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Examining Racial Disparities in Beaverton

Alexis D. R. Ball

Portland State University

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Examining Racial Disparities in Beaverton

Alexis D.R. Ball, Master of Social Work Student, Portland State University

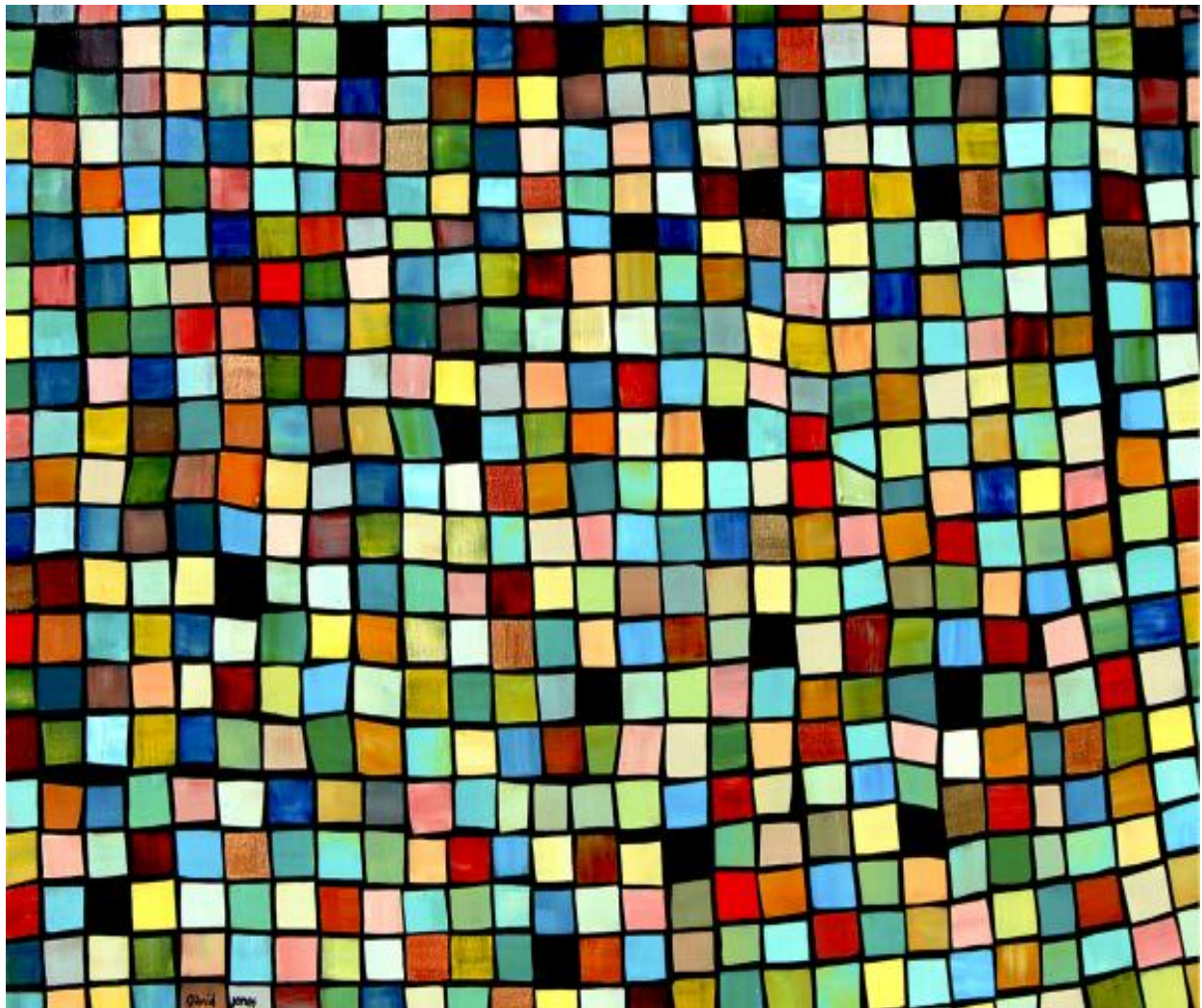


Image borrowed from Alliance for Racial and Cultural Health Equity!

A REPORT TO BEAVERTON'S DIVERSITY ADVISORY BOARD

June 2014

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Executive Summary

Examining Racial Disparities in Beaverton aims to assist the City of Beaverton's Diversity Advisory Board in understanding the current state of Beaverton's communities of color as they work to create a "Diversity, Equity & Inclusion Plan." It synthesizes and analyzes available data to describe racial disparities in Beaverton, Oregon through the use of raw data and secondary analysis, reports and communications from the City of Beaverton, and expert interviews. The presentation of data emphasizes a comparison of outcomes for communities of color and the white community with the purpose of highlighting common experiences across communities of color and demonstrating urgency to improve outcomes for all. Key findings from the report include:

- 1 in 3 people in Beaverton identifies as a person of color. Communities of color are growing at a rate of 6:1 compared to the white population. The largest communities of color are Latinos and then Asian Pacific Islanders, which each make up around 1/6 of the total population of Beaverton.
- Almost 1 in 4 city residents were born outside of the US and most have lived here for over a decade. 81% of those who speak English less than "very well" speak either Spanish or an Asian Pacific Islander language.
- While 1 in 2 students in the Beaverton School District identifies as a youth of color, just 12% of staff match this profile as adults of color. Students of color experience severely disproportionate rates of exclusionary discipline, with most troubling rates impacting African Americans, Latinos, and Native Americans. 1 in 50 white students in Beaverton School District are lost to drop out compared with 1 in 21 students of color and 1 in 7 Native American students.
- Almost a quarter of adults of color in Beaverton have an educational level less than high school, compared with just 5% of the white population. Around 40% of Latinos and Native Americans lack the benefit of any diploma or degree.
- 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 differential of \$23.80/hour. African Americans have an unemployment rate of more than 1 ½ times that of the white population in Beaverton.
- Median annual earnings for workers of color in Beaverton are almost eight thousand dollars less than for the white population, a 37% larger earnings differential than exists nationally.
- Communities of color fare worse across all poverty indicators in Beaverton; families of color have 3 ½ times the rate of poverty as white families.
- Over half of the white population owns their home in Beaverton compared to just one third of the population of color. A greater percentage of people of color live with unaffordable rental and mortgage payments every month.
- The Vose neighborhood has the highest rate of diversity in the city, with 55% residents of color. In contrast, the West Slope neighborhood shows the greatest degree of segregation in the city, with 84% of its residents identifying as white.

