

2014

Embracing Diversity, Equity, and Inclusion: Developing and Facilitating the City of Beaverton's Diversity Advisory Board

Portland State University. Hatfield School of Government. Center for Public Service

Masami Nishishiba

Portland State University, nishism@pdx.edu

Fern Elledge

Portland State University

Let us know how access to this document benefits you.

Follow this and additional works at: http://pdxscholar.library.pdx.edu/publicservice_pub

 Part of the [Public Affairs, Public Policy and Public Administration Commons](#)

Citation Details

Nishishiba, M., & Elledge, F. (2014). "Embracing Diversity, Equity, and Inclusion: Developing and Facilitating the City of Beaverton's Diversity Advisory Board," Report submitted to the City of Beaverton, OR.

This Report is brought to you for free and open access. It has been accepted for inclusion in Center for Public Service Publications and Reports by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.

Embracing Diversity, Equity, and Inclusion: Developing and Facilitating the City of Beaverton's Diversity Advisory Board

Prepared by:

The Center for Public Service
Mark O. Hatfield School of Government
Portland State University

Masami Nishishiba, Ph.D., Associate Director
Fern Elledge, MPA, Project Coordinator



Table of Contents

Executive Summary	1
Process.....	1
Outcomes.....	1
Recommendations and Next Steps	2
Background	2
City of Beaverton.....	2
Diversity Task Force.....	2
Multicultural Community Forum	2
Diversity Advisory Board.....	3
Diversity, Equity, and Inclusion: Definitions and Benefits	3
Public Participation.....	4
Project Overview	6
Project Components	6
Diversity Advisory Board: Embracing Diversity, Equity, and Inclusion	7
January: Orientation	7
February: Team Development.....	8
March: Definitions, Plan Brainstorming, Elections.....	11
April: Initial DEI Plan Development.....	12
May: Demographics, Disparities, Development	13
June: DEI Plan Development	14
Project Summary	16
Looking Forward.....	17
Appendices	18
Appendix A: DAB Meeting Agendas.....	19
Appendix B: DAB Meeting Minutes	25
Appendix C: DAB Road Map/Work Plan.....	35
Appendix D: DAB Guiding Principles Poster	36
Appendix E: Strengths Based Leadership Presentation	37
Appendix F: DAB Talent Bank.....	41
Appendix G: Related Reports, Plans, and Policies.....	42
Appendix H: DEI Plan Brainstorming Notes	44
Appendix I: Comparison of Equity Determinants.....	45
Appendix J: DEI Plan Development Notes	46
Appendix K: Beaverton Data Presentation.....	48
Appendix L: Diversity, Equity, and Inclusion Plan	51
Appendix M: Cited Works	59

Index of Figures

Figure 1. The Difference between Equality and Equity	10
--	----

Executive Summary

This report covers a project of the City of Beaverton and the Center for Public Service (CPS) at the Hatfield School of Government within Portland State University in developing a Diversity Advisory Board and facilitating the development of a diversity, equity, and inclusion plan for the City.

Process

The City of Beaverton took the initiative in creating a Diversity Advisory Board (DAB). The key factors in establishing a successful advisory board were:

- Robust outreach and recruitment of DAB members, building on existing community relationships developed through earlier outreach and engagement efforts such as the Mayor's Diversity Task Force and Multicultural Community Forum.
- Dedication of the initial DAB meetings to team development activities and use of an inclusive process for discussion, creating a safe environment for sharing ideas and experiences.
- Strong commitment by the City Council and staff liaisons to supporting public participation.

CPS worked with the City to create a work plan for the DAB's inaugural year. The DAB met monthly, starting in January 2014. The initial DAB meetings oriented the DAB to their role and to their charge for the year: developing a Diversity, Equity, and Inclusion Plan (DEI Plan). Substantial time was spent helping DAB members get to know each other's strengths and developing group cohesion.

Subsequent meetings focused on the work of developing the DEI Plan. CPS assisted with developing agendas and activities for each meeting. Until the DAB chair was elected, CPS facilitated meetings and set a tone of engagement and participation. Over the course of six short meetings, the DAB adopted definitions of diversity, equity, and inclusion and developed a DEI Plan for the City.

Outcomes

Definitions of diversity, equity, and inclusion. Clarifying these key concepts creates a solid foundation for the City's efforts.

- Diversity is the variation of social and cultural identities among people existing together in a defined setting.
- Equity is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential.
- Inclusion means that all can participate and all belong.

DEI Plan. The DAB created a DEI Plan focused on these eight key areas with goal statements, measures of success, and implementable program ideas for each area:

- Language Access
- Family Support
- Public Safety
- Economic Opportunity

- Infrastructure and Livability
- Health and Wellness
- City Practices
- Community Center

Recommendations and Next Steps

The DEI Plan policy and program recommendations in the key focus areas contain four common themes:

- Address interconnection of diversity, equity and inclusion issues.
- Identify opportunities for coordination and collaboration with other local jurisdictions.
- Maximize access to existing community resources.
- Focus on cultural competency development including (but not limited to) language access capacity.

Moving forward, the City and the DAB will work together to prioritize and implement the recommendations contained in the DEI Plan. The DEI Plan is not intended to be a static document; rather, it ensures accountability through periodic evaluation of accomplishments and maintains relevance through regular re-visioning by the DAB. The City can increase momentum towards change by tracking and celebrating early successes.

The DAB members are deeply involved in a variety of community issues and are committed to improving diversity, equity, and inclusion in the Beaverton community. They play an important role in generating and implementing the City's outreach strategies. They encourage and foster the participation of Beaverton's diverse ethnic community members. They help the City understand the community perspectives external to the City government and facilitate effective City policies that foster diversity, equity and inclusion.

In addition to community engagement, it is also important to engage City staff and leadership in order for the City to manifest the values of diversity, equity, and inclusion. Recognizing this, the DAB recommends that the City create an employee council focused on diversity, equity, and inclusion. Establishing an employee council will generate buy in and commitment from staff members. The employee council will be an effective mechanism for the employees to examine whether there are organizational and procedural barriers to promoting diversity, inclusion and equity in the City government. In collaboration with the DAB, they can provide insights for innovative strategies in making the City of Beaverton a leader in the areas of diversity, equity and inclusion.

Background

Issues of diversity, inclusion, and social equity are increasingly recognized by practitioners and public administration educators as essential areas for effective local government operation. Not only are inclusion and equity for all residents seen as exemplifying fairness and justice, they are also identified as drivers of economic prosperity and expansion. As a result of these concerns, many cities, counties, and other local jurisdictions have adopted a variety of plans and strategies to support diversity, equity, and inclusion. This report covers a project of the City of Beaverton and the Center for Public Service (CPS) at the Hatfield School of Government within Portland State University in developing a Diversity Advisory Board and facilitating the development of a Diversity, Equity, and Inclusion Plan for the City.

City of Beaverton

Beaverton is the sixth largest city in Oregon, with a population of 91,935 as of 2013 (City of Beaverton, 2014). Beaverton is one of Oregon's most diverse cities. Census data from the American Community Survey reveals that 33% of Beaverton residents identify as people of color in the 2010 census. One in five Beaverton residents is foreign born; 16% of Beaverton residents identify as Hispanic or Latino and 12% identify as Asian. This diversity is likely to increase. Almost half (49%) of in the Beaverton School District students are students of color and Beaverton's students speak 94 different languages at home (Beaverton School District, n.d.).

Diversity Task Force

Beaverton's Mayor, Denny Doyle, established a Diversity Task Force in 2009. The mission of the Diversity Task Force (DTF) was to build inclusive and equitable communities in the City of Beaverton. The DTF was created as a way to bring together leaders of the various ethnic communities in Beaverton to advise the mayor's office on increasing civic engagement in minority communities. Monthly meetings brought concerned citizens and representatives of community-based organizations together with city liaisons to discuss issues affecting minorities within the city. The DTF was instrumental in the creation of Beaverton's ethnic minority outreach coordinator position.

Multicultural Community Forum

In 2013, the Center for Public Service (CPS) was engaged by the City to assist the Diversity Task Force in producing a Multicultural Community Forum. The primary purpose of the Multicultural Community Forum was to create momentum in engaging and empowering both new and emerging multicultural community leaders. A secondary purpose was to provide an opportunity for City officials and employees to interact with diverse community members and to build relationships to facilitate further civic engagement of multicultural community members. The Multicultural Community Forum generated five key recommendations for the City of Beaverton's continued efforts in building increased civic participation:

- Focus on addressing logistic barriers to civic participation,
- Improve Neighborhood Association Committee (NAC) outreach and develop better community awareness of other opportunities for participation,
- Promote cultural competence within the City of Beaverton,
- Adopt a Diversity Action Plan that includes clear timelines and measurable outcomes, and

- Formalize the relationship between the City and Beaverton’s diverse community members by transforming the temporary Diversity Task Force into a standing Diversity Advisory Board.

Diversity Advisory Board

Recognizing the importance of engaging Beaverton’s diverse residents, the City decided to establish a formal Diversity Advisory Board (DAB). The DAB Bylaws, adopted by the City on October 8, 2013, state that the purpose of the DAB is to advise and assist the City with the generation and implementation of outreach strategies to encourage and foster the participation of Beaverton’s diverse ethnic community members with City government. In addition, the DAB is charged with developing a Diversity, Equity, and Inclusion Plan (DEI Plan) that embraces the City’s goal of “build[ing] a welcoming and friendly community that strengthens connections among diverse community groups with each other and with City government” (City of Beaverton, 2013, p. 3).

Beaverton began recruitment for Diversity Advisory Board members in September 2013. Thirteen regular members and three alternates were chosen out of 60 applicants on the basis of their connection to the community, interest in building cross-cultural connections, and commitment to creatively increasing diverse civic participation in Beaverton. City Council officially appointed the DAB members to the board on December 10, 2013. The DAB began its work in January 2014.

Diversity, Equity, and Inclusion: Definitions and Benefits

Equity. Beaverton’s use of the word equity in this project is not limited to the conventional notion of equity based on financial ownership interest. Instead, the emphasis is on *social* equity. The National Academy of Public Administration defines social equity as the “fair, just, and equitable management of all institutions serving the public directly or by contract, and the fair, just, and equitable distribution of public services, and implementation of public policy, and the commitment to promote fairness, justice, and equity in the formation of public policy” (Standing Panel on Social Equity, 2000).

Svara and Brunet (2004) identify four major components of social equity. They are (1) *procedural fairness*, including due process, equal protection and equal rights; (2) *distributional equity*, referring to equal access to services and benefits; (3) *process equity* including equal quality of services; and (4) *outcome equity* addressing equal impact of policies. While public administration scholars and practitioners recognize social equity as one of the pillars of public administration, the best way to integrate social equity into the public administration curriculum and practice has not yet been identified (Gooden & Portillo, 2010; Gooden & Wooldridge, 2011; Johnson & Svara, 2011a; Rosenbloom, 2005; Svara & Brunet, 2004, 2005).

Public administration practitioners at the local government level are considered “street level bureaucrats” who interacts directly with the public. Administrative discretion exercised by these local government professionals impacts equitable outcomes and policies (Frederickson, 2010; Maynard-Moody & Musheno, 2003). In a discussion of urban inequality, Glaeser, Resseger, and Tobio (2011) suggest that the most effective place for local government intervention that supports equality in human capital is in education. Thus it is important to engage educational institutions such as K-12 schools and universities in the plan to enhance diversity, equity and inclusion at the local level.

Diversity and Inclusion. Diversity typically refers to the “mix” of different cultural backgrounds of people in a community or an organization. When a community or a government organization does not have the same diversity observed in the general public, it is important to examine the causes of the lack of diversity, and make sure that there is no discriminatory or biased policies and practices affecting the makeup of the people in the community or organization. The principle of representative bureaucracy suggests that a diverse government organization will result in public policy that is more responsive to diverse community needs (Kennedy, 2014).

Another important concept related to diversity is inclusion. Tapia (2008) emphasizes the importance of inclusion, noting that “[d]iversity is the mix...[i]nclusion is making the mix work” (p. 12). In other words, it is necessary to go beyond simple demographic representation (representative bureaucracy) to inclusion through ensuring that effective cross-cultural relationships that leverage the power of diverse viewpoints and insights are in place.

Beaverton’s increasing diversity necessitates that the City addresses its organizational diversity and at the same time build its capacity to better interact with people who have different cultural backgrounds. Borrego and Johnson (2012) suggest local governments integrate cultural competency into their organizations and provide suggestions for how they can build cultural competence in order to effectively interact with diverse populations. In a study of local government efforts, Nishishiba (2012) noted that diversity management initiatives frequently combined both an internal focus (increasing employee diversity) and an external focus (serving an increasingly diverse population). It is important to keep this dual focus when addressing diversity and inclusion.

Economic benefits of social equity and inclusion. Connolly and Groyberg (2013), in a study of CEOs who identify diversity as a strategic imperative, note that inclusion is both a business and a moral imperative. They defined an inclusive culture as one in which “employees can contribute to the success of the company as their authentic selves, while the organization respects and leverages talents and gives them a sense of connectedness” (p. 73). Norman-Major and Wooldridge (2011) similarly suggest that social equity programs can be justified on the basis of economic benefits as well as on the basis of justice. Studies from PolicyLink (2013) and Turner et al. (2013) further indicate that diversity, inclusion, and equity are drivers of economic prosperity and expansion. This report suggests that the DAB’s development of Beaverton’s DEI Plan strives to attain these economic benefits by addressing the key requirements for equity, diversity and inclusion discussed above.

Public Participation

Johnson and Svava (2011) remind us that civic participation is critical to equity in local government: “public administrators must take proactive and creative action to ensure that all people, regardless of resources or individual characteristics, have a place at the table when needs are identified, policy options discussed, and programs and services assessed” (p. 278). Berner, Amos, and Morse (2011), in a survey of elected officials, city staff and citizens, identified three common themes to effective local government public participation: citizen input must be followed by feedback from staff or local leaders; effective participation is based in communication and cooperation; and effective participation involves advocacy (not objectiveness or neutrality) on behalf of the community rather than the individual (pp. 151-152).

