates give you the information you needed? (173 respondents)



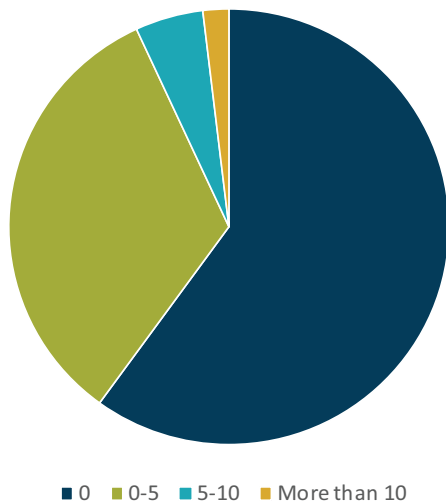
Did we send the right number of email updates? (170 respondents)



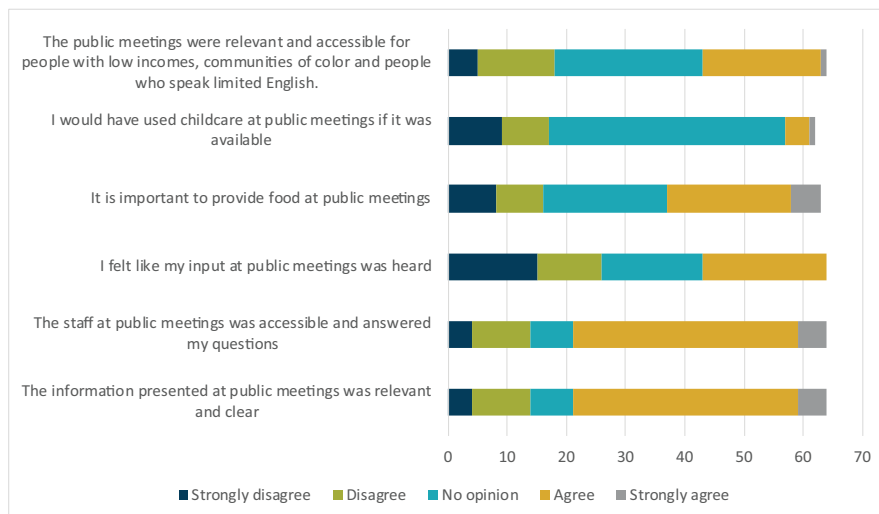
Public Meetings

We held more than 140 public meetings during the course of three years. The meetings were mostly held on weekends or during the evening. All meeting spaces were ADA accessible and translation was available upon request.

*How many public meetings did you attend?
(160 respondents)*



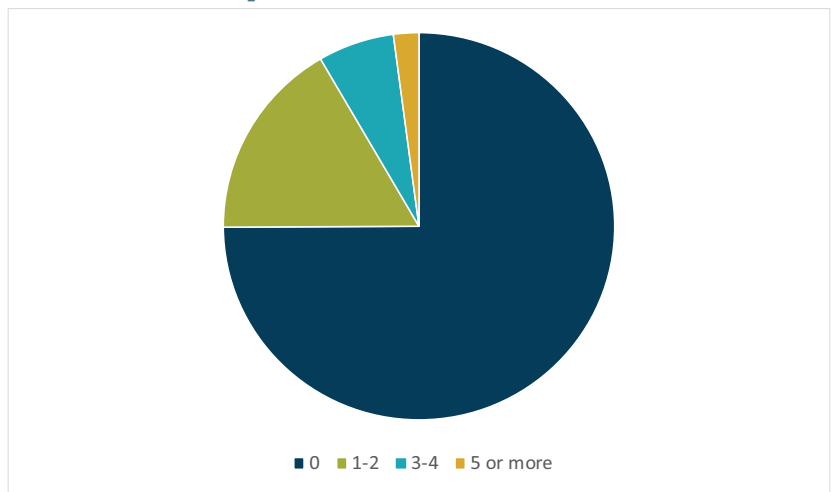
Do you disagree or agree with the following statements about public meetings? (responses from those who attended at least one meeting; 64 respondents)



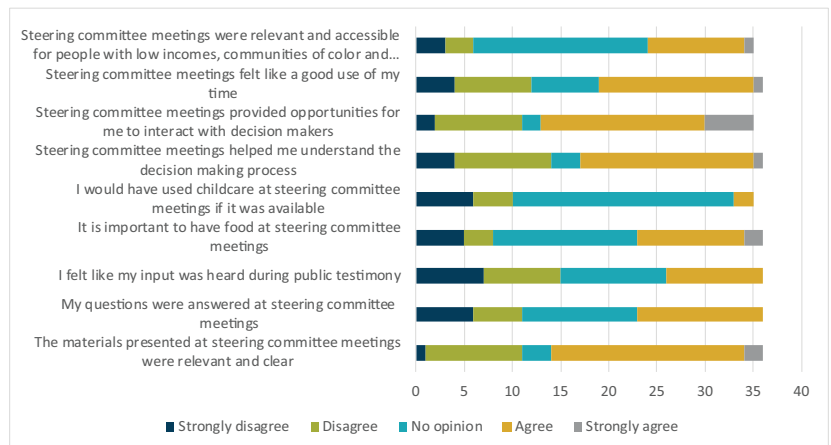
Steering Committee Meetings

Steering committee meetings provided an opportunity for the public to observe decision makers discuss the project and an opportunity for people to share their input with decision makers. There were 12 meetings over three years, held on Mondays from 4:00 pm to 6:00 pm in the community and food was offered.