Expert interviews highlight the following priorities for work specifically at the City of Beaverton level: 1) collect and analyze city data through a racial equity lens, 2) focus on poverty and struggling areas in the city, 3) conduct an internal city audit of racial equity practices, 4) preserve and build on the history of racial equity initiatives in the city, 5) advocate for a broader study of racial disparities in the county, and 6) go beyond official data to utilize diverse sources of information in analysis of issues facing the community.

Introduction

The purpose of the following report is to synthesize and analyze available information to describe racial disparities in Beaverton, Oregon. This project was designed with the intention of assisting the newly formed Diversity Advisory Board (DAB) in Beaverton to gain a better understanding of the state of Beaverton's communities of color as they work to create a "Diversity, Equity & Inclusion Plan" for the City.

This project grew out of my coursework as a Master of Social Work student in the Community Based Practice track at Portland State University. I was also an intern at the Center for Intercultural Organizing (CIO) this past academic year, which has partnered for several years with the City of Beaverton on equity initiatives, leadership development and civic engagement of immigrant and refugee communities. I became aware of the DAB and its need to create an equity plan through CIO and its connection to DAB members and city staff. The specific proposal for this research emerged primarily out of a discussion with Fern Elledge from the Center for Public Service about what would be most useful to the DAB at this stage of the process to help create a foundation from which to build their plan.

It is also important to note that in large part this work builds off of a graduate course that I took titled "Racial Disparities: Analysis and Action for Social Workers," taught by Dr. Ann Curry-Stevens. Dr. Curry-Stevens is a leading scholar in the field locally and the principal investigator for the Coalition of Communities of Color reports on racial disparities in Multnomah County. Her course focused on strategies for assessment and implementation of racial equity initiatives at a personal and organizational level. She and her course material were key in guiding this research and its presentation.

The objectives of this project were to answer the following questions:

- ❖ What official data exists to describe racial disparities in Beaverton?
- ❖ What unofficial data can be gathered from community experts to help us better understand racial disparities in Beaverton?
- ❖ What information is missing, obscured or not accessible?
- ❖ What themes emerge from the findings of this research that could help guide the DAB in creating an equity plan for the city?

Why focus specifically on race?

"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 (e.g. criminal justice, education, health care systems). This framing is an attempt to identify the systematic and lasting toll that racism has taken on communities of color while simultaneously bestowing privilege on mainstream white communities. A choice to focus on race is not without recognition that other disparities exist—based on gender, class, sexual orientation, disability, etc.—but rather is in response to the fact that race is often obscured, watered down, or left behind when the focus is broadened.

Race is undoubtedly one of the most significant and predictive factors for outcomes. Though progress has been made toward building equity and equality for people of all backgrounds in this country, evidence is abundant (including that presented in this report) that racism is still alive and well in our institutions. There exists a long legacy in this country of ignoring racism, which erases the experiences of marginalized communities and their extraordinary struggles against powerful odds to be healthy and successful. A history of exclusionary and discriminatory state policies, as well as current momentum in the

region for racial equity work are additional reasons why it is imperative that we prioritize an explicit focus on identifying and eliminating *racial* disparities today.

Context of regional racial equity work

There is much that can be learned from the growing momentum around racial equity work in our region. Both the City of Portland and Multnomah County have engaged in equity work over the past several years with dedicated staff and a commitment to internal as well as external assessment. At the county level, the Office of Diversity and Equity developed the “Equity and Empowerment Lens,”² a comprehensive tool to guide racial equity work across the county’s departments. Also in Multnomah County, a key part of the work has been done by the independent organization Coalition of Communities of Color who published a series of “Unsettling Profile” reports from 2010-2014 that provide an in-depth look at the state of communities of color in relation to their white counterparts.³ In addition to the overall picture, these reports delve deeply into the experiences of six individual communities: the African, African American, Asian Pacific Islander, Latino, Native American, and Slavic communities.

The City of Seattle and the broader King County are considered leaders in the field of racial equity at the government level. Seattle’s “Race and Social Justice Initiative” articulates an explicit focus on institutional racism as the way to eliminate inequities.⁴ King County’s commitment since 2008 to their “Equity and Social Justice” initiative and “fair and just” ordinance provide a mandate to incorporate equity into all planning, budgeting and policy decisions.⁵ An increasing number of governments, foundations, schools, and organizations in the region are shifting their focus to include racial equity as a top priority, not only in recognition of a moral responsibility but also as a crucial strategy to ensure their success and sustainability into the future.

Why data is not essential but how it can help

Though data on disparities can play an important role in helping us to build a foundation of understanding from which to embark on racial equity work, it is not considered a prerequisite for starting the work.⁶ There is ample evidence all around us of the inequities that exist—both in official data and in the stories of community members of color whose daily, lived experience is often testimony to the urgency of this work.

That said, data can be a powerful tool to gather support from policy makers and community members for making racial equity a top policy priority. Regionally, this work has begun to influence local governments and foundations in designating resources to expand racial equity initiatives by requiring applicants to demonstrate their commitment to do this work in their proposals for support. This is a significant step forward.

Finally, this report is by no means an exhaustive picture of all areas in which racial disparities exist in the city of Beaverton. It does, however, provide some important foundational information to support efforts to begin to eliminate racial disparities *today*. It is important that research continue alongside efforts to respond so that we can better understand and track our collective wellbeing as we work for justice and equity for all. I feel hopeful that amidst these troubling findings there are many opportunities to engage meaningfully and improve the lives of youth and families in our community.