Bryson, Quick, Slotterback, and Crosby (2012) integrate evidence based practice and design science to develop an iterative 12-step process for designing public participation processes. Irvin and Stansbury (2004) discuss the advantages and disadvantages of citizen

participation and identify ideal and non-ideal conditions for public participation. Similarly, Innes and Booher (2004) identify the purposes for public participation and barriers to effective participation. Nabatchi and Amsler (2014) discuss the impacts of traditional public engagement practices such as public meetings and hearings, deliberative in-person engagement fostering respectful and rigorous dialogue, and online engagement at the local government level.

Yang and Pandey (2011) identify five factors that support effective public participation at the local government level: elected official support; low levels of red tape and hierarchical authority; use of multiple public involvement mechanisms; participant competence (i.e. people skills, expertise, and civic knowledge); and participant representativeness. They find that effective public participation processes increase the likelihood of the results impacting government decision making.

Quick and Feldman (2011) suggest that public engagement has two dimensions: participation and inclusion. Participatory public engagement practices are oriented to increasing input for decisions through including high numbers of individual participants in decision-making. Inclusive public engagement practices, on the other hand, are open-ended processes that provide ample, ongoing opportunities for participants to redefine the “what” and “how” of the problems they are trying to address, thus increasing the community’s capacity for co-production.

As this report will reveal, the DAB’s development of Beaverton’s DEI Plan is an example of an inclusive public engagement process where the participants (DAB members) had the opportunity to define the problem and identify possible solutions.

Project Overview

The City of Beaverton engaged CPS to assist with the initial orientation and team development for the DAB and to provide support to the DAB in developing and drafting a Diversity, Equity, and Inclusion Plan for Beaverton. The project was anticipated to run from December 2013 through June 2014. The project's deliverables were to:

1. Provide orientation to the DAB members on their role and charge and facilitate team building activities.
2. Assist and facilitate the Diversity, Equity, and Inclusion Plan formation for the DAB.
3. Conduct best practices research on diversity, equity, and inclusion plans and provide information to the DAB.
4. Assist and facilitate the drafting of the Diversity, Equity, and Inclusion Plan based on DAB recommendations.

Project Components

The project was divided into four components:

Research and Planning. Conduct best practices research on diversity, equity and inclusion plans, gather information on other jurisdictions' efforts. Coordinate with City of Beaverton staff to develop timelines, agendas and activities for Diversity Advisory Board meetings with a focus on meeting the DAB's charge to produce a Diversity, Equity and Inclusion Plan (DEI Plan) for submittal to City Council.

Orientation and Team Building. Provide orientation and team building activities to the Diversity Advisory Board.

- January – Orient DAB members to each other, advisory board functioning, DAB charge, proposed timeline.
- February - Use StrengthsFinder to identify DAB member strengths and build knowledge and connections within the DAB for improved board functioning.

Diversity, Equity and Inclusion Plan Formation. Assist and facilitate the DEI Plan formation for the Diversity Advisory Board.

- February – Team building activities (above), distribute sample plans from comparable jurisdictions
- March – Brainstorming Session to develop DEI Plan
- April – Identify strategies and action steps for DEI Plan
- May – Review and revise draft DEI Plan
- June – Finalize DEI Plan for submittal to City Council

Summary Report. Report on diversity, equity and inclusion plan research, DAB orientation and team-building activities, facilitation exercises, and development of DEI Plan document.

Diversity Advisory Board: Embracing Diversity, Equity, and Inclusion

CPS worked with a planning team to develop agendas, activities, and materials for the DAB meetings. CPS provided monthly draft agendas that were revised and further developed by the planning team. The planning team varied over the months but usually consisted of, at minimum, Holly Thompson (Beaverton's staff liaison to the DAB), Mark Fagin (Beaverton's city council liaison to the DAB), and Fern Elledge (the CPS project coordinator). CPS Associate Director Masami Nishishiba participated in the initial meetings and DAB Chair Nael Saker and DAB Vice Chair Jane Yang participated in the later meetings.

In December, shortly following the appointment of the DAB members, City Council hosted a reception at City Hall where the new DAB members were able to mingle with Beaverton Mayor Denny Doyle, several City Council members, and staff. This kickoff reception gave the members a chance to meet each other and gave the city officials an opportunity to show organizational support for the new board (a photo from this reception is on the cover of this report).

The following sections discuss the preparation for and activities at each of the first six DAB meetings. The monthly meetings of the DAB were scheduled for the second Monday of each month, 7:00 – 9:00 PM at Beaverton's City Hall. Meeting agendas are included in Appendix A of this report; meeting minutes are available in Appendix B.

January: Orientation

The purpose of the initial DAB meeting was to set the stage for the upcoming year by beginning the process of team development and orienting the DAB to its work and its setting.

Personal histories exercise. We began the first DAB meeting with an introductory icebreaker exercise. Each person was asked to introduce themselves and share where they were born, their day job, the weirdest job they'd held, and what they had learned about themselves on that job. A personal histories exercise such as this is one tool to begin building trust between team members (Lencioni, 2002, p. 198).

Setting the context, charge, and course of work. Thompson and Fagin provided context-setting information on the history of Beaverton Mayor Denny Doyle's leadership on issues of diversity, equity, and inclusion; the recently disbanded Mayor's Diversity Task Force; creation of an Ethnic Minority Outreach Coordinator position within the City; and Beaverton's Community Vision process. Thompson reviewed the role of advisory boards within the City and shared the DAB bylaws and the Council ordinance creating the DAB.

Elledge reviewed the proposed course of work for the DAB's first year and shared a road map handout. This road map functioned as a high level work plan for the DAB, laying out the main meeting objectives over calendar year 2014. The road map is included as Appendix C.

Adoption of guiding principles. Levasseur (2011) and Magee (1997) suggest that creating ground rules for team behavior at the initial meeting is one of the best ways to create high-performing teams. These ground rules support the team in developing behavioral norms and moving quickly through the stages of team development. Elledge drafted four initial guiding principles for the DAB: listen actively, speak from your

experience, challenge respectfully, and focus with flexibility. These principles were presented to the DAB as a draft list for their revision and expansion. The DAB adopted this initial list with the addition a fifth principle: be inclusive. Following the meeting, Elledge designed a large poster of the guiding principles, which was displayed at subsequent DAB meetings (the poster graphic can be found in Appendix D).

Looking forward. Lencioni (2002) suggests the use of a personality profile tool as part of building a trusting atmosphere that supports a high functioning team. CPS proposed using Rath and Conchie's (2008) StrengthsFinder assessment to allow DAB members to identify their individual strengths and to determine how they could best work together. Time spent on this activity early in the DAB's existence would lay a solid foundation for productive future team work.

Elledge provided each DAB member with a copy of the StrengthsFinder book (Rath & Conchie, 2008) that included a link to an online assessment tool. Following completion of the assessment tool, a report is created that identifies the individual's top five leadership strengths and provides information about how to best use the strengths as well as information about how to work with those with different strengths. DAB members were asked to review the book, complete the StrengthsFinder assessment, and report their top five strengths in preparation for the next meeting. Elledge also asked the DAB to assist with identifying relevant plans from other jurisdictions which could inform the development of Beaverton's DEI Plan.

DAB members agreed to delay the election of officers until the March meeting (following the completion of the StrengthsFinder exercise), when they would know each other better and be better able to select well-qualified officers.

February: Team Development

The purpose of the February meeting was to assist the DAB in team development and to begin to work toward the DEI Plan through defining concepts and distributing sample plans from other jurisdictions. Initially, this meeting was scheduled for February 10, 2014. The Neighborhood Program hosted an orientation for board and commission members on the same evening from 6:00 – 7:30 PM. The typical two hour DAB meeting time was shortened to 80 minutes (7:40 – 9:00 PM) to allow DAB members to attend the orientation.

As it turned out, a snowstorm forced us to reschedule the meeting. While disruptive, the rescheduling did allow us to use the full meeting time for a more productive meeting (the boards and commissions orientation was also rescheduled, but for a different evening). All but one DAB member was able to attend the rescheduled DAB meeting.

Team development concepts. The meeting began with a presentation of team development and leadership concepts, integrating Rath and Conchie's (2008) strengths based leadership with Tuckman's (1965) identification of the forming, storming, norming, and performing stages of team development and Lencioni's (2002) principles of healthy team functioning. The presentation slides, which cover the entire meeting agenda, are included as Appendix E. Thompson led the presentation and discussion of these concepts.

StrengthsFinder exercise. Prior to the meeting, CPS worked with each DAB member to ensure that they successfully completed the StrengthsFinder assessment, meeting privately with a few who had technical difficulties with the online tool. Rath and Conchie (2008) identify thirty four separate leadership strengths that are grouped into four domains: executing, influencing, relationship-building, and strategic. The top five strengths of each

DAB member as identified by the StrengthsFinder assessment were consolidated into a "talent bank" handout (Appendix F).

Following Thompson's introduction of the strengths based leadership approach, Elledge led the DAB in StrengthsFinder exercises. First, DAB members were asked to write their name and one of their strengths on each of five sticky notes. The sticky notes were then placed on the wall in one of the four domains of leadership strength. While the DAB members turned to a small group exercise, Nishishiba organized the strengths by category.

The DAB broke into small groups to discuss the following questions:

- What do your top five strengths tell you about yourself?
- How can you use the knowledge of different strengths within your group to work together more effectively?
- How can this information help the DAB meet our goals?

Each group appointed a reporter to share highlights of the discussions. The group members reported that they felt increased comfort with each other; that the group process was a model of the community building desired in Beaverton; and that the preponderance of strengths in the strategic domain on the DAB team would support policy development. Nishishiba provided a reflection of how the DAB's strengths would support the DAB's work. The talent bank handout was distributed as a reminder of individual strength profiles for future reference.

Feedback from DAB members on this activity was quite positive. DAB members were glad to invest in the future functioning of the team. After the meeting, one member noted that she had been annoyed by the behavior of another member. Once she realized that the other member was acting from the basis of different strengths, she was able to understand the other member better and felt more able to work productively with the other member.

Key concept definitions. The first step in meeting the DAB's charge of developing a diversity, equity, and inclusion plan was for the DAB to come to a common understanding of diversity, equity and inclusion. CPS researched multiple definitions of these three words, selecting the following to present to the DAB:

- **DIVERSITY** is the variation of social and cultural identities among people existing together in a defined...setting (Cox, 2001, p. 3).

Cox's broad definition of diversity clearly goes beyond race, but wouldn't require the DAB to list out all the identities that might be included under diversity. While creating such a list could eventually be a useful exercise, it was more important at this point to establish an initial broad definition of the concept.

- **EQUITY** is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential. (City of Portland, 2012, p. 18).

Access to opportunity was a common theme that had arisen when members discussed their motivations for being involved in the DAB. The equity concepts of essential needs, well-being, and potential included in this definition are common to other sources (Blajee, 2012, p. 15; Equity Blog, 2014; King County, 2013, p. 4). Like Cox's definition of diversity, Portland's definition of equity doesn't require listing out

all equity indicators or opportunity areas, which would be addressed in future meetings.

- **INCLUSION** means that all participate and all belong (National Inclusion Project, n.d.).

This definition is simple and clear. Many other definitions (Miller & Katz, 2002, p. 199; Roberson, 2006, p. 215; Shore et al., 2010, p. 1265) placed inclusion within the context of an organization or workplace, making them difficult to apply to the broader Beaverton community. The participation component of the definition ties into public administration values of civic engagement and public participation in decision making (Arnstein, 1969; Lukensmeyer, 2013; Skocpol & Fiorina, 1999).

These definitions of the three concepts were presented to the DAB for feedback and discussion. Graphics included in the presentation assisted in generating rich discussions. A salad bowl on the diversity definition slide prompted a conversation on the “salad bowl” idea of diversity in the U.S., recognizing that each immigrant culture maintains distinctive characteristics of “crunch” and “spiciness” rather than assimilating into a homogeneous “melting pot” of general U. S. culture.

The DAB extensively discussed the differences between the concepts of equality and equity. The difference between equality and equity was illustrated through the fable of treating people equally by providing everyone with size 12 shoes. (The preferred option is to treat people equitably by providing shoes that fit their feet.) A graphic illustrating how giving everyone the same thing could be unfair compared to attempting to meet individual needs (Figure 1, Office of Equity and Human Rights, n.d.), helped establish that giving everyone the same thing isn’t always fair.

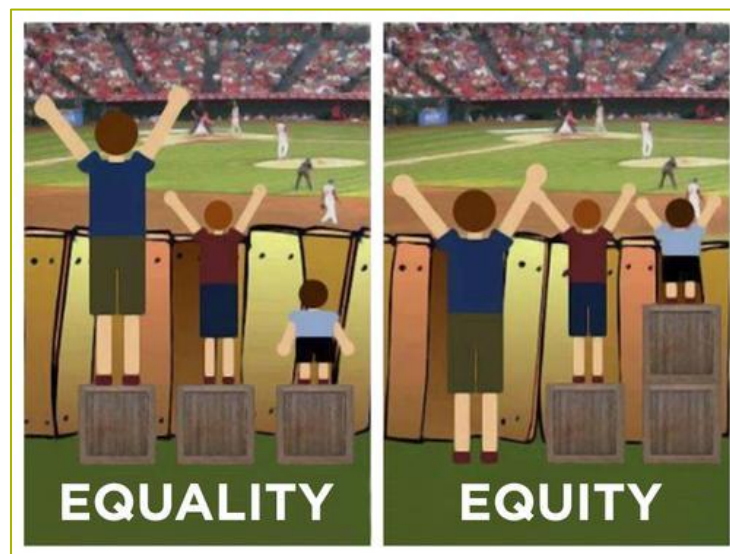


Figure 1. The Difference between Equality and Equity

Example plans from other jurisdictions. CPS identified several documents from other jurisdictions that could be potentially used as models for Beaverton’s DEI Plan. Some of the jurisdictions were in early stages of diversity, equity, and inclusion work; others had been working on the issues for several years. This was reflected in the variety of titles given the documents: annual reports, three-year plans, strategies, policies, programs, and guides.