How many steering committee meetings did you attend? (144 respondents)



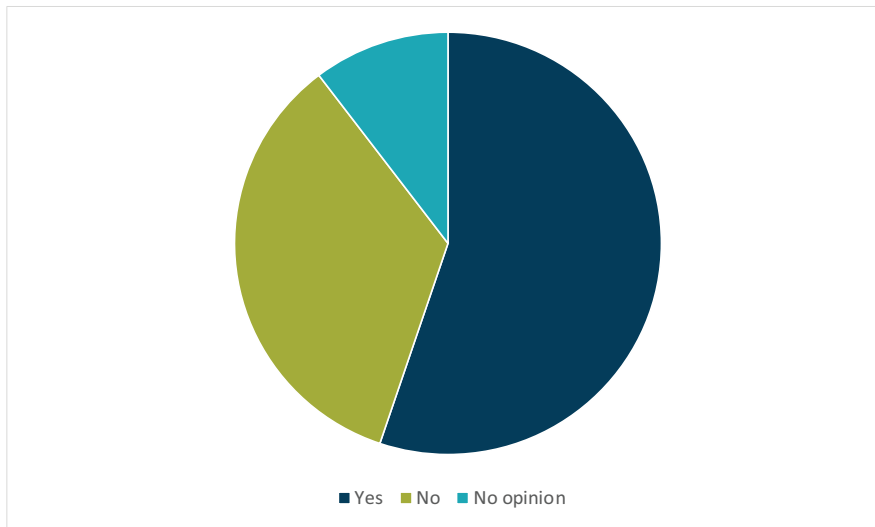
Do you agree or disagree with the following statements about steering committee meetings? (responses from those who attended at least meeting: 36 respondents)



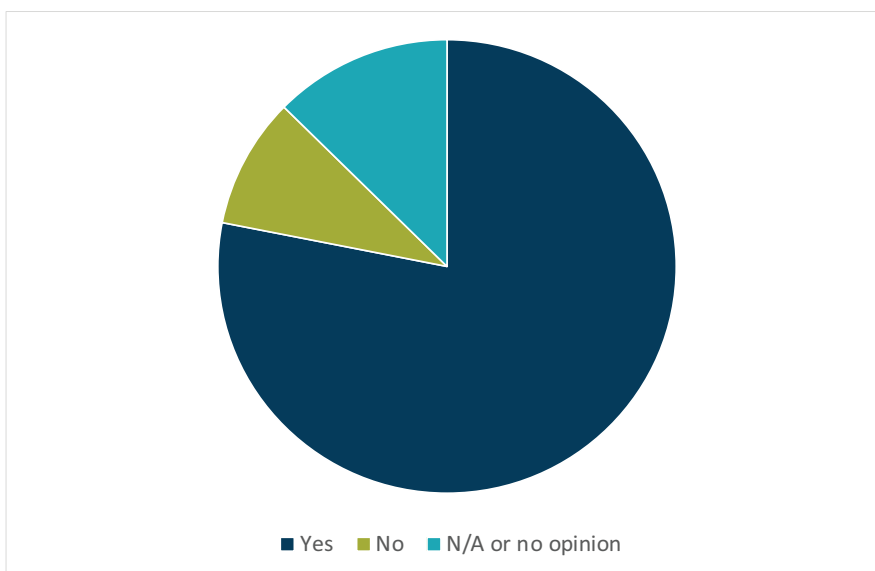
Access to Decision Making

Staff published public engagement summaries that were shared with decision makers prior to every steering committee meeting and after major outreach periods. The public was also invited to testify at steering committee meetings.