Methodology

The information presented in this report comes primarily from official data sources including the U.S. Census and American Community Survey (ACS) conducted by the federal government, and Oregon Department of Education statistics; as well as secondary analysis of that data by Greater Portland Pulse and the Regional Equity Atlas. Greater Portland Pulse is a project of the Portland State University Institute of Portland Metropolitan Studies and the Metro Regional Council. The Regional Equity Atlas is a project of the independent organization Coalition for a Livable Future. The last two tools are designed to present official data in a way that leads to conversations on equity and public policy in the Portland Metro area.

Reports from the City of Beaverton's Community Development Department and the PSU Population Research Center were also used to inform this analysis. Informal sources include a report on initial observations from a community study conducted by CIO, and communications and historical reports from within the City of Beaverton on equity initiatives that were shared with me. Five expert interviews were conducted to inform this project: Stephanie Stephens from the Center for Intercultural Organizing (CIO), Dr. Ann Curry-Stevens from the Portland State University Center to Advance Racial Equity (CARE), Alma Flores from the City of Beaverton's Economic Development department, Jeff Salvon from the City of Beaverton's Community Development department, and Scotty Ellis from the Coalition for a Livable Future. These interviews helped to provide context, guidance and observations about the topics in this report.

The primary method for presenting data is to show outcomes based on a composite average for communities of color in comparison to the white community. The purpose of framing the collective experience of communities of color is to highlight the commonalities that exist and build strength around improving outcomes for all. There are, however, some exceptions to this in the report. Where an outcome for a specific community is significantly more troubling than others and combining it would erase this finding, individual community outcomes are also presented separate from the composite.

"African American," "Latino," "Asian Pacific Islander," and "Native American" are the terms used in this report to refer to the corresponding racial/ethnic groups ("Asian" is also used when data sources do not allow the inclusion of the Pacific Islander community in this grouping). The decision to use these labels follows the Coalition of Communities of Color's use of these names in their reports. "Multiracial" is also used at times when it is presented as a separate category in the data. The Census and ACS data used for communities of color is based on the "race alone or in combination with one or more other races" and "Hispanic or Latino (of any race)" numbers to prioritize a reflection of all who experience being a part of those communities. For data about the white community, the "Not Hispanic or Latino—white alone" numbers are used to capture specifically the white experience. Each time that data is presented in a composite form or manipulated through other calculations, the process used is explained in a corresponding endnote.

Though Latino is not recognized in the same way as other racial categories on Census and ACS forms, it is a distinct community of color and is treated as such in this report. Because of the designation of "Hispanic or Latino" as an ethnicity separate from the recording of other groups, some overlap in the data is automatically created. Thus, comparing Latinos as a distinct group alongside the other communities of color results in an overcount in relation to total reported population in Beaverton (in this case 11.39%). There are two primary reasons why this is not considered to significantly impact or

invalidate the findings of this report: 1) communities of color are chronically undercounted in these surveys,⁷ so the overcount here serves as a counterbalance to that systemic error; and 2) this report prioritizes the presentation of the experiences of communities of color, so the implications of reporting separately or leaving out the data on the Latino population (as many researchers unfortunately do) would be far more detrimental to the findings than allowing this overcount.

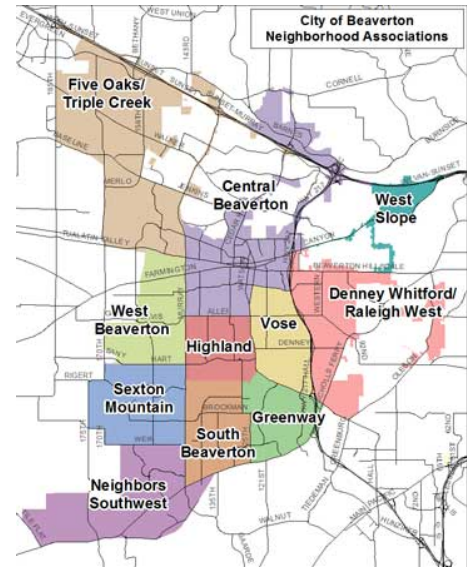
The latest reliable information that is available is used for this report. “American Community Survey 5-year Estimates” are an average of data each year during the previous 5-year time span. These 5-year estimates are used almost exclusively in this report because they are considered to be the most reliable in describing communities of color in Beaverton due to the small overall population (and especially small numbers of African American and Native American populations). When used, they represent data from the final year in the range (e.g. 2008-2012 ACS 5-year estimates are referred to in the report as “2012 ACS” data). When 2000 Census information is used, it is not in the form of 5-year estimates because the Census Bureau did not yet use those calculations. The latest data sets available through the U.S. Census Fact Finder website for individual communities of color are for a 5-year span of 2006-2010, so these are used when comparing social, economic and housing indicators. Overall Beaverton data is available for a later 5-year span, 2008-2012, so these are used in the Beaverton Profile section. Occasionally, more current stand-alone facts that are available are used for consistency because they are already commonly cited and likely to be recognizable figures to readers of this report (e.g. the city’s total population, median household income). For this reason, there will be a slight discrepancy in overall totals across the information presented. However, it is important to keep in mind the observations and purpose of this report: to give an overall sense of how communities of color are doing in relation to the mainstream white population.