The documents that seemed most relevant (i.e., Pacific Northwest focused and developed by a local or state government rather than by an advocacy organization) were distributed to

the DAB planning group. The planning group further narrowed this selection down to three documents to present to the full DAB. The three documents provided a variety of models and concepts while remaining a manageable reading load for DAB members.

The chosen documents were:

- "A Framework for Equity" from the Portland Plan (2012)
- King County's "Equity and Social Justice Annual Report" (2013)
- "Racial Equity in Seattle", the three-year plan for Seattle's Race and Social Justice Initiative (2012)

These three documents were distributed to the DAB as examples of how some other jurisdictions have addressed diversity, equity, and inclusion. The DAB was asked to read through the documents, look for common elements and identify useful ideas. While the example documents could serve as models, the elements and ideas would be modified to develop a plan specific to the needs of Beaverton's communities. Appendix G includes links to the collection of documents and indicates which were distributed only to the planning group and which were distributed to the entire DAB.

March: Definitions, Plan Brainstorming, Elections

The March meeting was focused on the work of DEI Plan development. The DAB adopted definitions of the key concepts, identified desired components of the sample plans, and brainstormed identification of the key elements of Beaverton's DEI Plan.

Review of example documents. Elledge led a discussion of what DAB members liked and did not like about the materials from King County, Seattle, and Portland. Comments included:

- Liked Portland's use of "we will" as an active commitment
- Liked Seattle's explanation of racial/ethnic focus with acknowledgement of other groups
- Beaverton plan needs to include why we should care about disparities
- Data is a powerful tool for convincing
- Seattle's plan was more readable than the others
- Liked measurable outcomes in Seattle's plan
- Need for vision in which plan is based
- Need to understand what problems and issues exist in Beaverton before trying to solve them
- Seattle & King County are farther along in the process; Portland is closer to the starting point. Beaverton's plan will be at the starting point of the process.
- Beaverton's plan might use a staggered approach, with short-, mid-, and long-term goals

Adopt working definitions. The DAB then returned to the definitions of diversity, equity, and inclusion proposed in February. Elledge introduced fist to five, a voting method designed to identify the strength of agreement to a proposal. With fist to five voting (North American Students of Cooperation, n.d.), the strength of agreement is indicated by the number of fingers displayed (e.g., five fingers indicates full agreement with the concept, three fingers equals mixed agreement, one finger signifies that the person barely agrees, and a fist indicates disagreement). This voting process assisted in moving the DAB through a potentially difficult task as it provided acknowledgement to those who held only partial support for a particular definition.

After thorough discussion, the DAB adopted the following working definitions:

- Diversity is the variation of social and cultural identities among people existing together in a defined setting.
- Equity is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential.
- Inclusion means that all can participate and all belong.

These definitions were printed as posters and displayed at subsequent DAB meetings.

Identifying basic elements of Beaverton's plan. Thompson led the DAB through a facilitated brainstorming exercise to identify the basic elements of the DEI Plan. The resulting concepts were then organized into categories. The initial groupings that arose from the brainstorming were:

- language access,
- family support,
- public safety,
- city governance,
- community center,
- outcomes, and
- details of the plan and process.

The resulting list of categories and ideas from this brainstorming exercise is included in Appendix H. This brainstorming of elements became the backbone of the DEI Plan.

Election of officers. The DAB unanimously elected Nael Saker as Chair, Jane Yang as Vice Chair, and Samira Godil as Secretary.

April: Initial DEI Plan Development

The first DEI Plan development goal for the April meeting was to adopt an outline for the DEI Plan. The categories identified in March's brainstorming session would be used as key focus areas in the DEI Plan. This meeting began the work of clarifying and expanding each of the key focus areas, which would continue over the May and June meetings. With several other items on the agenda, only a portion of the April meeting time could be allocated to DEI Plan development.

DEI Plan format. During planning meetings, the team had agreed that it would be more appropriate for the DEI Plan to provide broad direction to the City rather than for the DEI Plan to be constructed as a classic strategic plan. Thompson shared this perspective with the DAB.

Elledge proposed a draft outline of the plan document based on an analysis of common elements from the example documents and the desired plan elements identified in the March brainstorming session. The plan outline included three major sections:

- An introduction, including a statement of why the DAB cares about these issues; the adopted definitions of diversity, equity, and inclusion; and demographic and disparity data specific to Beaverton.
- The main body of the plan, which would consist of six to ten key focus areas for the City's diversity, equity, and inclusion work. Each focus area would include a goal statement and measures of success.
- Next steps for the plan, including adoption by City Council; implementation by City staff; periodic evaluation of progress in meeting plan goals; and periodic re-visioning by the DAB.

The DAB discussed and accepted the proposed outline.

DEI Plan development. Elledge facilitated the development of the main body of the plan. She shared a comparison of the determinants of equity identified in the King County, Seattle, and Portland plans (included as Appendix I). These equity determinants strongly overlapped with the categories identified in March's brainstorming exercise. The key focus areas of the plan would be based on these categories. The DAB began the process of refining and clarifying the key focus areas. They were able to work on three areas: language access, family support, and public safety. Following the meeting, Elledge wrote up discussion notes that were distributed with the minutes and are available in Appendix J.

May: Demographics, Disparities, Development

The goal for the May meeting was to continue building on the DAB's initial brainstorming to fill in the key focus areas of the DEI Plan with goals and measures of success. Additionally, Alexis Ball presented her research on Beaverton's racial and ethnic demographics and disparities. The packed agenda meant that only about an hour was available for DEI Plan development. Although the initial DAB road map had indicated that a final draft would be presented to the group in June, the planning group decided that the DEI Plan would be more thoughtful and effective if DEI Plan development continued at the June meeting.

Beaverton data research. In January 2014, the Center for Intercultural Organizing contacted Beaverton to suggest that one of their interns could do a project for the DAB. Thompson requested that CPS develop a project for the intern. The intern, Alexis Ball, was a student in Portland State University's Master of Social Work program. Elledge arranged for Ball to research demographics and disparities in Beaverton. Analysis of the example plans from other jurisdictions had revealed that many of them included a section sharing local demographic data and disparities between different local communities. These data sections created an increased sense of relevance and linkage to local concerns in the example documents. In April, the DAB had included such a section in their proposed outline for the DEI Plan.

Ball presented the results of her demographic and disparity research to the DAB at the May meeting; the presentation slides are available as Appendix K.

DEI Plan development. Elledge presented a draft of the DEI Plan based on the outline adopted at the April meeting and the DAB’s initial development of the first three key focus areas. The draft combined the final “next steps” section of the April outline into the introduction section rather than having a separate section at the end of the plan.

Elledge proposed re-categorizing the Outcomes key focus area. The Outcomes area included multiple concepts that were broken out into three additional areas: Economic Opportunity, Infrastructure and Built Environment, and Health and Wellness. The DAB agreed with this approach. The bulk of the DAB’s discussion focused on the key focus areas public safety and economic opportunity, leaving four key focus areas undeveloped. To lay the groundwork for a productive June meeting, DAB members suggested that they continue individual work on developing the key areas of the plan prior to the June meeting.

June: DEI Plan Development

The June meeting was focused on filling in the remaining key focus areas of the DEI Plan with goals and measures of success. The planning group limited other agenda items in order to dedicate sufficient time to complete work on the key focus areas.

DEI Plan development. Elledge presented an updated draft of the DEI Plan reflecting the work at the May meeting and the many thoughtful member suggestions submitted before the June meeting. A version of the document that was formatted by a graphic designer was also shared with the DAB members.

The DAB members suggested removing several instances of jargon from the DEI Plan in order to make the document more accessible for a general audience. The members also proposed changing the title of the Infrastructure and Built Environment key focus area to Infrastructure and Livability. Elledge led the DAB’s discussion of ideas for the Economic Opportunity, Infrastructure and Livability, Health and Wellness, City Practices, and Community Center key focus areas.

The DAB’s discussion repeatedly returned to two community resource issues. The first issue was the difficulty of ensuring that individual community members are aware of the variety of services and programs that are currently available for them to access. Language and cultural barriers complicate the already challenging idea of keeping up to date with ever-changing organizations, services, programs, and eligibility requirements. The DAB discussed the importance of a trusted, accessible information and referral connection to existing resources. This should go beyond a printed or electronic resource list; communities coming from oral cultures would be more effectively outreached through a personal representative creating relationships and/or sharing information on ethnic radio and television stations. A presence in non-English language newspapers could raise awareness as well. Translations of the resource guide into languages most prevalent in the Beaverton area are necessary but not sufficient to connect with immigrant and refugee community members.

The second resource issue relates to the need for community coordination and collaboration to ensure that resources are fully leveraged to meet community needs. For example, Beaverton School District facilities may have space available on weekends, while a community based organization has skilled volunteers available but no space to provide a service and a third organization has access to needed supplies but no space or volunteers. Bringing these organizations together could help each meet their missions and improve services to the community.

DAB members suggested that a City staff position supporting these two functions (connecting community members to existing resources and serving as a coordination hub for service providers) might be housed in the community center.

The DEI Plan has been revised to reflect these contributions from the June DAB meeting (the DEI Plan is included in Appendix L). We anticipate that the DAB will adopt a “presentation” draft of the DEI Plan at their July meeting. This draft will be presented to Mayor Doyle, City Councilors, City staff, and the Beaverton community for feedback and revision. The final draft DEI Plan will be presented to the Mayor and Council for adoption in December 2014.

Project Summary

Throughout this project, CPS worked closely with the City and the DAB members to ensure the success of the DAB.

Team Development. The initial DAB meetings were carefully planned to ensure that the DAB was oriented to and focused on City Council's charge: to develop a diversity, equity, and inclusion plan for Beaverton. Team development activities supported DAB members' efforts to work together productively

Definitions of Key Concepts. The DAB adopted clear definitions of diversity, equity, and inclusion. Establishing common definitions of these key concepts early on was important to support the later work. Other local jurisdictions have struggled with adopting definitions of the concepts; some processes for adopting definitions have spread over years. The DAB was able to build on the earlier work of other jurisdictions. Having these definitions established means that Beaverton is well situated to move forward in addressing these issues.

Diversity, Equity, and Inclusion Plan. The DAB successfully developed a DEI Plan that includes a statement of community intent, data related to Beaverton's demographics and the disparate experiences of people of color in Beaverton, and suggestions for eight key focus areas that the City can address to further equity and inclusion. Each of the key focus areas has been developed with a goal statement, measures of success, and at least one implementable program idea.

Several themes arose in the DAB's discussion and are reflected in the DEI Plan recommendations:

- **Interconnection of issues.** Although the DAB identified eight key focus areas, the areas are not mutually exclusive siloes with singular impact; rather, they are interconnected and have overlapping opportunities for impacts. For example, a project that provided local youth the opportunity to volunteer as City Hall cultural ambassadors and interpreters would involve three of the key focus areas: family support, language access, and economic opportunity. While the multiplicity of needs makes program implementation more complex, this interconnectedness also multiplies the impact of successful programs.
- **Coordination and collaboration with other local jurisdictions.** The DEI Plan particularly calls out potential partnerships with Beaverton School District and Tualatin Hills Parks and Recreation District. To reduce duplication of efforts and leverage existing capacity and resources, overlapping local jurisdictions can productively coordinate outreach and engagement efforts.
- **Maximize access to existing community resources.** Individual DAB members could often name a program or organization addressing a particular need that was identified in the DEI Plan. However, other members might not be aware of the resource. Also, strict eligibility requirements might limit the impact of the resource. A culturally informed information and referral service would be useful for expanding the impact of existing programs.
- **Cultural competency development is as important as language access.** Both language skills and cultural competency are necessary to provide meaningful access to public services. While translating documents and providing interpretation are important first steps, many barriers remain unless there is an understanding and

appreciation of cultural differences and values. Many individual Beaverton officials and employees are successfully engaging diverse community members. However, Beaverton's city government overall could benefit from cultural competency training and education around issues of diversity, equity, and inclusion.

The DEI Plan was developed based on DAB members' policy suggestions and grounded in thorough research and identification of diversity, equity and inclusion related documents adopted by other jurisdictions. The inclusive co-production process of DEI Plan development relied on DAB members' input at brief monthly meetings (and suggestions between meetings). This extended the time necessary to produce the DEI Plan, which required the City, DAB and CPS to slightly alter the initial planned timeline for finalizing the DEI Plan. However, taking an inclusive co-production process produced a DEI Plan that is guided by residents with specific local knowledge and insight. Also, active participation and engagement by the DAB members in the process contributed to development of strong leadership capacity within the Beaverton community.

Looking Forward

At this stage, the DAB and the City have two primary next steps. The first is finalizing the DEI Plan and the second is implementing the recommendations within the DEI Plan.

Finalize the DEI Plan. The DAB will share the DEI Plan with City officials, City staff, and the Beaverton community. Internal and external feedback will be collected and integrated into the DEI Plan before a revised version is presented to City Council for adoption.

Implement DEI Plan recommendations. Implementation of the plan is primarily the responsibility of City staff and partner organizations. The City can get expert support in these efforts by tapping into external resources such as universities, community based organizations and individual consultants. This might be particularly helpful with the City Practices recommendations such as completing an organizational assessment, providing cultural competency training, development of a tool for considering diversity and equity impacts of policy and budget decisions, team development for a staff diversity council, and facilitation of local government coordination meetings. The DAB will monitor progress and hold the City accountable for its commitments. Celebrating early successes can help grow and maintain momentum for change.