Do you think decision makers had enough opportunities to hear public feedback? (responses from those who attended at least one meeting: 58 respondents)



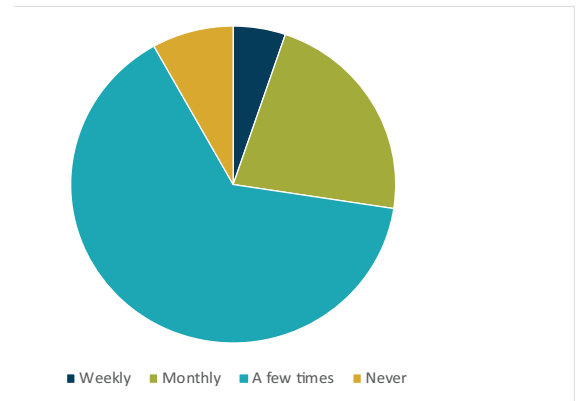
Did you have enough notice of opportunities to participate and provide your feedback? (183 respondents)



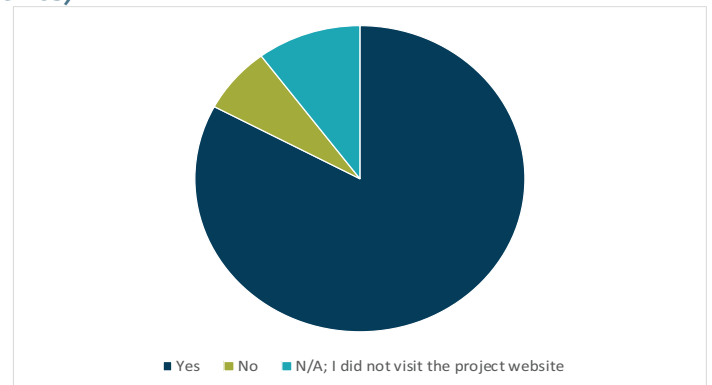
Website

The project website included project overviews and ongoing project materials, meeting times and locations, and Metro news stories about the project and the corridor.

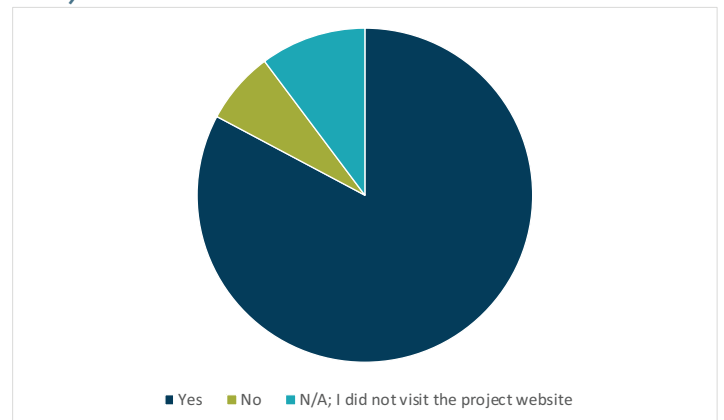
How often did you visit the project website?
(135 respondents)



Was the information on the project website useful?
(128 respondents)



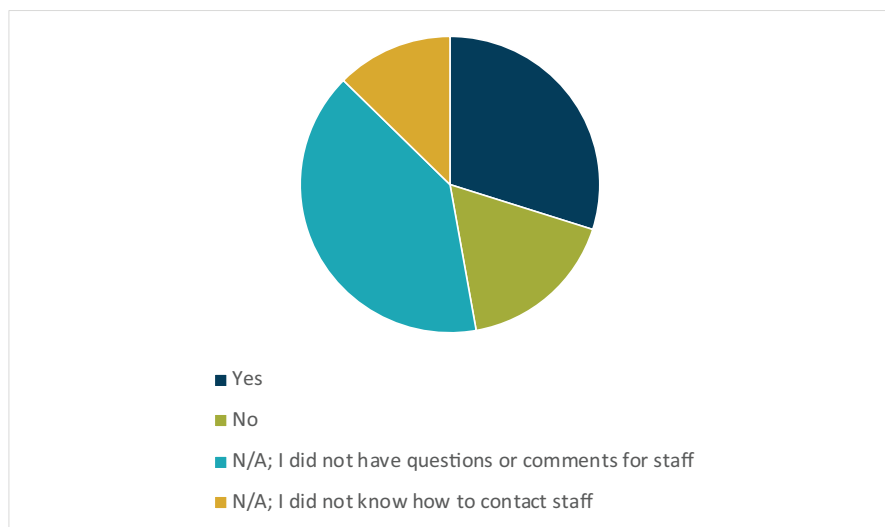
Was the project website easy to navigate?
(128 respondents)



Access to Staff

The role of project staff was to be available at public meetings and by phone and email to answer questions, take comments, discuss concerns and act as a liaison between community members and decision makers.

*If you had questions or comments about the project, did you feel that the staff was accessible and responsive?
(127 respondents)*



Diversity and Inclusion

30% of the population in the corridor study area identify as a person of color. Project staff partnered with cultural communities to plan and host multiple outreach and feedback events, including multi-lingual focus groups, workshops and fact sheets; participation at cultural events such as the Jade Night Market, Latino Family Night, Neerchokikoo Powwow and Division Midway Festival of Nations and support for a Powell-Division Equity Workgroup. On average, 12% of people who took our online surveys self-identified as people of color.