Limitations of official data sources

The U.S. Census and American Community Survey are certainly key sources of data and the only broad-reaching tools that we have to reflect the U.S. population as a whole. Census information, however, is far from exact, as much is based on estimates and communities of color in particular are consistently undercounted.⁷ There are also many limitations to Census data when it comes to identifying racial disparities, including: 1) Hispanic/Latino being defined as an ethnicity separate from other racial categories, which makes comparisons of data on communities of color challenging; 2) demographic categories that completely hide several distinct communities of color (Middle Eastern and Slavic immigrants, who are both counted as white but identify locally as communities of color, and African Immigrant and Refugee, who are meshed with African Americans but have a very distinct experience); 3) the definition of Native American suggesting identification solely based on official enrollment in a single, recognized tribe; and 4) the use of “other” or “multiracial” categories that are non-descriptive and thus often ignored.⁸ All of these issues result in obscuring the data, “othering” certain groups, and forcing multiracial/multiethnic individuals to choose what part of their background to identify with or to essentially not be counted.⁸

Beaverton Profile

Beaverton, Oregon is a medium-sized city whose central core is located seven miles west of Portland and has a population of 91,935.⁹ The city is located in the Tualatin River Valley and stretches 19.6 square miles, with 11 organized neighborhoods and a population density of 4,690 residents per square mile.⁹ Beaverton has a “strong-mayor” form of government, with Mayor Denny Doyle (2009-present) currently acting as chief executive officer. The city is located within the boundaries of Washington County and has political leadership at the city, county and Metro government levels. The city is part of the Portland Metropolitan Region, which encompasses 2.3 million people and whose key industries include athletic apparel, computer software, green building and design, clean tech, electronics and metals manufacturing.¹⁰ The city has won several awards, including “100 Best Places to Live in America” by Money Magazine in 2010, “Top 10 Best Places to Raise Your Kids” by BusinessWeek in 2009, and the “Safest City in the Pacific Northwest” by the City Crime Rankings Report in 2014.¹¹



Incorporated in 1893, the official city of Beaverton developed primarily as a small farming, logging, and railroad town.¹² However, the area has been home to indigenous peoples for an estimated 10,000 years.¹³ The Native population that originally lived in the area was called the Atfalati (later mispronounced and called Tualatin), a tribe of the Kalapuya Indians.¹² They established a settlement on the Beaverton and Fanno creeks called “Chakeipi,” meaning “place of the beaver,” which was later changed to Beavertdam and then Beaverton.¹² Smallpox, influenza and malaria decimated the Atfalati in the late 1700s-early 1800s and their population was reduced from several thousand to just dozens at the start of the 20th century.¹³ Those remaining in the area (and many other Native peoples in the state) were forcibly moved out of the valley through the Dayton Treaty of 1855, and relocated mostly to the Grand Ronde Reservation at the base of the Oregon Coast Range.¹⁴

In the mid-1800’s, immigrants began coming to the area to settle. Chinese immigrants came for gold mining and stayed to work in canneries, construction and farming.¹³ Settlers from other parts of the US and Europe came for land claims and began producing agricultural products and logging.¹² The town became known for its production of onions, horseradish, lettuce and asparagus, as well as its tile and brick factories, and flour and lumber mills.¹³ When the railroad came through town, Beaverton became a major shipping point and a place to visit, which led to the development of city infrastructure and population growth.¹² Following WWII, the area changed significantly as farmlands were turned into housing developments and industrial parks and the area became part of what is known today as the “Silicon Forest.”¹² Agriculture remains an important part of the valley’s activities today in the form of wineries, nurseries and small farms.¹³

Today, Beaverton is home to big companies including Nike, IBM and Tektronix, as well as bioscience companies including Welch Allyn and Blacktoe Medical.¹⁵ These companies characterize the city’s primary economic base, though the service industry and small businesses are also a noticeable part of Beaverton’s economy. Beaverton boasts a high

median household income but studies also show that the city's poverty rate is one of the fastest growing in Oregon.¹⁶ The presence of these companies and their prominence in the area are part of what is attributed to the lack of awareness and attention to poverty in Beaverton.¹⁷

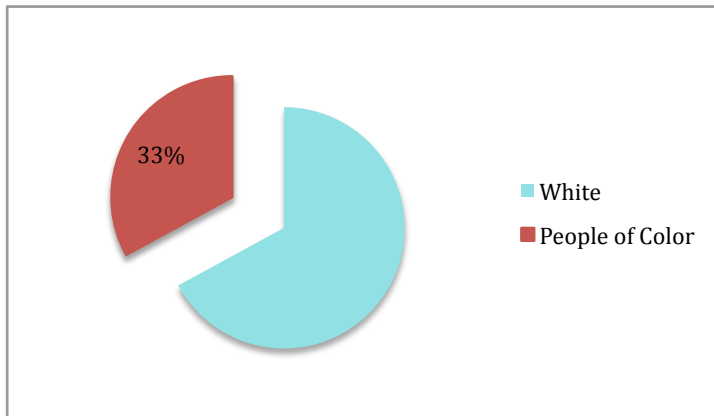
The Beaverton School District, which serves Beaverton and its immediate surroundings, is the third largest in the state.¹⁸ Other educational resources include a city library and Portland Community College classes taught at several local schools and churches.¹⁸ TriMet, the regional public transportation system, serves Beaverton, as do several social service, advocacy, and cultural organizations such as the Center for Intercultural Organizing (CIO), Centro Cultural, Adelante Mujeres, the Korean Community Center, the Oregon Somali Family Education Center (OSFEC), and others. An additional defining element of the area is the Tualatin Hills Park & Recreation District, which provides multi-use centers, community gardens, classes, nature parks, and trails for recreation.¹⁹

Demographic & Social Indicators

Demographic and social indicators help paint a picture of the overall basic makeup of people living in Beaverton. Since the goal of this report is to understand the experience of communities of color, a focus on defining the community that identifies as people of color, rates of growth, racial/ethnic makeup, differences in household size, amount of foreign-born individuals, and the range of languages spoken at home are the focus of this section.