Appendices

- A. DAB Meeting Agendas
- B. DAB Meeting Minutes
- C. DAB Road Map/Work Plan
- D. DAB Guiding Principles Poster
- E. Strengths Based Leadership Presentation
- F. DAB Talent Bank
- G. Related Reports, Plans and Policies
- H. DEI Plan Brainstorming Notes
- I. Comparison of Equity Determinants
- J. DEI Plan Development Notes
- K. Beaverton Data Presentation
- L. Diversity, Equity, and Inclusion Plan
- M. Cited Works

Appendix A: DAB Meeting Agendas



Diversity Advisory Board Meeting Agenda

Monday, January 13, 2014
7:00 – 9:00 PM
City Hall – 3rd floor conference room

- | | |
|--|---------------|
| 1. Introductions | 20 min |
| 2. Beaverton's History | 15 min |
| 3. Role & Purpose of the DAB | 30 min |
| 4. Election of Officers | 10 min |
| 5. Guiding Principles Brainstorm | 15 min |
| 6. Preparation for February Meeting | 10 min |
| 7. Council Liaison Report | 5 min |
| 8. DAB & Staff Updates | 5 min |
| 9. Public Comment | 5 min |

City of Beaverton • 4755 SW Griffith Drive • Beaverton, OR 97005 • www.BeavertonOregon.gov



Diversity Advisory Board Meeting Agenda

Monday, February 24, 2014
7:00 – 9:00 PM
City Hall – Council Chambers, 1st floor

- | | |
|---|---------------|
| 1. Introductions | 5 min |
| 2. StrengthsFinder Team Building Activity | 85 min |
| 3. Starting the Work: Definitions and Plans | 15 min |
| 4. Council Liaison Report | 5 min |
| 5. DAB & Staff Updates | 5 min |
| • March 4, 6:00-7:30 PM, Boards & Commissions Training, City Hall | |
| 6. Public Comment | 5 min |



Diversity Advisory Board Meeting Agenda

Monday, March 10, 2014
7:00 – 9:00 PM
City Hall – Third Floor Conference Room

- | | |
|---|---------------|
| 1. Reflections from February meeting | 10 min |
| 2. Review Sample Plans | 15 min |
| 3. Develop Working Definitions | 25 min |
| 4. Brainstorm Basic Elements of Beaverton's Plan | 40 min |
| 5. Election of Officers | 15 min |
| 6. Council Liaison Report | 5 min |
| 7. DAB & Staff Updates | 5 min |
| 8. Public Comment | 5 min |

City of Beaverton • 4755 SW Griffith Drive • Beaverton, OR 97005 • www.BeavertonOregon.gov



Diversity Advisory Board Meeting Agenda

Monday, April 14, 2014
7:00 – 9:00 PM
City Hall – 3rd floor conference room

- | | |
|--|---------------|
| 1. Welcome and Approval of Minutes | 5 min |
| 2. Touching Base | 10 min |
| 3. Building on Brainstorm to Develop Plan | 65 min |
| 4. City Planning Efforts Update | 15 min |
| 5. Summer Events Calendar | 10 min |
| 6. DAB & Staff Updates | 5 min |
| 7. Council Liaison Report | 5 min |
| 8. Public Comment | 5 min |



Diversity Advisory Board Meeting Agenda

Monday, May 12, 2014

7:00 – 9:00 PM

City Hall – 1st floor conference room ** note room change for this meeting!**

- | | |
|--|--------|
| 1. Welcome and Approval of Minutes | 5 min |
| 2. Culture Sharing: Asian Heritage Month | 10 min |
| • Mari, Jane & Paolo | |
| 3. Beaverton Demographic / Disparity Presentation | 20 min |
| • Alexis Ball, PSU student | |
| 4. Diversity, Equity & Inclusion Plan Development | 55 min |
| 5. Summer Events | 10 min |
| • APANO co-sponsor event on June 26 | |
| • International Celebration – July 26 | |
| 6. DAB & Staff Updates | 10 min |
| • Ethnic Minority Outreach Coordinator hiring update | |
| • BOLD program update | |
| • Community Vision update | |
| 7. Council Liaison Report | 5 min |
| 8. Public Comment | 5 min |

City of Beaverton • 4755 SW Griffith Drive • Beaverton, OR 97005 • www.BeavertonOregon.gov



Diversity Advisory Board Meeting Agenda

Monday, June 9, 2014
7:00 – 9:00 PM
City Hall – 3rd floor conference room

- | | |
|--|---------------|
| 1. Welcome and Approval of Minutes | 5 min |
| 2. Culture Sharing | 10 min |
| • Shariff | |
| 3. Diversity, Equity & Inclusion Plan Development | 90 min |
| 4. Summer Events | 5 min |
| • APANO co-sponsor event on June 26 | |
| • International Celebration – July 26 | |
| 5. DAB & Staff Updates | 5 min |
| • Ethnic Minority Outreach Coordinator hiring update | |
| • BOLD program update | |
| 6. Public Comment | 5 min |

Appendix B: DAB Meeting Minutes



Diversity Advisory Board Meeting Minutes

Monday, January 13, 2014

7:00 – 9:00 PM

City Hall – 3rd floor conference room

Roll Call

Diversity Advisory Board Members: Edward Kimmi, Esther Lugalia-Imbuye, Faridah Haron, Jane Yang, John Raven, Laura Starushok, Nael Saker, Ruth Parra, Samira Godil, Shariff Mohamed, Vicente Flores Camacho, Ali Houdroge, Cynthia Moffett, Paolo Esteban. Excused were: CeCe Ridder, Mari Watanabe. PSU-CPS Team: Masami Nishishiba, Fern Elledge. City Staff: Holly Thompson, Daniel Vázquez. Council Liaison: Mark Fagin.

Masami Nishishiba called the meeting to order at 7:02 PM.

1. Introductions

Masami Nishishiba and Fern Elledge welcomed the new Diversity Advisory Board members. Individual stories were shared in an introductory icebreaker exercise. Among those were themes of dedication, passion, people, and entrepreneurship.

2. Beaverton's History

Holly Thompson and Mark Fagin shared the history of how the DAB came to be, city government structure and Community Vision.

3. Role & Purpose of the DAB

Holly Thompson explained the role and purpose of the DAB and their charter. Fern Elledge shared the road map for the next meetings to come and desired benchmark dates for the creation of the Diversity, Equity, and Inclusion Plan. Daniel Vázquez suggested the DAB use SharePoint for sharing documents. DAB members will be provided hard copies and/or SharePoint links at their preference.

4. Election of Officers

Holly Thompson explained the role of the chair, vice-chair, and secretary. The DAB voted to defer the election until the March meeting.

5. Guiding Principles Brainstorming

Masami Nishishiba facilitated the members in creating a list of guiding principles for working together. Members agreed on the following: Listen actively; Speak from your experience; Challenge respectfully; Focus with flexibility; and be inclusive.

6. Preparation for February Meeting

Fern Elledge asked the members to complete the StrengthsFinder assessment and review the StrengthsFinder book in preparation for an exercise at the February meeting. Members were also asked to share any diversity, equity or inclusion plans with which they were familiar.

Page 1 of 2

City of Beaverton • 4755 SW Griffith Drive • Beaverton, OR 97005 • www.BeavertonOregon.gov

7. Council Liaison Report

Mark Fagin expressed that he is available and accessible to the members for any information or assistance as they embark on their service on the DAB.

8. DAB & Staff Updates

City staff informed the members that the February 10th meeting will start at 7:45 pm following the Boards and Commissions Orientation training that starts at 6:00 pm – which all DAB are encouraged to attend. The Mayor’s State of the City address and Public Safety Center Open House was also announced and DAB members were encouraged to attend.

9. Public Comment

Ghassan Farhat expressed his support for the DAB.

Meeting was adjourned at 7:00 PM.

Decisions

Officer elections will be held at the March meeting.

Actions agreed upon

Members will complete the StrengthsFinder assessment and send their top five strengths to Fern Elledge by January 31st. Members will share existing diversity, equity, or inclusion plans with Fern Elledge by January 31st.

Next meeting

Monday, February 10, 2014 at 7:40 pm at the City Hall 3rd Floor Conference Room. (Directly following the Boards and Commissions Orientation, 6:00-7:30 pm in the City Hall 1st Floor Council Chambers.)

Minutes submitted by Daniel Vázquez.



Diversity Advisory Board Meeting Minutes

Monday, February 24, 2014

7:00 – 9:00 PM

City Hall – 1st floor council chambers

Members Present: Paolo Esteban, Samira Godil, Faridah Haron, Ali Houdroge, Edward Kimmi, Esther Lugalia-Imbuye, Shariff Mohamed, Cynthia Moffett, John Raven, CeCe Ridder, Nael Saker, Ruth Parra, Mari Watanabe, Jane Yang.

Members Absent: Vicente Flores Camacho

Project Team: Holly Thompson, City of Beaverton; Fern Elledge and Masami Nishishiba, Center for Public Service / Portland State University

Council Liaison: Mark Fagin.

Fern Elledge called the meeting to order at 7:05 PM.

1. Introductions

Members shared brief check-ins.

2. StrengthsFinder Teambuilding Activity

Holly Thompson presented information regarding the power of focusing on strengths rather than weaknesses. Successful teams have a balance of strengths in each of four domains. We hope to use the StrengthsFinder process to get to know one another and speed the process of moving through the team development stages to become a high functioning team.

Each person wrote their strengths on sticky notes and placed them on a wall chart. Small groups discussed the following questions: What do your top five strengths tell you about yourself? How can you use the knowledge of different strengths within your group to work together more effectively? How can this information help the DAB meet its goals? Each small group then summarized their discussion. Common points included the importance of recognizing differences, recognizing strengths in all areas (not just top five), caring about community vision and equity and modeling community building within the DAB. Masami Nishishiba described how the strengths identified on the wall chart will support the work of the DAB.

3. Starting the Work – Definitions and Plans

The DAB has been charged with developing a Diversity, Equity, and Inclusion Plan. Fern Elledge provided commonly accepted definitions of diversity, equity and inclusion to help the DAB develop a common understanding of the task.

Page 1 of 2

City of Beaverton • 4755 SW Griffith Drive • Beaverton, OR 97005 • www.BeavertonOregon.gov

- Diversity is the variation of social and cultural identities among people existing together in a defined setting.
- Equity is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential.
- Inclusion means that all participate and all belong.

The group discussed the "salad bowl" idea of diversity in the U.S. (recognizing that each culture maintains distinctive characteristics of "crunch" and "spiciness" rather than assimilating into a homogeneous melting pot); groups that could be included under the diversity label; the differences between equality and equity; and that equality doesn't recognize historical differences.

Fern Elledge distributed example plans from Seattle, King County, and Portland for the DAB to review and draw from in developing a plan for Beaverton.

4. Council Liaison Report

Mark Fagin discussed some of the current issues in front of city council.

5. DAB & Staff Updates

Holly Thompson announced that Laura Starushok resigned from the DAB; Ali Houdroge will be appointed to fill her place. Holly Thompson will be acting as the staff liaison until the Ethnic and Minority Outreach Coordinator position recently vacated by Daniel Vazquez can be filled. The DAB Chair (once elected) will be invited to sit in on initial interviews for the Outreach position.

6. Public Comment

None.

Meeting was adjourned at 9:00 PM.

Decisions

None.

Actions agreed upon

Members will review sample plans prior to March meeting.

Next meeting

Monday, March 10, 2014 at 7:00 pm at the City Hall 3rd Floor Conference Room.

Minutes submitted by Fern Elledge.



Diversity Advisory Board Meeting Minutes

Monday, March 10, 2014

7:00 – 9:00 PM

City Hall – 3rd floor conference room

Members Present: Paolo Esteban, Samira Godil, Faridah Haron, Ali Houdroge, Edward Kimmi, Esther Lugalia-Imbuye, Shariff Mohamed, Cynthia Moffett, John Raven, CeCe Ridder, Nael Saker, Ruth Parra, Mari Watanabe, Jane Yang.

Members Absent: Vicente Flores Camacho

Project Team: Holly Thompson, City of Beaverton; Fern Elledge, Center for Public Service / Portland State University

Council Liaison: Mark Fagin

Guests: Marc San Soucie, Beaverton City Council; Samantha Petty, Portland State University

Fern Elledge called the meeting to order at 7:04 PM.

1. Reflections from February meeting

Members reported that they generally found the StrengthsFinder exercise to be helpful.

2. Minutes

The January and February minutes were approved as submitted.

3. Review sample plans

Members discussed what they liked and did not like about the materials from King County, Seattle, and Portland. Comments included:

- Liked Portland's use of "we will" as an active commitment
- Liked Seattle's explanation of racial/ethnic focus with acknowledgement of other groups
- Beaverton plan needs to include why we should care about disparities
- Data is a powerful tool for convincing
- Seattle's plan was more readable than the others
- Liked measurable outcomes in Seattle's plan
- Need for vision in which plan is based
- Need to understand what problems and issues exist in Beaverton before trying to solve them
- Seattle & King County are farther along in the process; Portland is closer to the starting point. Beaverton's plan will be at the starting point of the process.
- Beaverton's plan might use a staggered approach, with short-, mid-, and long-term goals

4. Developing working definitions

The DAB has been charged with developing a Diversity, Equity, and Inclusion Plan. The DAB adopted working definitions of diversity, equity and inclusion to help develop a common understanding of the

Page 1 of 2

City of Beaverton • 4755 SW Griffith Drive • Beaverton, OR 97005 • www.BeavertonOregon.gov

task. The DAB used “fist to five” voting to indicate strength of agreement (five fingers = full agreement, three fingers = mixed agreement, one finger = barely agrees, zero fingers or fist = disagrees). The adopted working definitions are:

- Diversity is the variation of social and cultural identities among people existing together in a defined setting. (Vote was 11 fives, 2 fours, and 1 three.)
- Equity is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential. (Vote was 8 fives, 2 fours, 1 three, 2 ones, and 1 zero.)
- Inclusion means that all can participate and all belong. (Vote was 13 fives and 1 four.)

5. Brainstorm Basic Elements of Beaverton’s Plan

Holly Thompson led a brainstorming exercise to identify and categorize the basic elements of Beaverton’s Diversity, Equity and Inclusion Plan.