Project materials were translated into Russian, Vietnamese, Chinese and Spanish. Translation and sign language services were provided to people who requested them.

What other ways do you think we could include communities of color and people who speak limited English on future projects? (42 respondents)

“Have simultaneous language translation technology & personnel available (even if people do not request in advance) -- and hold events at locations convenient to diverse communities (churches, community centers, public meeting rooms at moderate income housing complexes.)”

“I admire the outreach, but it would be great if the project team included more diversity itself.”

“Make sure you’re including them in all aspects, from initial planning, to outreach, etc. Those efforts sound good to me but I still feel as though there are other ways to reach out to folks who don’t move within mainstream American society. Perhaps churches, reach out to community leaders and get their support, gain the trust of those communities.”

“It’s more a case of building trust. You’ll get more engagement from any group when they know you will actually listen to them and address their needs. From what I’ve seen so far (like at the Neerchokikoo Powwow), it came across as more of a presentation as to what you are going to do, and not as a request for what would work best for us. If you’ve already made up your mind, why would we waste our time getting engaged and providing input?”

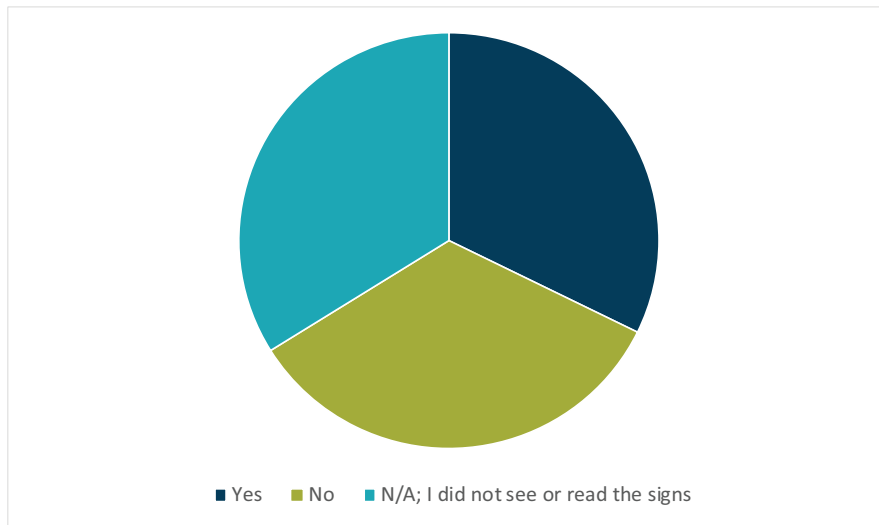
“Engage school leadership groups and religious congregations in the relevant communities.”

“Go to them. Their housing projects, restaurants, language-specific events, etc.”

Bus Stop Signs

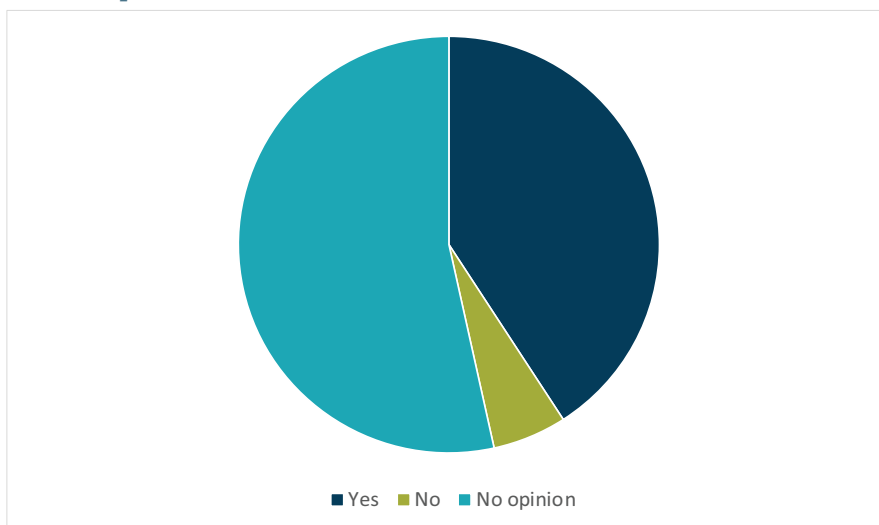
In Spring 2016, we posted information about an online survey at more than 300 bus stops along the proposed bus rapid transit route.

Did the signs prompt you to take the online survey?
(133 respondents)



Nearly all meetings were held at schools, libraries, churches or other community spaces rather than government buildings.