Demographically speaking, Beaverton is in a process of rapid change. Just four decades ago the city's population was 99% white,²⁰ a number that has since shrunk considerably. Today, one third of the population identifies as a person of color²¹:

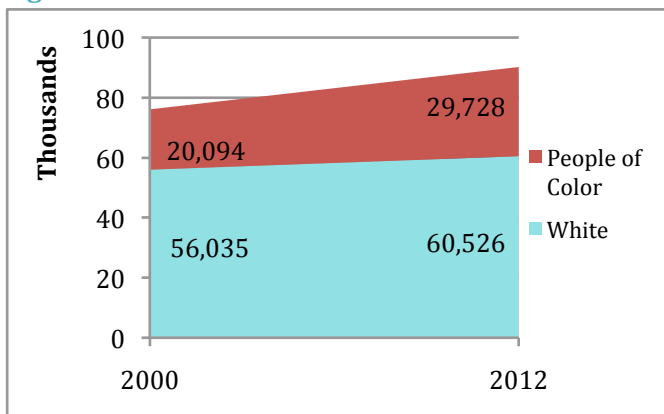
Fig. 1: PERCENTAGE OF PEOPLE OF COLOR IN BEAVERTON



Source: Author's calculations based on 2012 American Community Survey²¹

Focusing just on the last decade or so, we see that the city's population has shifted dramatically. Communities of color in Beaverton have grown at a rate of about forty-eight percent between the year 2000 and 2012, which translates to a growth rate of almost 6:1 in comparison to the white population.²²

Fig. 2: POPULATION CHANGE 2000-2012



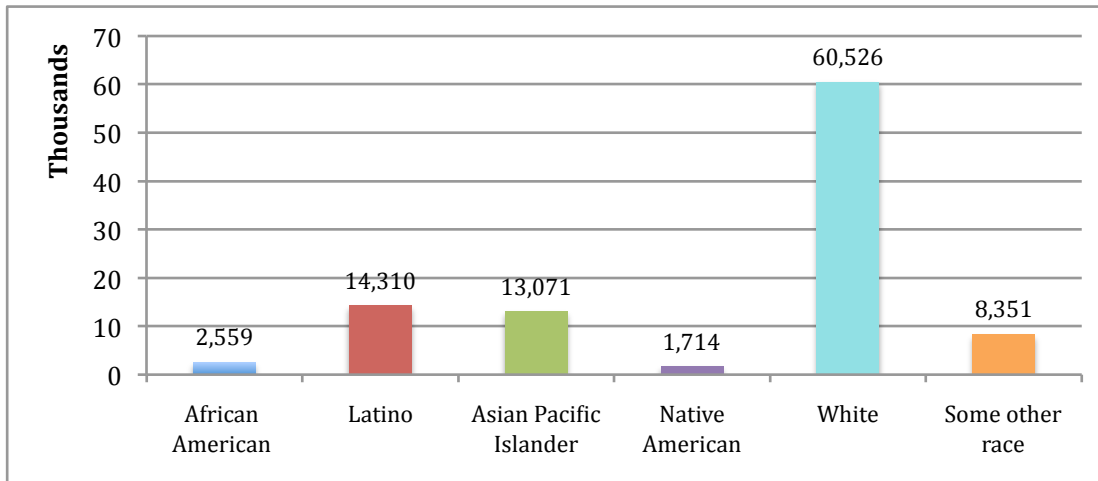
Source: Author's calculations based on 2000 Census & 2012 American Community Survey²²

Table 1: GROWTH TREND 2000-2012

	Overall rate of growth	Annual rate of growth
People of Color	47.94%	4.00%
White	8.01%	0.67%

The breakdown of race and ethnicity in Beaverton shows that the largest communities of color are the Latino and Asian Pacific Islander (API) communities, which each make up around one-sixth of the total population.²³ Though only 2.8% of the community identifies as African American, this group has grown by nearly forty percent (37.3%) since 2000.²² The Native American population makes up just 1.9% but has grown by almost sixty percent (59%) since 2000.²² Of the remaining communities of color, 9.3% is categorized as "some other race."²³ The following chart shows overall population for each racial/ethnic group:

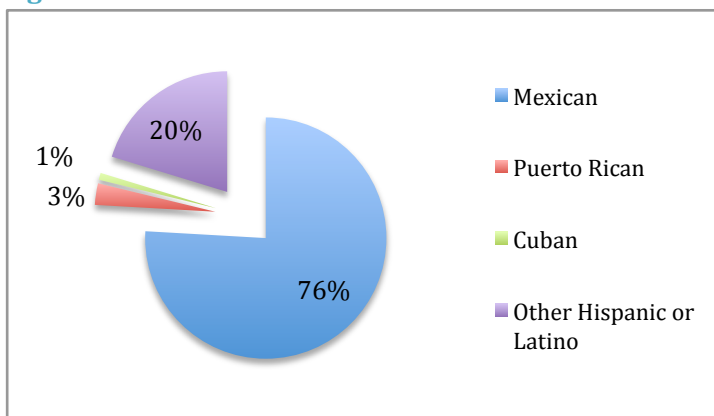
Fig. 3: BREAKDOWN OF RACE/ETHNICITY IN BEAVERTON



Source: 2012 American Community Survey²¹

Fifteen point nine percent of the city’s population identifies as Latino,²³ a number that is projected to rise to almost a quarter of the community by 2020.²⁰ More than three-quarters of the current Latino population in Beaverton is of Mexican origin.²³

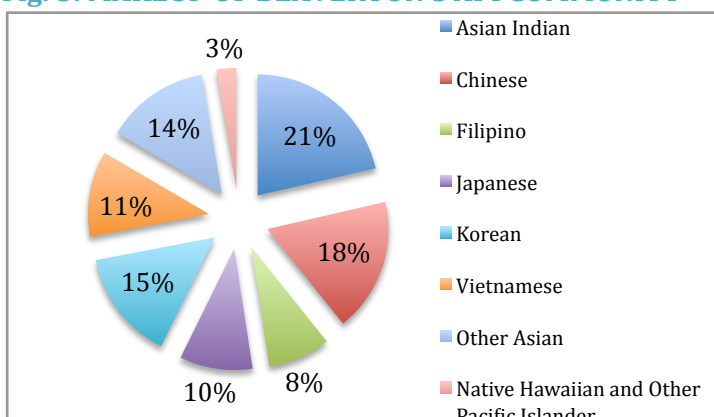
Fig. 4: MAKEUP OF BEAVERTON'S LATINO COMMUNITY