6. Election of Officers

The DAB unanimously elected Nael Saker as Chair, Jane Yang as Vice Chair, and Samira Godil as Secretary.

7. Council Liaison Report

Mark Fagin discussed some of the current issues in front of city council.

8. DAB & Staff Updates

Holly Thompson announced that the Community Advisory Committee for updating Beaverton’s Comprehensive Plan is seeking a representative from the DAB as well as at-large positions. The Beaverton Farmer’s Market will kick off the season on March 15th. The Mayor is providing City Updates at certain NAC meetings. The BOLD training has been postponed till April 19th to extend recruitment; many of the applications received were from outside of Beaverton.

6. Public Comment

Samantha Petty is a PSU graduate student working with the Community Development/Economic Development department. They are doing a study on Allen Boulevard. She provided information about two public meetings and distributed a survey; DAB members were asked to return the completed surveys at the next DAB meeting.

Mac San Soucie reported that he was glad to observe the work of the DAB.

Meeting was adjourned at 9:03 PM.

Parking Lot

Concepts of equity and equality.

Next meeting

Monday, April 14, 2014 at 7:00 pm at the City Hall 3rd Floor Conference Room.

Minutes submitted by Fern Elledge.



Diversity Advisory Board Meeting Minutes

Monday, April 14, 2014
7:00 – 9:00 PM
City Hall – 3rd floor conference room

Members Present: Paolo Esteban, Faridah Haron, Edward Kimmi, Esther Lugalia-Imbuye, Shariff Mohamed, Cynthia Moffett, CeCe Ridder, Nael Saker, Ruth Parra, Mari Watanabe, Jane Yang.

Members Absent: Samira Godil, Ali Houdroge, John Raven

Project Team: Holly Thompson, City of Beaverton; Fern Elledge, Center for Public Service / Portland State University

Council Liaison: Mark Fagin

Guest: Victor Bias

Chair Nael Saker called the meeting to order at 7:00 PM.

1. Welcome and Minutes Approval

Nael Saker announced that John Raven was excused from the meeting. Vicente Flores-Comacho resigned from the DAB due to travel and family obligations; Cynthia Moffett has been appointed as a regular member in his place.

The DAB approved the March minutes as written.

Nael Saker suggested that DAB members take turns sharing an aspect of their culture at each meeting. This would be a fun opportunity for getting to know one another better and a way for the DAB to model cultural curiosity and diversity appreciation. Mari Watanabe and Jane Yang volunteered to present on Asian Heritage Month at the May meeting. Ruth Parra shared details of the Mexican holiday of Children's Day, celebrated on the last day of April.

2. Touching Base

Nael Saker congratulated the DAB on all we have accomplished in our first three months: adopting guiding principles, getting to know each other through StrengthsFinder, identifying desirable elements of other plans, adopting definitions of key terms, and brainstorming elements of Beaverton's plan.

3. Building on Brainstorm to Develop Plan

Holly Thompson suggested that the Diversity, Equity, and Inclusion Plan be a directional plan, providing broad direction to the City, rather than a strategic plan. DAB members accepted a broad outline of the plan document proposed by Fern Elledge:

- Introduction (why we care about these issues, definitions, Beaverton data)
- Plan (6-10 key areas with goals and measures of success for each area)
- Next steps (adoption, implementation, periodic evaluation of progress & re-visioning)

Fern Elledge shared a comparison of key areas identified in the King County, Seattle, and Portland plans. The DAB began refining and clarifying the key areas identified in last month's brainstorming session. This work will continue next month.

Page 1 of 2

City of Beaverton • 4755 SW Griffith Drive • Beaverton, OR 97005 • www.BeavertonOregon.gov

4. City Planning Efforts Update

Holly Thompson distributed information about updates to the Beaverton Community Vision and Comprehensive Plan. Community Vision volunteers are doing outreach from now through October, asking questions at various public events. The DAB can ask Community Vision to add specific questions to their outreach in order to gather data. The DAB discussed possible questions; Holly Thompson will send out example questions and request email replies. The DAB enthusiastically discussed the possibility of expanding the Farmer's Market to include a Night Market offering street food and shared opportunities.

Edward Kimmi volunteered to represent the DAB on the Comprehensive Plan Update Community Advisory Committee. The Comprehensive Plan is a regulatory document required by state law intended to give property owners and developers certainty about what is allowed and to coordinate future planning.

5. Summer Events Calendar

Holly Thompson distributed a calendar of summer events. The DAB decided to participate in the International Celebration. The primary goal of participating is to let people know we exist and what we are doing.

6. DAB and Staff Updates

- Holly Thompson announced that Nael Saker and Jane Yang will participate in interview panels for the Ethnic and Minority Community Outreach position. CIO will be starting the BOLD training this Saturday.
- Jane Yang announced that APANO is hosting a health equity event on May 17th regarding the state of cultural competency. The Voices of Change fundraising gala will be held May 1st. A friend who is working on her dissertation is seeking Asian Americans in the corporate world for a study; please refer interested parties to Jane Yang .
- Mari Watanabe announced that the next Say Hey will be May 22nd at Legacy. Oregon Cultural Trust is looking for a new executive director.
- Edward Kimmi related that many people in the Beaverton Korean community actually live within Bethany boundaries and asked about using Beaverton School District boundaries instead of City of Beaverton boundaries.

7. Council Liaison Report

Mark Fagin discussed some of the current issues in front of city council, including a project for improving way finding and planning for South Cooper Mountain.

8. Public Comment

Victor Bias is new to Beaverton from Kansas and was glad to meet people and see the efforts Beaverton is making in diversity and equity.

Meeting adjourned at 9:03 PM.

Next meeting

Monday, May 12, 2014 at 7:00 pm at the City Hall 3rd Floor Conference Room.

Minutes submitted by Fern Elledge.



Diversity Advisory Board Meeting Minutes

Monday, May 12, 2014
7:00 – 9:00 PM
City Hall – 3rd floor conference room

Members Present: Paolo Esteban, Faridah Haron, Edward Kimmi, Esther Lugalia-Imbuye, Shariff Mohamed, CeCe Ridder, Ruth Parra, Mari Watanabe, Jane Yang, Ali Houdroge, Samira Godil

Members Absent: Nael Saker, Cynthia Moffett

Project Team: Holly Thompson, City of Beaverton; Fern Elledge, Center for Public Service / Portland State University

Council Liaison: Mark Fagin

Guest: Michi Goto from Japan

1. Welcome and Minutes Approval

Vice Chair Jane Yang called the meeting to order at 7:00 PM. Minutes were reviewed and approved as written. A request was made by Edward Kimmi to email the meeting minutes before to review.

2. Cultural Sharing – Asian Heritage Month

Holly Thompson appreciated the board to go forward with a new idea.

Various Asian cultures, heritage, demographics and traditions were shared by:

Mari Watanabe – Japanese

Jane Yang – Hmong

Edward Kimmi – Korean

Paolo Esteban – Filipino

3. Beaverton Demographic / Disparity Presentation

Alexis Ball, PSU student did a presentation on Beaverton demographics and disparities.

Topics discussed were:

- Racial Disparities
- Racial Equity
- Communities
- Demographic data
- History
- Key industries
- School district
- Educational indicators
- Economic Indicators
- Disproportionate poverty rates

Themes not captured:

- Impact of services by race and ethnicity
- Following poverty data
- Struggling neighborhoods
- Internal audit of racial equity

Page 1 of 2

City of Beaverton • 4755 SW Griffith Drive • Beaverton, OR 97005 • www.BeavertonOregon.gov

4. Diversity, Equity & Inclusion Plan Development

Fern Elledge discussed the Diversity, Equity and Inclusion Plan with the DAB board. Board discussed in depth:

- Public Safety
- Health Outcomes
- Economic Opportunity

5. Summer Events Calendar

- APANO is co-sponsoring an event on June 26. Paolo Esteban will attend. Other board members are encouraged to attend. DAB voted to co sponsor the event.
- International Celebration is on July 26
- Minority presentation in June will be by Nael Saker and Shariff Mohamed

6. DAB and Staff Updates

Holly informed the board that interviews are being conducted for the Minority Outreach Coordinator. There are two finalists. Decision will be made soon.

7. Guest visitor

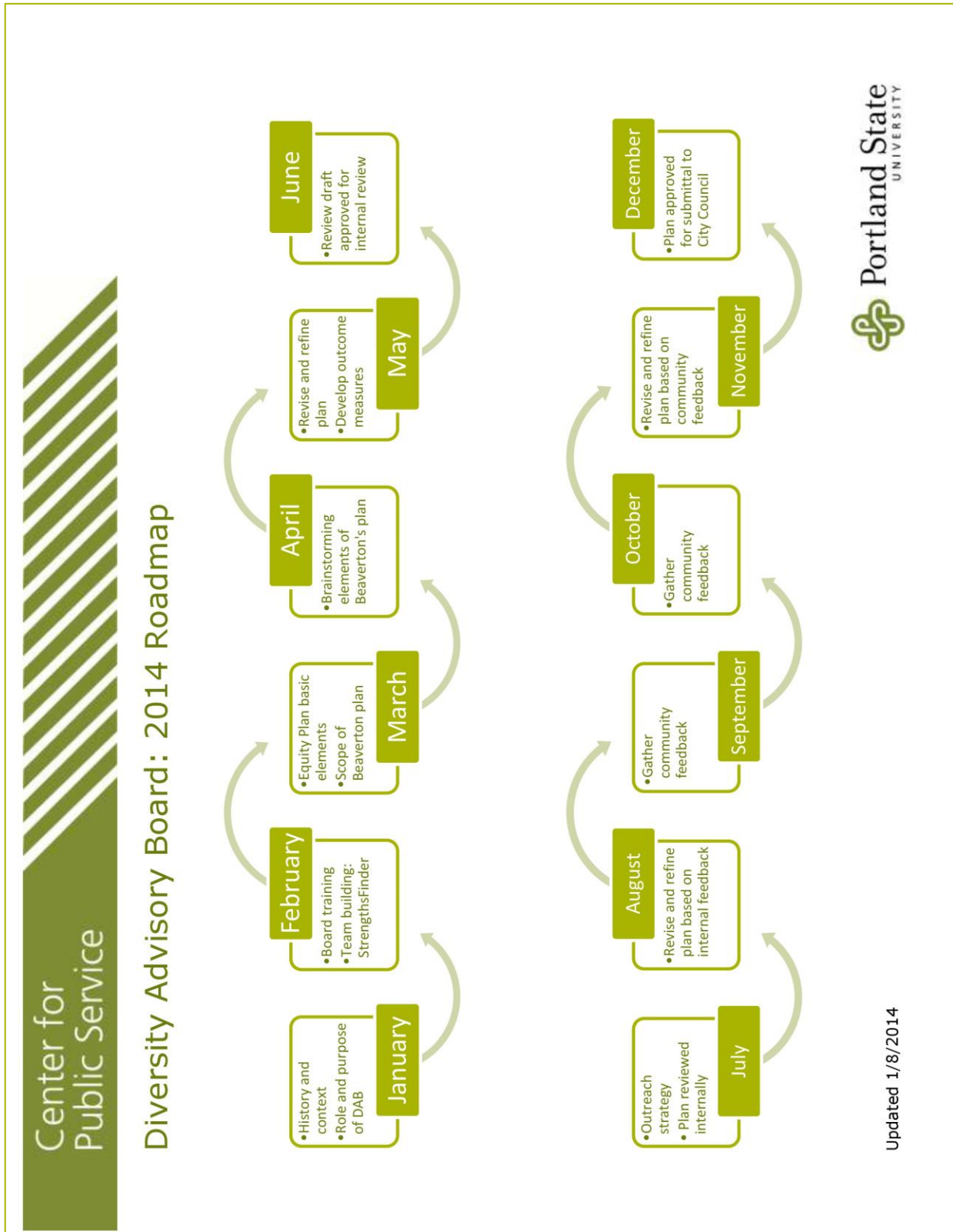
Michi Goto from Sapporo Japan thanked the DAB and staff for their work in the community.

Next meeting

Monday, June 9 at 7:00 pm at the City Hall

Minutes submitted by Samira Godil

Appendix C: DAB Road Map/Work Plan



Diversity Advisory Board Guiding Principles



Adopted January 13, 2014



Appendix E: Strengths Based Leadership Presentation

Strengths Based Leadership




Weakness Fixing	Strengths Building
<ul style="list-style-type: none"> Weaknesses have most potential for growth All behaviors can be learned if a person applies him/herself Fixing weaknesses leads to success 	<ul style="list-style-type: none"> Strengths have most potential for growth Some behaviors can be learned, but some are near impossible to learn Strengths building leads to success

Value Added

Leaders who focus on strengths, rather than weakness, are likely to have a more confident team.

A confident team will appear more competent, more trusting, and will perform better.

Most effective leaders are always investing in their own and their team's strengths.

Strengths Focus = Team Engagement

Weakness Focus	Strengths Focus
<ul style="list-style-type: none"> Engaged: 9% Not Engaged: 91% 	<ul style="list-style-type: none"> Engaged: 73% Not Engaged: 27%

Four Domains

Executing	Influencing	Relationship Building	Strategic Thinking
Know how to make things happen, able to "catch" an idea and make it reality	Help team reach a broader audience, make sure group is heard.	Hold the team together; create groups that are greater than the sum of their parts.	Focus on what could be, analyze and absorb information for better decision-making.

Team Development 101




Forming Stage

- The "polite" stage.
- Feelings of excitement, anticipation, and optimism.
- Tentative attachment to the team; suspicion and anxiety about the job.†

Goal • Achieve an understanding of the group and the charge of the group.

Storming Stage

- The honeymoon is over.
- Disagreements arise
- Sharp fluctuations in attitude about the team and the project's chance of success.

Goal • Get through it – necessary stage of development.

Norming Stage

- Team is starting to work well together.
- Able to express criticism constructively.
- Acceptance of membership in the team.
- Attempt to achieve harmony by navigating conflict successfully.