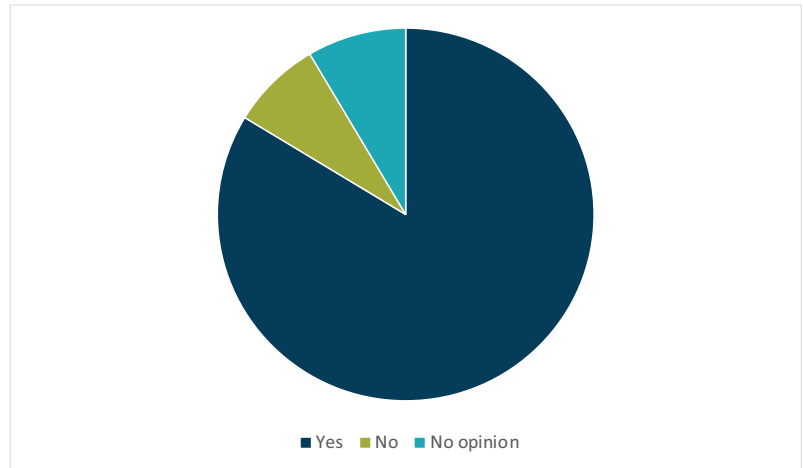
Do you prefer to attend public meetings at community spaces rather than government buildings?
(159 respondents)



Outreach Tools

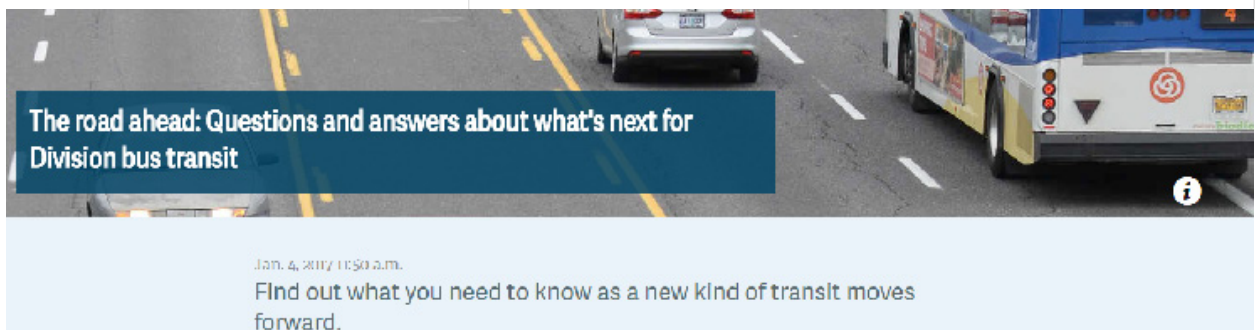
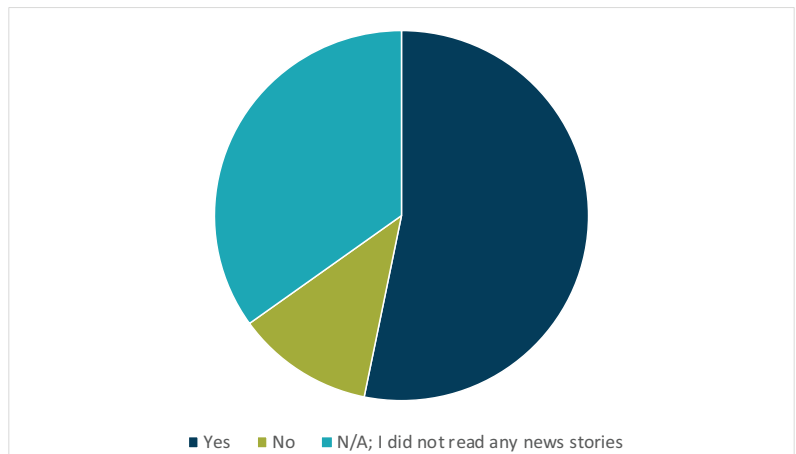
The project conducted nine online surveys over the last three years.

Do you find online surveys an easy way to share your feedback? (129 respondents)

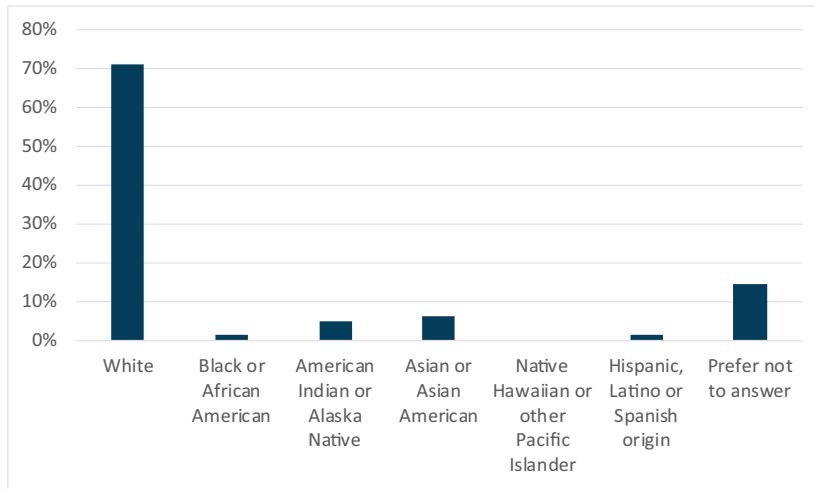


Metro News published nearly 50 stories about the project and about people and place in the corridor.