Source: 2012 American Community Survey²³

The Asian Pacific Islander (API) population makes up 14.5% of Beaverton’s population.²³ The API population is much more evenly dispersed among several ethnicities, the three largest of which are Indian, Chinese, and Korean.²³ Certain tracts of the city host over 31% members of the Asian community, which is among the highest concentrations of Asians in the state.²⁰

Fig. 5: MAKEUP OF BEAVERTON'S API COMMUNITY

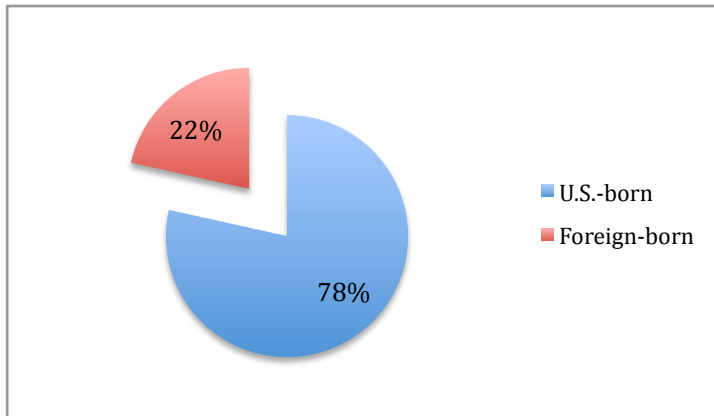


Source: 2012 American Community Survey²¹

Immigrants and refugees

Though limited official data is available to reflect the immigrant and refugee populations living in the area, ACS data do show statistics for U.S.- versus foreign-born, world region of birth, language spoken at home, and ancestry. These data show that about 22% of the population of Beaverton was born outside of the United States²⁴:

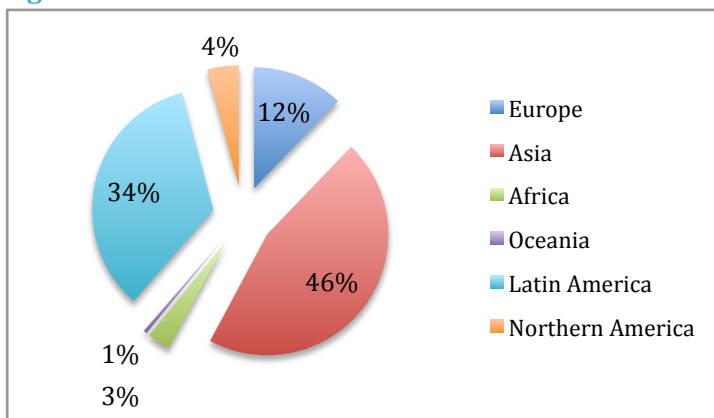
Fig. 6: BEAVERTON'S FOREIGN BORN



Source: 2012 American Community Survey²⁴

The vast majority of the foreign-born population is not newcomers. In 2010, 83.6% of the had been part of U.S. communities for over a decade.²⁵ Of the city's foreign-born population, the largest groups are from Asia (46%) and Latin America (34%).²⁴ Only about 38% of foreign-born residents of Beaverton have become naturalized U.S. citizens.²⁴

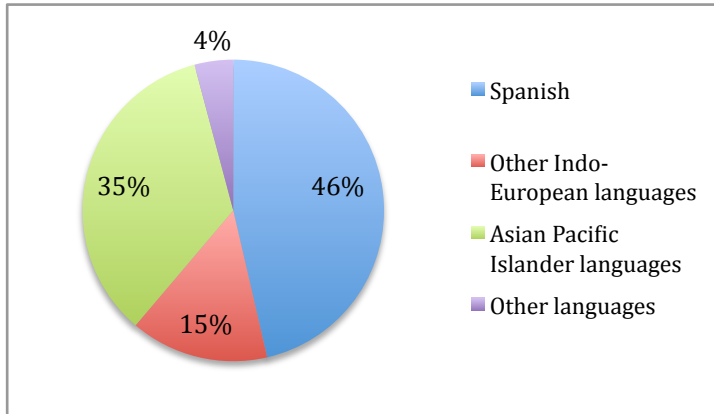
Fig. 7: BEAVERTON'S FOREIGN BORN BY REGION OF BIRTH



Source: 2012 American Community Survey²⁴

In terms of language, 28% of the population of Beaverton speaks a language other than English at home. When recording fluency in English, 12.5% were reported to speak English less than "very well."²⁴ ACS data allows us to further break this down by language grouping, which shows that of those that speak English less than "very well," the vast majority (81%) speaks either Spanish or an Asian Pacific Islander language:

Fig. 8: LANGUAGES BY POPULATION THAT SPEAKS ENGLISH LESS THAN "VERY WELL"



Source: 2012 American Community Survey²⁴

Though difficult to obtain data, it is important to recognize the presence and distinct experience of the undocumented immigrant community among this group. Lack of legal status significantly impacts community integration and family stability, especially as so many families are now of mixed-status (meaning at least one member is undocumented and others share a mixture of immigration statuses within a single family unit). These impacts are manifested in higher rates of poverty, lack of health insurance, lower educational attainment, barriers to employment and more precarious earnings and work conditions, etc.²⁶ Estimates show that Oregon has a statewide undocumented population of around 160,000, eighty-one percent of whom are believed to be Latinos.²⁷ Estimates for Multnomah County show that around a quarter of the local Latino population in that county is undocumented.²⁸ Similar data for Beaverton and Washington County is not currently available.

Family size

An additional characteristic that can be gleaned from demographic and social indicators is that of family size. Average family size is 11.3% larger and average household size is 22.1% larger for communities of color in Beaverton than for white populations.²⁴ This information can shed light on housing needs and poverty rates, among other things.