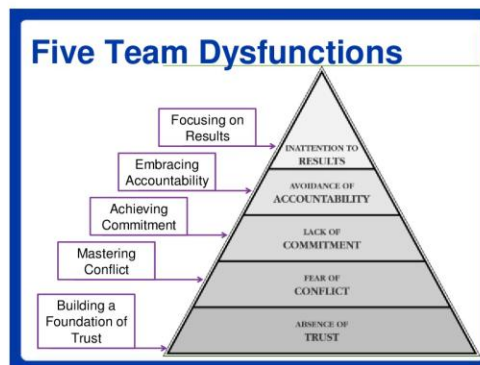
Goal • Achieve harmony, trust, and respect among team members.

Performing Stage

- Can be given new projects and tasks and accomplish them successfully.
- Seldom fall back into the "storming" phase.
- Can take on new members with little trouble.
- Ability to prevent or work through group problems.

Goal • Producing expected outputs. • Easily address and manage conflicts.

Overcoming Obstacles To Teamwork

Team Composition

The best teams have a representation of strengths in each of the four domains.

Instead of one dominant leader who tries to do everything or individuals who all have similar strengths, contributions from all four domains lead to a strong and cohesive team.

Although individuals need not be well-rounded, teams should be.

StrengthsFinder Activity



Sharing Our Strengths

Executing	Influencing	Relationship Building	Strategic Thinking
Achiever	Activator	Adaptability	Analytical
Arranger	Command	Developer	Context
Belief	Communication	Connectedness	Futuristic
Consistency	Competition	Empathy	Ideation
Deliberative	Maximizer	Harmony	Input
Discipline	Self-assurance	Includer	Intellection
Focus	Significance	Individualization	Learner
Responsibility	Woo	Positivity	Strategic
Restorative		Relator	

Small Groups

- What do your top five strengths tell you about yourself?
- How can you use the knowledge of different strengths within your group to work together more effectively?
- How can this information help the DAB meet its goals?



DAB Charge: Develop a Diversity, Equity and Inclusion Plan



Concepts: Diversity, Equity, and Inclusion

- DAB will discuss and adopt definitions next month
- Models provide a place to start the discussion

Diversity

Diversity is the variation of social and cultural identities among people existing together in a defined setting.



Equity

Equity is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential.



Inclusion

Inclusion means that all participate and all belong.

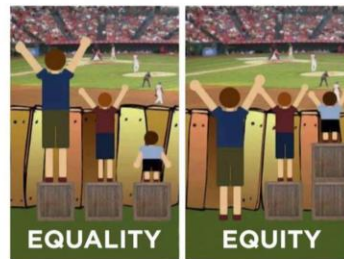


Sample Plans



Wrapping Up

- **Council Liaison Report**
- **Updates**
- **Public Comment**



<http://www.portlandoregon.gov/oehr/article/449547?>

Appendix G: Related Reports, Plans, and Policies

2013 RACIAL EQUITY AGENDA: MINNESOTA VOICES BUILDING A PATH TO JUSTICE

Organizing Apprenticeship Project, Minnesota, 2013

<http://www.racialequitytools.org/resourcefiles/2013RacialEquityAgenda.pdf>

A CANADA FOR ALL: CANADA'S ACTION PLAN AGAINST RACISM

Canada, 2005

<http://publications.gc.ca/collections/Collection/CH34-7-2005E.pdf>

***EQUITY AND EMPOWERMENT LENS**

Multnomah County, Oregon, 2012

https://web.multco.us/sites/default/files/diversity-equity/documents/ee_lens_final-090613.pdf

****EQUITY AND SOCIAL JUSTICE ANNUAL REPORT**

King County, Washington, 2013

<http://www.kingcounty.gov/exec/equity.aspx>

EQUITY IMPACT REVIEW TOOL

King County, Washington, 2010

<http://www.kingcounty.gov/exec/equity/toolsandresources.aspx>

EQUITY STRATEGY PROGRAM

Metro, Oregon, 2013

http://library.oregonmetro.gov/files/equity_strategy_step1_workplan_may_2013.pdf

HOUSING AND PLANNING FOR A HEALTHY PUBLIC: LAND USE, DESIGN AND DEVELOPMENT TO PROMOTE HEALTH EQUITY

Connecticut Association of Health Directors, Connecticut, 2012

<http://www.cadh.org/images/stories/HousingBrief2012.pdf>

***PORTLAND PLAN EQUITY INITIATIVE: DRAFT FOR PUBLIC REVIEW**

City of Portland, Oregon, 2011

<http://www.portlandonline.com/portlandplan/index.cfm?a=339598&c=54115>

****PORTLAND PLAN FRAMEWORK FOR EQUITY**

City of Portland, Oregon, 2013

<http://www.portlandonline.com/portlandplan/index.cfm?c=56527&>

****RACE AND EQUITY IN SEATTLE: RACE AND SOCIAL JUSTICE INITIATIVE THREE-YEAR PLAN 2012-2014**

City of Seattle, Washington, 2012

<http://www.seattle.gov/Documents/Departments/RSJI/RacialEquityinSeattleReport2012-14.pdf>

RACIAL EQUITY TOOLKIT TO ASSESS POLICIES, INITIATIVES, PROGRAMS, AND BUDGET ISSUES

City of Seattle, Washington, 2012

http://www.seattle.gov/Documents/Departments/RSJI/RacialEquityToolkit_FINAL_August2012.pdf

RACIAL EDUCATIONAL EQUITY POLICY

Portland Public Schools, Oregon, 2007

<http://www.pps.k12.or.us/equity-initiative/8128.htm>

RACIAL EQUITY STRATEGY GUIDE

Urban League of Portland, Oregon, 2012

[http://ulpdx.org/wp-content/uploads/2012/07/Equity Toolkit Revised v7_web.pdf](http://ulpdx.org/wp-content/uploads/2012/07/Equity_Toolkit_Revised_v7_web.pdf)

***STATE OF EQUITY REPORT: PHASE 2**

Oregon Health Authority and Department of Human Services, Oregon, 2013

<http://www.oregon.gov/oha/oei/Documents/soe-report-ph2-2013.pdf>

STRATEGIC PLAN TO ACHIEVE HEALTH EQUITY

Alameda County, California 2007

<http://www.acphd.org/social-and-health-equity/organizational-transformation/strategic-plan.aspx>

* Documents distributed to DAB planning group only.

** Documents selected as examples and distributed to the full DAB.

Appendix H: DEI Plan Brainstorming Notes

Diversity Advisory Board – March 10, 2014

Brainstorm: What are the elements you want to see in Beaverton's Diversity, Equity & Inclusion Plan?

Details of the Plan & Process

- Sustainable plan
- How to sustain this work
- Disparity study
- Action items
- Racial & ethnic focus
- Baseline data
- Brief history of Beaverton's diverse citizens
- Community round tables
- How do we compare or "fit" with City of Portland? Include in report
- Short term and long term goals
- Start with race but include other identities or plans long term
- Clear communication plan to all residents
- Definitions
- Tie to specific city initiatives
- Do a community call for ideas/issues
- Why everyone should care
- What makes Beaverton great?
- Include other organizations in planning/brainstorm

Outcomes

- Equal job opportunities
- Economic/jobs growth
- Equal employment
- Green/open public spaces
- Public transportation
- Commensurate (equitable) distribution of city resources
- Fair economic opportunity
- Accessible housing
- Affordable housing
- Culturally diverse businesses
- Healthy outcomes

Community Center

- Easy access to cultural foods
- Diversity community center with activities
- Diversity or multicultural museum
- Community building programs
- Community center

City Governance

- Civil rights title
- Training for community leaders
- Fair government access
- Promote fairness in government practices
- City decision-making process reflects the diverse community
- Diverse leadership
- City officials meeting with diverse cultures
- Balanced application of policy
- City resources allocation reflect community

Public Safety

- Police-community collaboration
- Diversity training offered to police officers

Family Support

- Educational attainment
- Universal preschool
- Work interagency (schools/THPRD)
- Cultural education in schools (K-12)
- Involve younger kids by creating volunteer opportunity
- Youth programs for diverse community
- Cultural competent senior programs
- Elderly citizen service with different ethnic community

Language Access

- Workshops for all how government works in different languages (to vote)
- Workshop about elections in different languages
- Public libraries with more language (diverse) services
- Paid interpreters for communities with high numbers
- Interpretation
- Translation policies

Appendix I: Comparison of Equity Determinants

Key Determinants of Equity				
Equity Determinants	King County	Portland	Seattle	Beaverton
Childhood	Early childhood development			
Development	Economic development	Benefits of growth and change are equitably shared	Community development	
Education Environment	Quality education Healthy built and natural environments	High-quality education A healthy natural environment	Education The environment	
Food & Health	Access to affordable, healthy, local food	Healthy food	Health	
Government Practices	Equity in County practices	All fully participate in and influence public decision-making		
Housing	Affordable, safe, quality housing	Decent housing	Housing	
Jobs	Family wage jobs and job training	Living wage jobs	Jobs	
Justice	Equitable law and justice system		Criminal justice	
Neighborhoods	Strong, vibrant neighborhoods	Safe neighborhoods		
Parks	Access to parks and natural resources	Parks and greenspaces		
Safety	Community and public safety			
Services	Access to health and human services	Basic services		
Transportation	Access to safe and efficient transportation	Efficient public transit		

Appendix J: DEI Plan Development Notes

Diversity Advisory Board – April 14, 2014

Developing Key Plan Elements from Brainstorming

Language Access

Goal: Every resident has quality access to services owed to them

- Quality (trained) translators
- Quality translated documents
- Multi-lingual staff
- Access to interpreters (literacy issues, friendly welcome)
- Community based organizations help with culturally appropriate translations
- Telephone interpretation
- Translation/interpretation policy
- Voter resource information
 - Translate voter registration card (posterize and display at stores serving cultural communities)
 - Translate voter information on ballot measures and candidates
- Link tax assistance/Beaverton Cares program to voter resource
- Staff training in how to help people when staff doesn't speak their language
- Cultural competency training

Family Support

Goal: Every family has access to the services they need to support their journey from infants to seniors.

- Starting culture/diversity education in school
 - Common core critical thinking skills good vehicle
- Youth development opportunities
 - Library
 - High school volunteers translate for public
- International baccalaureate / international citizen
- Arts and culture tie in?
- Beaverton family resource center leverage
- Pre-K early childhood access to services
- Measure gang rates
- Measure graduation rates

Public Safety

- Police officers of color
- Neighborhood watch, developing community trust and connections
- Outreach – go to community events and forums
- Police ride-alongs
- Safety for people without documents
- CERT Community Emergency Response Team training

City Governance

- Diverse employees reflect place
- Bilingual employees, especially critical at library
- Having different languages visible helps even if not your language
- Train volunteers/offer high school students school credit for helping with translation
- Cultural competency training for staff

Outcomes

- Night market with international food stands

Plan Details

- Identifying cultural barriers to access

Community Center

- Independence day/4th of July celebration (important to immigrant groups)

Appendix K: Beaverton Data Presentation

Examining Racial Disparities in Beaverton

Alexis D.R. Ball

Master of Social Work Student
Portland State University

Acknowledgments

Thank you to the following people for their guidance and support with this project:

- Stephanie Stephens & Carmen Madrid, Center for Intercultural Organizing (CIO)
- Ann Curry-Stevens, Center to Advance Racial Equity, PSU School of Social Work
- Fern Elledge, PSU Center for Public Service
- Holly Thompson, Alma Flores & Jeff Salvon, City of Beaverton
- Marie-Elena Reyes, CARE, PSU School of Social Work
- Scotty Ellis, Regional Equity Atlas, Coalition for a Livable Future
- Current leadership of the City of Beaverton, especially the Diversity Advisory Board for their openness and interest in receiving this report, and for their dedication to promote racial equity.

Definitions

Racial disparities are the result of systemic injustices that impact communities of color. They are manifested in disproportionately negative outcomes across major institutions in society.



Equity is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential.

Context



School of Social Work,
Portland State University



Center for Intercultural Organizing (CIO)

City of Beaverton—DAB &
"Diversity, Equity & Inclusion Plan"



- What official data exists to describe racial disparities in Beaverton?
- How can community experts help us understand this context?
- What information is missing, obscured or not accessible?
- What themes emerge that could help the DAB in creating their plan?