Were the project news stories useful? (126 respondents)



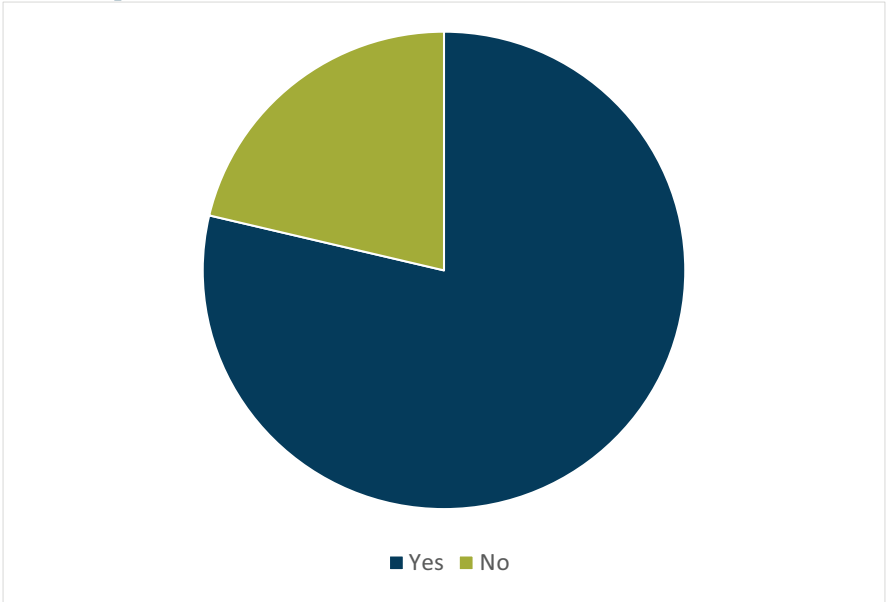
Below is a list of race categories. Please choose one or more races you consider yourself to be (select all that apply). (125 respondents)



Below is a list of race categories. Please choose one or more races you consider yourself to be (select all that apply)	Response Count	Response Percent
White	89	71.2%
Black or African American	2	1.6%
American Indian or Alaska Native	6	4.8%
Asian or Asian American	8	6.4%
Native Hawaiian or other Pacific Islander	0	0%
Hispanic, Latino or Spanish origin	2	1.6%
Prefer not to answer	18	14.4%

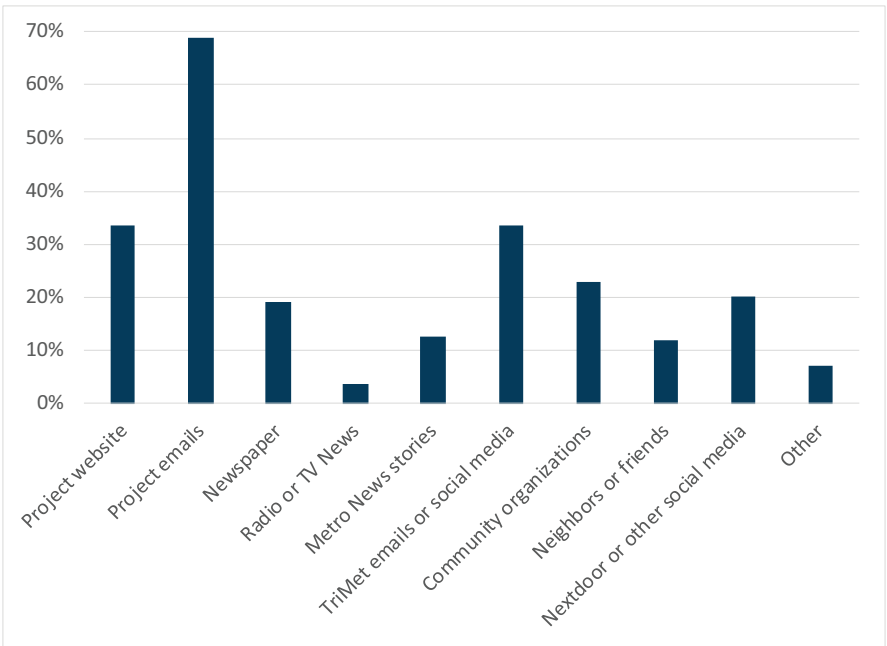
Demographics

*Do you live or work in the Powell-Division corridor that runs from the Willamette River to Gresham?
(197 respondents)*



General

How did you get information about the project (select all that apply)? (187 respondents)



EVALUATION OF ENGAGEMENT TO DATE

The following reflects an earnest evaluation by project staff of engagement efforts for this reporting phase. Note: Following publication of this report, community members will be invited to provide an external assessment of these efforts. If you are interested in participating this assessment, please contact Dana Lucero at dana.lucero@oregonmetro.gov or at 503-797-1755.