Education Indicators

“More than family income, more than language proficiency, more than disability and giftedness, race is the single most predictive factor in our students’ success...”

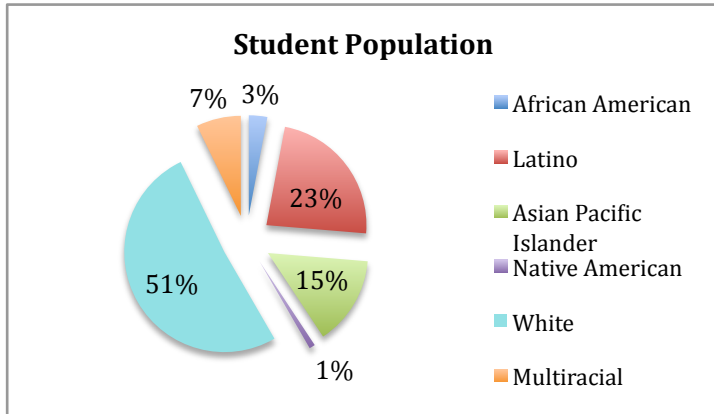
—Carole Smith, Superintendent, Portland Public Schools²⁹

Education is a basic human right and a critical ingredient for wellbeing, personal development, economic stability, and opportunity. The success of our youth depends in large part on strong, supportive and engaging schools that provide healthy and enriching environments in which to learn and develop each individual’s full potential. Therefore, the level to which our education system is truly serving all of our youth should be of interest to us all and must be evaluated rigorously. The following section focuses on the educational profile of youth and adults in Beaverton based on available data for educational services and outcomes. The Oregon Department of Education publishes assessment, disciplinary, graduation and drop out rates each year, all of which provide a key framework for understanding how students are faring in the local school system. The adult educational profile is less reflective of local services but is important to note because it closely relates to employment and earnings opportunities for individuals and families. It is presented here as compared to national statistics.

Beaverton School District and Portland Community College are the primary providers of formal education for people living in Beaverton. Beaverton School District is the third largest school district in the state with an enrollment of 39,387 students, just over 3,900 employees, and a total budget of almost a half a billion dollars.³⁰ A vast majority of teachers in the district have graduate degrees³⁰ and 97% are considered “highly qualified” by national standards.³¹ Encompassing 51 schools in total, the district runs 33 elementary schools, 8 middle schools, 5 high schools, and 5 options schools.³⁰ One high school in the district meets criteria as a “priority school” under Title I designations, meaning that it has high poverty and bottom 5% ranking among Title I schools in the state.³¹ Two elementary schools are also categorized as “model schools” under the same designations, meaning that they have high poverty rates but are ranked in the top 5% of Oregon’s Title I schools.³¹

Students that attend schools in the district and their families come from diverse racial and ethnic backgrounds. The district reports that almost half of their current student population are youth of color and that among families, 94 primary languages are spoken at home.³⁰ As we see from the following graphic, majority youth of color match the city’s population but in even greater numbers, with the largest group being Latinos (23%), followed by Asian Pacific Islanders (15%).³² The remaining students of color identify as multiracial (7%), African American (3%) and Native American (1%).³²

Fig. 9: RACIAL/ETHNIC COMPOSITION OF STUDENTS IN BEAVERTON SCHOOL DISTRICT



Source: Author's calculations based on Beaverton School District Report Card, 2012-13³²

Demographics of Beaverton School District students & staff

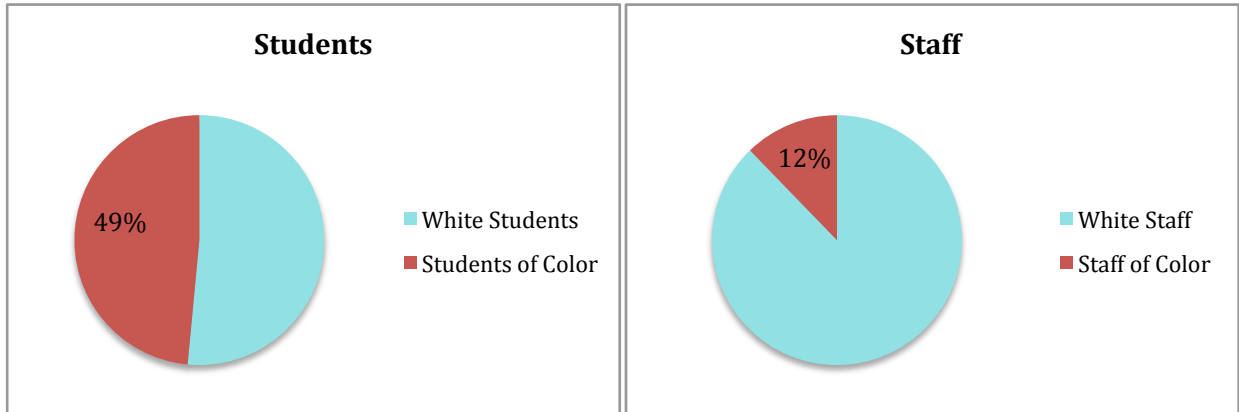
Over the last two decades, there has been significant discussion at the national level about the importance of intentional recruitment of staff of color in public schools to better match student demographics.³³ Research shows evidence for two major arguments explaining why staff of color are important to student success: 1) they serve as crucial role models and 2) teachers of color have invaluable background and life experiences that uniquely qualify them to teach students of color.³³ Acting as role models, staff of color can help students to be motivated to achieve and envision success for themselves amidst an environment of potential alienation and social inequality.³³ They also serve to counter myths internalized by white students about who belongs in positions of influence.³³ Teachers of color bring an understanding of culture, language, and racism that they can use to make learning more relevant and class environments more familiar and welcoming for students of color.³³

Though having a diverse staff body is not the only aspect that needs to improve in order to boost the success of students of color, it is one crucial step.³³ Across the country some progress has been made but for the most part the student body has continued to change demographically at a faster rate than districts have responded.³³ Leadership in the Beaverton School District have articulated this as a priority as well in their statement of commitment to racial equity in hiring:

The Beaverton School District embraces a 'grow our own' strategy for hiring teachers and administrators of color to more closely reflect student demographics. This is accomplished through a variety of school and university partnerships that identify diverse teacher candidates within our community.³¹

Unfortunately, as we see in the next set of charts, the district still has a long way to go. The current makeup shows an overwhelming demographic difference between students (49% youth of color) and staff (12% people of color)³⁴:

Fig. 10: DEMOGRAPHIC COMPARISON OF STUDENTS V. STAFF IN BEAVERTON SCHOOL DIST.