Methodology

Focus on the experiences of **communities of color** (African American, Latino, Asian Pacific Islander & Native American) as compared to the white experience

Presentation of data:
Demographic & Social Expert Interviews Education Themes & Implications Economic & Housing Themes & Implications

Sources:

- U.S. Census, American Community Survey, Oregon Department of Education
- Portland Pulse, Regional Equity Atlas, City of Beaverton reports
- Expert Interviews
- Informal notes and project reports

Beaverton Profile

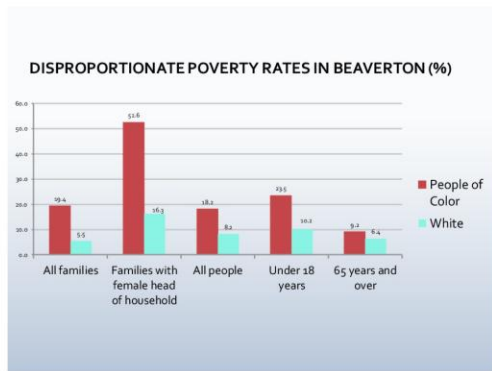
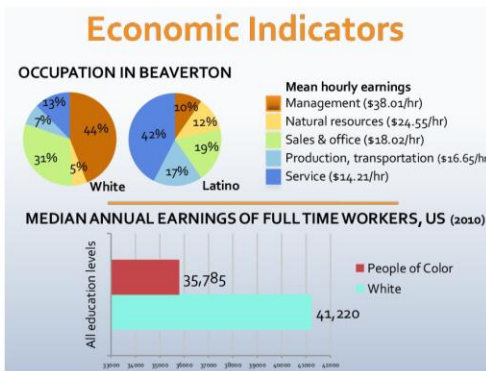
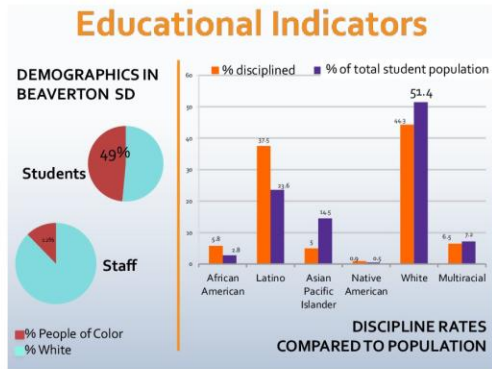
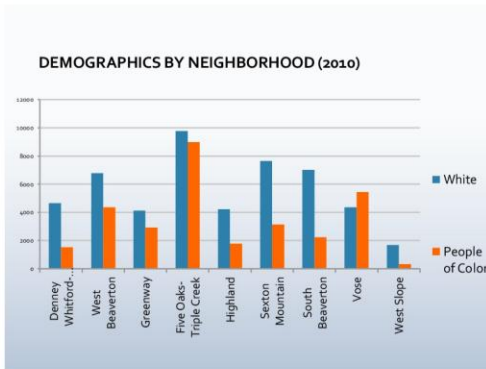
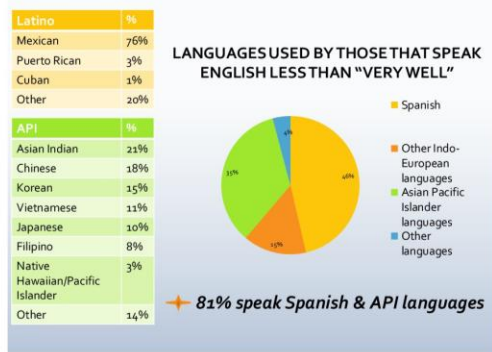
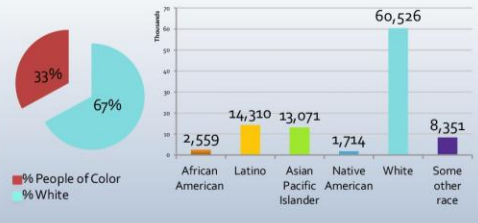
- Tualatin River Valley, original home of Atfalati tribe of the Kalapuya Indians who called it "Chakeipi" ("place of the beaver")
- Established in 1893. Total pop. (2013): 94,935
- 11 organized neighborhoods
- "Strong-mayor" form of city government; also county and Metro governance
- Key industries: athletic apparel, software, green building, clean tech, electronics, metals manufacturing (*but also service, small business*)
- Beaverton School District is 3rd largest in state
- One of fastest growing poverty rates in OR



100 Best Places to Live in America¹⁰⁰
Top 10 Best Places to Raise Your Kids¹⁰⁹
Safest City in the Pacific NW¹⁴

Demographic & Social Indicators

- > 1 in 3 people in Beaverton identifies as a person of color
- > Growth rate (2000-12): communities of color: white community 6:1



Themes from Expert Interviews



- Collect disaggregated data (by race/ethnicity) at the city level
- Focus on poverty & struggling areas of the city
- Conduct an internal city assessment of racial equity
 - The Coalition of Communities of Color's (2013) "Tool for Organizational Self-Assessment Related to Racial Equity"
- Know and build on the history of equity work in Beaverton
- Advocate for a broader study of racial disparities in the county
- Analyze through racial disparities lens & utilize diverse sources of information (e.g. community-based research)

**How does this compare
with your experience and
knowledge of the
community?**

Appendix L: Diversity, Equity, and Inclusion Plan

Beaverton’s Diversity, Equity, and Inclusion Plan: A Proposal to the Community

We care about diversity, equity, and inclusion because we have a shared fate as individuals within the Beaverton community. We share prosperity when all Beaverton residents achieve their full potential. Research shows that inequality hinders economic growth while inclusion promotes economic growth.

Working towards equity and inclusion will benefit all of us by supporting a healthier, better educated, more diverse workforce. A healthy, educated, and diverse local workforce will enjoy higher purchasing power to support local businesses and generate a higher tax base to support necessary government services.

Supporting equity and inclusion not only makes economic sense – it is also the moral choice. The promise of America is one of fairness and opportunity for all. Beaverton’s Community Vision Action Plan goal of building a friendly and welcoming community shows that Beaverton residents share these values.

This document is a directional plan, identifying where we should start and what we should focus on first. There are many issues not identified here that can be addressed over time. The plan is a living document; it is meant to be revisited and revised periodically. This plan will give the City of Beaverton a place to start strategizing its diversity, equity, and inclusion work.

This initial draft of Beaverton’s Diversity, Equity, and Inclusion Plan is presented to Mayor Doyle, City Councilors, City employees and the Beaverton community for review and revision based on community input. We intend to present a final draft to Mayor Doyle and City Council for adoption in December 2014. City staff and partner organizations are responsible for implementing this plan.

Sincerely,

Beaverton’s Diversity Advisory Board

Nael Saker, Chair
Jane Yang, Vice Chair
Samira Godil, Secretary
Paolo Esteban
Faridah Haron
Ali Houdroge

Edward Kimmi
Esther Lugalía-Imbuye
Shariff Mohamed
Cynthia Moffett
CeCe Ridder
Ruth Parra

Mari Watanabe
Fern Elledge, Center for
Public Service
Mark Fagin, Council Liaison
Holly Thompson, Staff
Liaison

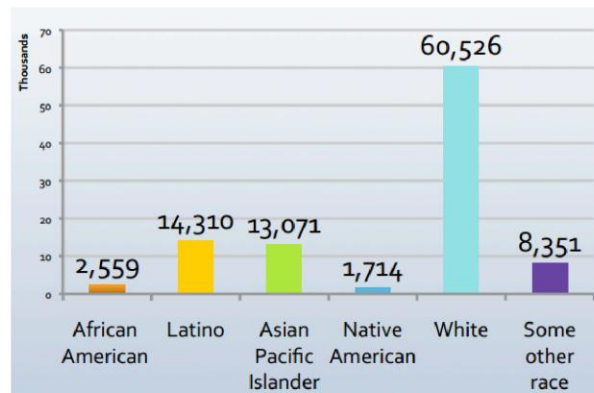
How do we define Diversity, Equity, and Inclusion?

- **Diversity** is the variation of social and cultural identities among people existing together in a defined setting.
- **Equity** is when everyone has access to the opportunities necessary to satisfy their essential needs, advance their well-being and achieve their full potential.
- **Inclusion** means that all can participate and all belong.

Ethnic and Racial Diversity and Disparity in Beaverton

We have broadly defined diversity to include variations of social and cultural identity, such as age, gender, religion, mental or physical ability, sexual orientation, gender identity and socio-economic status. We focus on race and ethnicity in this section because race and ethnicity have high impacts on individual outcomes and because this data is more accessible than data on some other diverse identities.

- One in three Beaverton residents identifies as a person of color. Communities of color are growing six times as quickly as the white population.
- The largest communities of color in Beaverton are Latinos and Asian/Pacific Islanders, each representing about 1/6th of the total population.

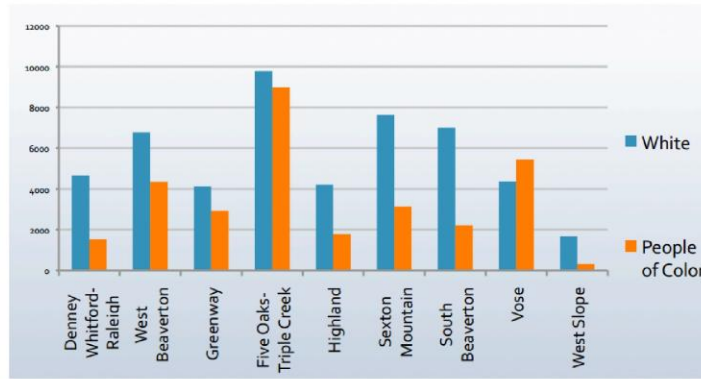


- These broad categories cover a number of distinct communities with differing experiences in Beaverton. For example, 21% of Asian/Pacific Islanders in Beaverton identify as Asian Indian, while 18% identify as Chinese.

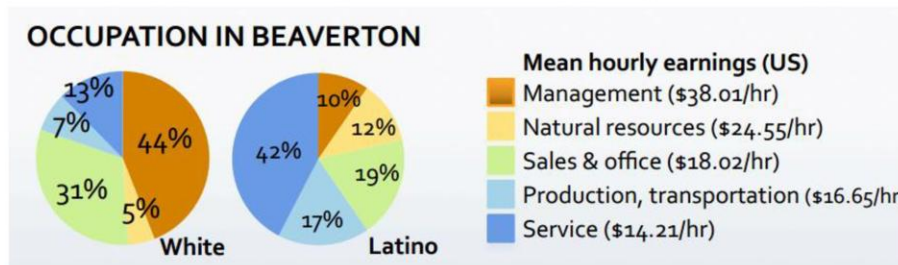
Latino		Asian/Pacific Islander	
Mexican	76%	Asian Indian	21%
Puerto Rican	3%	Chinese	18%
Cuban	1%	Korean	15%
Other	20%	Vietnamese	11%
		Japanese	10%
		Filipino	8%
		Native Hawaiian/ Pacific Islander	3%
		Other	14%

- These broad categories do not reflect the different experiences of people who identify as Slavic or Middle Eastern (categorized as White) or the experience of African immigrants (categorized as African American).

- While half of Beaverton School District students identify as youth of color, only 1 in 8 staff identify as people of color. Students of color experience disproportionately higher rates of exclusionary discipline. Students of color are more than twice as likely as white students in Beaverton School District to drop out of school; in particular, Native American students are more than seven times as likely as white students to drop out of school.
- Racial diversity is unevenly distributed across Beaverton’s eleven neighborhoods. The Vose neighborhood is 55% residents of color; in contrast, just 1 in 6 West Slope residents identify as people of color.



- Communities of color fare worse across all poverty indicators in Beaverton, with families of color three and a half times more likely to experience poverty than white families.
- Over half of the white population owns their home in Beaverton compared to just a third of the population of color. People of color are more likely to have unaffordable rent or mortgage payments.
- Over forty percent of the white population in Beaverton occupies higher paying, better quality management jobs, while a similar percentage of Latinos and Native Americans work in low-end service sector jobs with an estimated earnings difference of \$23.80/hour.



Data in this section from the report *Examining Racial Disparities in Beaverton* (Alexis Ball, 2014).

Key Focus Areas for Diversity, Equity, and Inclusion

These eight key focus areas are important indicators of disparities and identify both opportunities and barriers to access. We think that Beaverton should address these areas in order to promote equity and inclusion for all Beaverton residents. The eight key focus areas are interdependent – successful improvements in equity and inclusion will require broad actions impacting several key focus areas. On the other hand, a project addressing just one area may also result in an improvement in other areas. We present this draft to the Beaverton community for verification and identification of further barriers and opportunities.

Language Access

Goal: **Every resident has quality access to services owed to them.**

We will succeed in this area when:

- Beaverton adopts and implements a translation and interpretation policy that employs trained interpreters and generates culturally appropriate translations.
- City employees demonstrate proficiency in interacting with people with limited English proficiency, have access to interpretation tools, and are increasingly multilingual.
- Beaverton City Library improves access for people with limited English proficiency.

Opportunities to Realize Goal:

- Develop a volunteer program for local multilingual high school students providing training in translation and interpretation. Partner with Beaverton School District to provide school credit for volunteering with the program. The youth win by developing skills and improving job opportunities. The City wins by building trust with and expanding access for people who might otherwise avoid interaction with Beaverton.
- Increase availability of translation and interpretation within existing programs, such as Beaverton Cares. Include translated voter registration information within existing programs.

Family Support

Goal: **Every family has access to the services they need throughout the journey from infants to seniors.**

We will succeed in this area when:

- Cultural and diversity education is offered in Beaverton School District.
- Beaverton provides culturally appropriate services to seniors, families with young children, and youth.
- Graduation rates for students of color are similar to graduation rates for white students; graduation rates improve for all students.

Opportunities to Realize Goal:

- Promote City internship opportunities to community based organizations working with youth of color.

- Continue supporting PCC’s Future Connect program, which provides scholarships, career guidance and advising to first generation and low income high school students.

Public Safety

Goal: **Everyone feels safe and is treated with respect and dignity in Beaverton’s public safety system.**

We will succeed in this area when:

- Police officers reflect the diversity of the communities they serve.
- Police officers demonstrate competence in interactions with members of all Beaverton’s cultural communities.
- Beaverton’s public safety system operates with accountability and transparency.
- Police officers establish community relationships through outreach at community and cultural events.
- Community members know what to expect from interactions with law enforcement and have access to interpreters and advocates when needed.

Opportunities to Realize Goal:

- Prioritize recruitment of members of diverse communities to participate in programs such as police ride-alongs, Community Emergency Response Team, and Citizen Academy.

Economic Opportunity

Goal: **Every resident has the opportunity to thrive economically.**

We will succeed in this area when:

- Everyone who wants to and is able to work has access to employment at a living wage.
- All communities are proportionally represented in different types of jobs, from service to managerial positions.
- Diverse community members have the education and training supports necessary to access skilled jobs, both in the trades and as professionals.
- Beaverton connects existing business resources to minority populations.
- City contracting practices successfully engage local minority-owned, women-owned and emerging small businesses (MWESB).

Opportunities to Realize Goal:

- Expand the Farmer’s Market concept to include a Night Market with international foods, perhaps food carts. The Night Market is a cultural tradition for many immigrant groups and would provide opportunities for interactions with diverse community members and economic opportunity for food entrepreneurs. Could be combined with a monthly Traditional Market – an international flea market that might be housed at the Community Center.