● - Achieved | • - Efforts made, room for improvement | ○ - Must improve

	WINTER 2014 Establish goals	SUMMER 2014 Identify alternatives	FALL 2014 Refine alternatives	WINTER 2015 Route options	SPRING 2015 Project agreement	Total efforts
Goal 1: Communicate complete, accurate, understandable and timely information						
A. Was the information tested for clarity by others not involved in the project?	●	●	●	●	●	●
B. Was the information reviewed for accuracy?	●	●	●	●	●	●
C. Was information deemed a vital document ¹ and therefore translated into other languages?	•	●	●	●	●	●
D. Were people informed of the availability of this information (i.e., notification through email updates and other channels)?	●	●	●	●	●	●
E. Was the information available at least one week in advance of any decisions based on that information?	●	●	●	●	●	●
Goal 2: Gather input by providing meaningful opportunities to participate						
A. Were efforts made to engage riders of the 4- and 9-line buses?	•	●	●	●	●	●
B. Were efforts made to engage residents and businesses in the corridor?	•	●	●	●	●	●
C. Were efforts made to engage students and employees of the schools in the corridor?	•	•	•	●	●	●
D. Were community groups and organizations in the corridor invited to share Powell-Division information with their stakeholders or members?	●	●	●	●	●	●
E. Were people invited to provide input before each decision-making milestone?	●	●	●	●	●	●
F. Was public input provided to decision-makers in advance of each decision-making milestone?	●	●	●	●	●	●
G. Were people given the opportunity to provide comments directly to decision-makers at meetings?	●	●	●	●	●	●
H. Were in-person opportunities to participate held at accessible locations?	●	●	●	●	●	●
I. Were in-person opportunities to participate held at variable times?	•	●	●	●	●	●
J. Were in-person opportunities to participate supplemented by online opportunities to participate?	●	●	●	●	●	●
K. Were online opportunities to participate also available in other formats?	•	●	●	●	●	●
L. Did public involvement activities help build the capacity of people to participate in future public processes?	•	•	•	●	●	●

¹ Executive Order 13166 describes vital documents as those critical for obtaining the federal services and/or benefits, or is required by law. Federal partners stress the importance of assessing the needs of limited English proficiency populations to determine whether certain critical outreach materials should be translated into other languages, but recognizes it would be impossible, from a practical and cost-based perspective, to translate every piece of outreach material into every language. (Source: Commonly Asked Questions and Answers Regarding Executive Order 13166, www.fep.gov/13166/lepqa.htm)

● - Achieved | • - Efforts made, room for improvement | ○ - Must improve

Goal 3: Provide timely public notice of opportunities to participate

- A. Were meetings, workshops, surveys and other opportunities to participate clearly advertised on the project website and emailed to the interested persons list?
- B. Were project-sponsored meetings advertised on the project website at least two weeks in advance?
- C. Were people made aware of project briefings in advance of community meetings, such as neighborhood associations?

D. Were formal public comment periods advertised per federal requirements?

Goal 4: Facilitate the involvement of low income populations, communities of color and people with limited English proficiency

- A. Were efforts made to engage Spanish language speakers?
- B. Were efforts made to engage Vietnamese language speakers?
- C. Were efforts made to engage Chinese language speakers?
- D. Were efforts made to engage Russian language speakers?

E. Did meeting materials include Metro's ADA, non-discrimination and language assistance notice?

F. Were translation services made available upon request?

G. Was project information made available at accessible locations such as health care clinics, local and ethnic markets, community centers and schools?

WINTER 2014 Establish goals	SUMMER 2014 Identify alternatives	FALL 2014 Refine alternatives	WINTER 2015 Route options	SPRING 2015 Project agreement	Total efforts
●	●	●	●	●	●
●	●	●	●	●	●
•	●	●	●	●	●
n/a	n/a	n/a	n/a	n/a	n/a
•	●	●	●	●	●
○	•	•	●	●	●
○	•	•	●	●	●
○	•	•	●	●	●
●	●	●	●	●	●
•	●	●	●	●	●
•	•	•	●	●	●

For planned engagement opportunities in the next phase of the project, see the next page

What would improve your bus ride?

¿Qué mejoraría su experiencia de desplazarse en el autobús?

以下哪些方面能够改善您乘坐巴士的体验？

Что поможет улучшить Ваш проезд на городском автобусе?

Yếu tố nào có thể sẽ giúp cải thiện trải nghiệm đi xe buýt của quý vị?

<p>Easier to get to bus stop from my home</p> <p>Que fuera más fácil llegar a la parada del autobús desde mi casa</p> <p>从我家能够方便地去往巴士车站</p> <p>Легче добраться до автобусной остановки от моего дома</p> <p>Dễ dàng hơn khi đi từ nhà tới trạm xe buýt</p>	<p>Bus comes more often</p> <p>Autobuses que pasen con mayor frecuencia</p> <p>巴士到站□率更高</p> <p>Частое прибывание автобусов</p> <p>Xe buýt tới với tần suất thường xuyên hơn</p>
<p>More comfortable bus stop</p> <p>Parada del autobús más cómoda</p> <p>巴士□站能□配□更□舒适的□施</p> <p>Более комфортабельная автобусная остановка</p> <p>Trạm xe buýt thoải mái hơn</p>	<p>Predictable amount of time to get me to my destination</p> <p>Cantidad de tiempo predecible para llegar a mi destino</p> <p>可以□估我到目的地□所需的□□</p> <p>Точнопредсказуемое время моего прибытия к месту назначения</p> <p>Thời gian để tới điểm đến có thể dự đoán trước</p>
<p>On-schedule arrivals</p> <p>Llegadas puntuales</p> <p>按□抵达</p> <p>Пребывание автобусов вовремя</p> <p>Xe buýt đến đúng giờ theo lịch trình</p>	<p>Quicker trip</p> <p>Desplazamiento más rápido</p> <p>行车更快</p> <p>Ускоренные проезды</p> <p>Thời gian hành trình ngắn hơn</p>
<p>Fewer or no transfers</p> <p>Menos conexiones o ninguna</p> <p>少□□或不用□□</p> <p>Меньшее количество пересадок</p> <p>Ít phải chuyển xe hơn hoặc không phải chuyển xe</p>	<p>Less crowded bus</p> <p>Autobús menos abarrotado</p> <p>□上不再□□</p> <p>Менее переполненные автобусы</p> <p>Xe buýt ít người hơn</p>

Be in the know

...about current
planning and community conversations
to make transit along

Division St (line 4)

Powell Blvd (line 9)

between Portland and Gresham
faster and more reliable



Talk with staff sessions

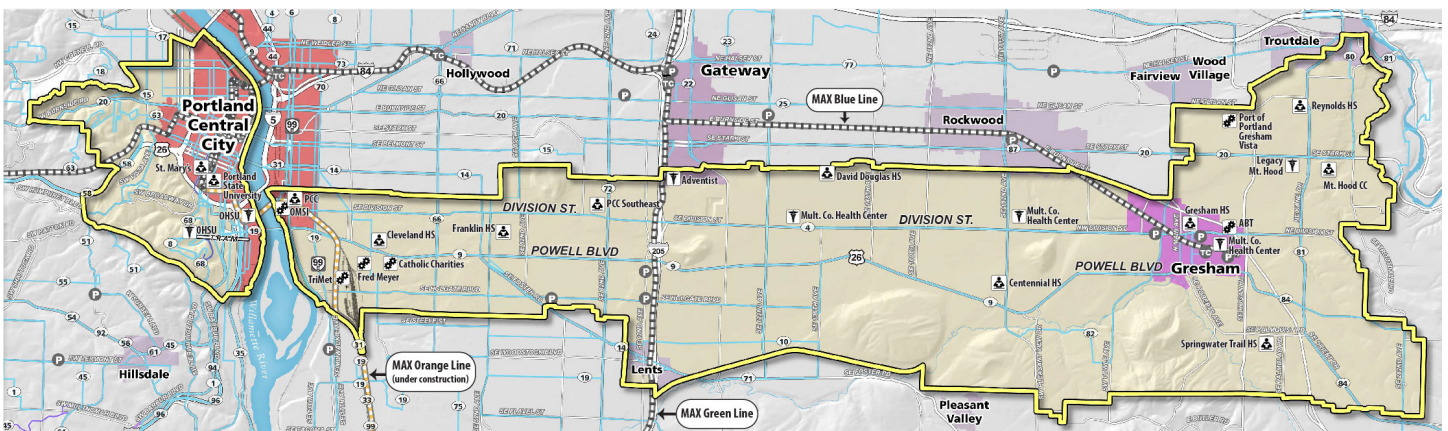
Drop in any time to talk about the potential routes, transit types, and station locations. Tell us what's important to you.

2nd Tuesdays from 4:30-6 pm

4th Tuesdays from 8:30-10 am

every month at **Division Midway Alliance**

2536 SE Division Ave (next to Cricket)



Learn more, sign up for email updates and take a brief online survey



Partners include the cities of Portland and Gresham, Multnomah County, the Oregon Department of Transportation, TriMet and Metro.

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