- Create a Buy Local/Buy Diverse program that promotes local, diverse small business owners.
- Host an annual job fair for local businesses to connect to residents; provide employment resource information at the job fair.
- Connect residents with existing job readiness programs providing employment specific language training, job and interview clothing, and basic life skills (such as understanding U.S. cultural expectations for interview and employment behavior).
- Pilot economic development programs targeted to ethnically diverse business owners to help the City understand business owner needs and help business owners understand City processes.
- Microfinance program providing small loans for business improvements.
- *The Internship and Future Connect opportunities in the Family Support section also support this goal.*

Infrastructure and Livability

Goal: All residents are able to access a good quality of life, including housing, public transportation, and green and open spaces.

We will succeed in this area when:

- Every resident has access to green and open spaces near their home.
- Every resident can access safe, affordable housing within city limits.
- All communities have access to tenant’s rights and homebuyer’s education and rental advocacy organizations.
- Neighborhood demographics more closely reflect overall Beaverton demographics. Communities of color feel welcome and comfortable in any Beaverton neighborhood.
- Beaverton’s streets enable safe access for all users, including pedestrians, bicyclists, motorists and transit riders of all ages and abilities.
- Everyone can access public transportation near their home and work.

Opportunities to Realize Goal:

- A rental inspection program ensuring that rental properties meet minimum health and safety standards.
- Beaverton could establish a housing trust fund to purchase properties and establish public housing for low income people. The City can make it affordable by charging only for costs and offering low-interest mortgages through the City.
- Prioritize street programs that provide families with safe access to outdoor recreation (for example, mid-block crossings between family housing units and parks).

Health and Wellness

Goal: Every resident has optimal health and access to resources that support health and extended life. Every resident feels safe and nourished.

We will succeed in this area when:

- Racial and ethnic demographics are no longer strong predictors of life expectancy.
- All residents have access to affordable healthy foods that reflect their culture.
- All residents have affordable access to quality pre-natal, medical, dental, mental health, and emergency care. Clinics provide reasonable fees for noninsured people.
- Health providers demonstrate cultural competence, including protecting cultural and religious dietary concerns and privacy for patients.

Opportunities to Realize Goal:

- Beaverton participates in the Healthy Eating Active Living (HEAL) Cities campaign.
- Partner with Tualatin Hills Parks and Recreation District (THPRD) to engage all residents in activity, including culturally specific offerings (e.g., tai chi).
- Create interpreter bank for patients with limited English proficiency.
- Partner with a community based organization to provide clear and easy to understand information on health processes (how to see a doctor, access emergency care, etc.). Also provide information about health conditions that impact specific populations differently.

City Practices

Goal: The City's government reflects our diverse community and is responsive to the needs of all residents. All residents of Beaverton have quality access to services and participate in City decision-making.

We will succeed in this area when:

- Language, culture, familial or economic status and transportation are removed as barriers to access and participation. Communities of color feel welcome at City offices.
- City officials regularly attend cultural events and work closely with community partners to build trusting relationships and vibrant communication.
- City staff demonstrates cultural intelligence and understanding of diversity, equity and inclusion.
- City contracting practices successfully engage local minority-owned, women-owned and emerging small businesses (MWESB).
- City officials and staff reflect community diversity. NAC membership reflects neighborhood demographics. Board and committee membership reflects city demographics.
- The City collects transparent, disaggregated data on different racial groups.

Opportunities to Realize Goal:

- Completion of an organizational assessment tool (such as that developed by the Coalition of Communities of Color) to identify areas of strength and opportunity.
- Adoption of a tool to ensure that diversity, equity, and inclusion are considered in policy and budget decisions, perhaps modeled after tools developed by Multnomah County, King County, or City of Seattle.

- Creation of a City of Beaverton employee diversity and inclusion council to promote recruiting, selecting, and retaining diverse employees.
- The City provides annual trainings and monthly learning opportunities in cultural intelligence and understanding of diversity, equity and inclusion.
- Convene a group of local government leaders from Beaverton School District, Tualatin Hills Parks and Recreation District, Tualatin Valley Fire and Rescue, Clean Water Services, Washington County, TriMet and Metro to discuss possibilities for collaboration on diversity, equity, and inclusion efforts.
- Continue support of diverse leadership development through programs such as the Beaverton Organizing and Leadership Development (BOLD) program.
- Create a volunteer “language bank” of residents willing to help with translation and interpretation for outreach activities and other events.
- Develop a resource guide with on-line, print, phone, and in-person access in multiple languages that connects residents to existing community resources, services and programs. An information and referral specialist dedicated to connecting community members to resources position could be housed at the community center. This position might also be charged with coordinating partnerships between organizations to make the most efficient use of resources. *The resource guide also addresses the other key focus areas by connecting the community to resources for each of those areas.*

Community Center

Goal: To promote diverse cultural interchange and experiences by building a community center that becomes the hub of city life.

The community center will succeed when:

- All communities feel welcomed at the community center and select it as a place to go.
- Community based organizations and diverse communities have access to affordable event spaces (including kitchens).
- The center hosts monthly events for different cultures to showcase their culture and food, promoting community engagement.
- The center provides youth outreach and programming for at risk kids.
- Interactions between diverse community members are encouraged; people of different cultures share skills and knowledge.
- Partnerships between different cultures and community based organizations are leveraged to combine resources to meet community needs.

Interim Opportunity to Realize Goal:

- Work with Tualatin Hills Parks and Recreation District to host cultural and City events at THPRD facilities, combining the recreation center function with community center function.

Appendix M: Cited Works

- Arnstein, S. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners*, 35(4), 216–224. doi:10.1080/01944366908977225
- Beaverton School District. (n.d.). District quick facts. Retrieved May 24, 2014, from <https://www.beaverton.k12.or.us/about-us/Pages/quick-facts.aspx>
- Berner, M. M., Amos, J. M., & Morse, R. S. (2011). What constitutes effective public participation in local government? Views from city stakeholders. *Public Administration Quarterly*, 128–163.
- Blajee, S. S. (2012). *Equity and Empowerment Lens (Racial Justice Focus)*. Portland, OR: Multnomah County. Retrieved from https://web.multco.us/sites/default/files/diversity-equity/documents/ee_lens_final-090613.pdf
- Borrego, E., & Johnson, R. G. (2012). *Cultural competence for public administrators: Managing diversity in today's world*. Boca Raton, FL: CRC Press.
- Bryson, J. M., Quick, K., Slotterback, C., & Crosby, B. C. (2012). Designing Public Participation Processes. *Public Administration Review*, 73, 23–34. doi:10.1111/j.1540-6210.2012.02678.x.Designing
- City of Beaverton. (2013). *Ordinance and Bylaws of the Diversity Advisory Board*. Retrieved from <http://www.beavertonoregon.gov/DocumentCenter/View/6968>
- City of Beaverton. (2014). *Community Profile*. Retrieved from <http://www.beavertonoregon.gov/DocumentCenter/View/7299>
- City of Portland. (2012). *The Portland Plan*. Retrieved from <http://www.portlandonline.com/portlandplan/index.cfm?c=56527&>
- Connolly, K., & Groyberg, B. (2013). Great leaders who make the mix work. *Harvard Business Review*, 91(9), 68–76.
- Cox, T. (2001). *Creating the multicultural organization: A strategy for capturing the power of diversity*. San Francisco, CA: Jossey-Bass.
- Equity Blog. (2014). Equity Definition. *A project of PolicyLink*. Retrieved from <http://equityblog.org/equitydefinition/>
- Frederickson, H. G. (2010). *Social equity and public administration: Origins, developments and applications*. Armonk, NY: M. E. Sharpe.
- Glaeser, E. L., Resseger, M., & Tobio, K. (2011). Urban inequality. In N. J. Johnson & J. H. Svara (Eds.), *Justice for all: Promoting social equity in public administration* (pp. 76–99). Armonk, NY: M. E. Sharpe.
- Gooden, S. T., & Portillo, S. (2010). Advancing social equity in the Minnowbrook tradition. *Journal of Public Administration Research and Theory*, 21(Supplement 1), i61–i76. doi:10.1093/jopart/muq067

- Gooden, S. T., & Wooldridge, B. (2011). Integrating social equity into the core human resource management course. In N. J. Johnson & J. H. Svara (Eds.), *Justice for all: Promoting social equity in public administration* (pp. 247–264). Armonk, NY: M. E. Sharpe.
- Innes, J. E., & Booher, D. E. (2004). Reframing public participation: strategies for the 21st century. *Planning Theory & Practice*, 5(4), 419–436. doi:10.1080/1464935042000293170
- Irvin, R. A., & Stansbury, J. (2004). Citizen participation in decision making: Is it worth the effort? *Public Administration Review*, 64(1), 55–65. doi:10.1111/j.1540-6210.2004.00346.x/abstract
- Johnson, N. J., & Svara, J. H. (2011a). Social equity in American society and public administration. In N. J. Johnson & J. H. Svara (Eds.), *Justice for all: Promoting social equity in public administration* (pp. 3–25). Armonk, NY: M. E. Sharpe.
- Johnson, N. J., & Svara, J. H. (2011b). Toward a more perfect union: Moving forward with social equity. In N. J. Johnson & J. H. Svara (Eds.), *Justice for all: Promoting social equity in public administration* (pp. 265–290). Armonk, NY: M. E. Sharpe.
- Kennedy, B. (2014). Unraveling Representative Bureaucracy: A Systematic Analysis of the Literature. *Administration & Society*, 46(4), 395–421. doi:10.1177/0095399712459724
- King County. (2013). *Equity and Social Justice Annual Report*. Retrieved from <http://www.kingcounty.gov/exec/equity.aspx>
- Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco, CA: Jossey-Bass.
- Levasseur, R. E. (2011). People Skills: Optimizing Team Development and Performance. *Interfaces*, 41(2), 204–208. doi:10.1287/inte.1100.0519
- Lukensmeyer, C. J. (2013). *Bringing citizen voices to the table: a guide for public managers*. San Francisco, CA: Jossey-Bass.
- Magee, Y. (1997). Teams: Avoiding the pitfalls. *Public Management*, 79(7), 26–28.
- Maynard-Moody, S., & Musheno, M. (2003). *Cops, teachers, counselors: Stories from the front lines of public service*. Ann Arbor: University of Michigan Press.
- Miller, F. A., & Katz, J. H. (2002). *The inclusion breakthrough: Unleashing the real power of diversity*. San Francisco, CA: Berrett-Koehler Publishers.
- Nabatchi, T., & Amsler, L. B. (2014). Direct Public Engagement in Local Government. *The American Review of Public Administration*. doi:10.1177/0275074013519702
- National Inclusion Project. (n.d.). What is inclusion? Retrieved February 16, 2014, from <http://www.inclusionproject.org/>

- Nishishiba, M. (2012). Local government diversity initiatives in Oregon: An exploratory study. *State and Local Government Review*, 44(1), 55–66.
doi:10.1177/0160323X12439475
- Norman-Major, K., & Wooldridge, B. (2011). Using framing theory to make the economic case for social equity: The role of policy entrepreneurs in reframing the debate. In N. J. Johnson & J. H. Svara (Eds.), *Justice for all: Promoting social equity in public administration* (pp. 209–227). Armonk, NY: M. E. Sharpe.
- North American Students of Cooperation. (n.d.). Fist to Five Voting and Consensus. Retrieved February 16, 2014, from <http://www.nasco.coop/resources/fist-to-five-voting>
- Office of Equity and Human Rights. (n.d.). The Problem with “Equality.” Retrieved February 04, 2014, from <http://www.portlandoregon.gov/oehr/article/449547?>
- PolicyLink. (2013). *Equity Is the Superior Growth Model for an All-In Nation*. Oakland, CA. Retrieved from http://www.policylink.org/atf/cf/%7B97c6d565-bb43-406d-a6d5-eca3bbf35af0%7D/ALLINATION_ESGM_FINAL.PDF
- Quick, K. S., & Feldman, M. S. (2011). Distinguishing Participation and Inclusion. *Journal of Planning Education and Research*, 31(3), 272–290. doi:10.1177/0739456X11410979
- Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York, NY: Gallup Press.
- Roberson, Q. M. (2006). Disentangling the Meanings of Diversity and Inclusion in Organizations. *Group & Organization Management*, 31(2), 212–236.
doi:10.1177/1059601104273064
- Rosenbloom, D. (2005). Taking social equity seriously in MPA education. *Journal of Public Affairs Education*, 11(3), 247–252.
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2010). Inclusion and Diversity in Work Groups: A Review and Model for Future Research. *Journal of Management*, 37(4), 1262–1289.
doi:10.1177/0149206310385943
- Skocpol, T., & Fiorina, M. (1999). *Civic engagement in American democracy*. New York, NY: SAGE Publications, Inc.
- Standing Panel on Social Equity. (2000). Issue Paper and Work Plan. *National Academy of Public Administration*, October.
- Svara, J. H., & Brunet, J. R. (2004). Filling in the skeletal pillar: Addressing social equity in introductory courses in public administration. *Journal of Public Affairs Education*, 10(2), 99–109. Retrieved from <http://www.jstor.org/stable/40215644>
- Svara, J. H., & Brunet, J. R. (2005). Social equity is a pillar of public administration. *Journal of Public Affairs Education*, 11(3), 253–258. Retrieved from <http://www.jstor.org/stable/40215707>

- Tuckman, B. W. (1965). Developmental Sequence in Small Groups. *Psychological Bulletin*, 63(6), 384–99. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/14314073>
- Turner, A., Acevedo-Garcia, D., Gaskin, D., LaVeist, T., Williams, D. R., Segal, L., & Miller, G. (2013). *The Business Case for Racial Equity*. Retrieved from <http://www.wkkf.org/resource-directory/resource/2013/10/the-business-case-for-racial-equity>
- Yang, K., & Pandey, S. (2011). Further dissecting the black box of citizen participation: When does citizen involvement lead to good outcomes? *Public Administration Review*, 880–892. doi:10.1111/j.1540-6210.2011.02417.x/full