Source: Author's calculations based on Beaverton School District Report Card, 2012-13³⁴

Discipline rates

"...exclusionary discipline is a primary factor leading to academic disconnection and ultimately failure; therefore reducing or providing alternatives to exclusionary discipline should be prioritized for all students and especially students of color."

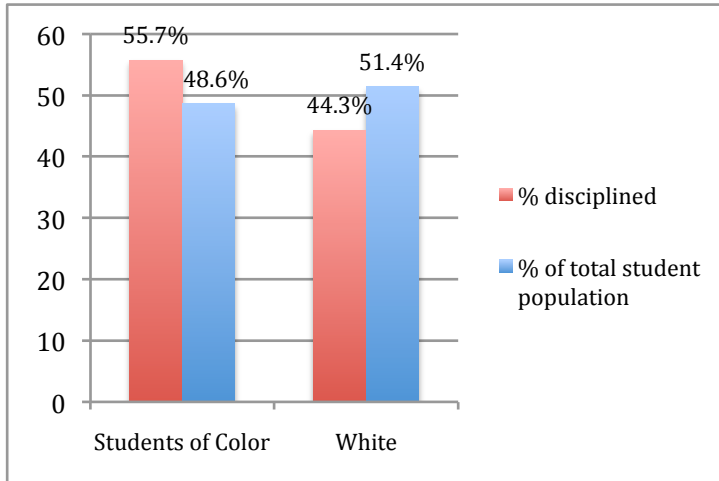
—Multnomah County Commission on Children, Families & Community³⁵

"Exclusionary discipline" refers to disciplinary actions in schools that result in a student being removed from the classroom, which includes in-school suspension (ISS), expulsion, and out of school suspension (OSS). Nationally, rates of exclusionary discipline have increased rapidly over the past several decades since the early 1970's and African American and Latino students as well as students living in poverty have borne the majority of the brunt of this increase.³⁵ Research shows that exclusionary discipline results in students becoming "disconnected" from school, which leads to higher drop out rates, delayed graduation, risky behaviors and not going on to college.³⁵

The Multnomah County Commission on Children, Families & Community states that research has shown no support for the argument that discipline rates are higher in populations of youth of color because of higher rates of bad behavior—e.g. no evidence has been found that African American youth are suspended more often than white youth for this reason.³⁶ Rather, patterns in the reasons why youth are referred for discipline have been observed, showing that white students are referred much more often for objective offenses (e.g. smoking, vandalism, leaving without permission, obscene language) and students of color are referred for more subjective behavior (e.g. disrespect, excessive noise, threat, loitering), suggesting that race plays a key role in these rates.³⁵

In the Beaverton School District, students of color are receiving a disproportionate percentage of disciplinary actions taken during the school year. In an ideal world if discipline rates were equitable, we would see the two bars for each racial/ethnic group in the following figures be of equal height, signifying that the group received a proportional amount of disciplinary actions to their percent of total student population. Instead, the following figure shows the current reality for students of color compared to white students:

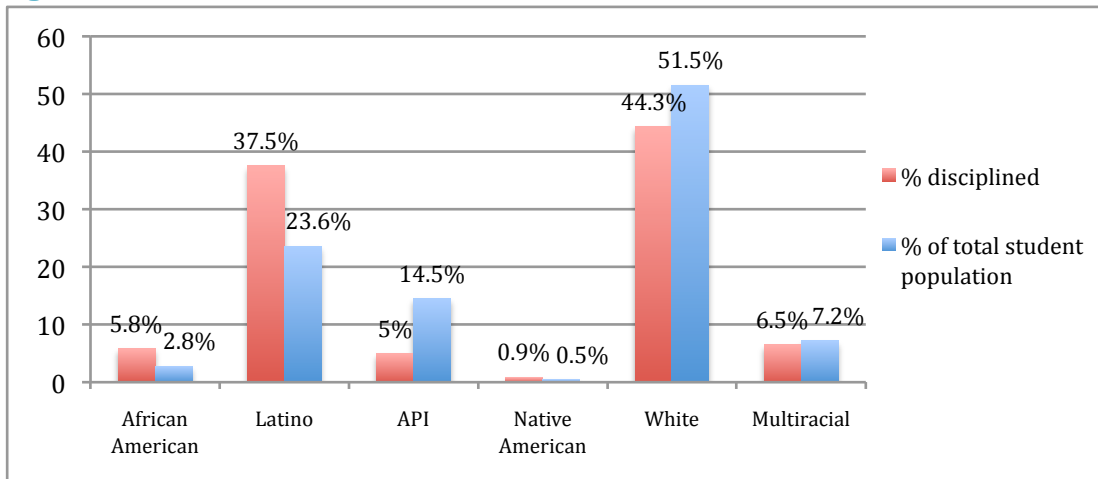
Fig. 11: COMPARISON OF DISCIPLINE RATES: STUDENTS OF COLOR V. WHITE STUDENTS



Source: Author’s calculations based on Oregon Department of Education, 2012-13³⁷

This means that while students of color make up 48.6% of population, they are being subjected to a disproportionate 55.7% of all disciplinary actions.³⁷ White students make up 51.4% of the total student population and are receiving only 44.3% of disciplinary actions. Individual rates for African Americans, Latinos and Native Americans are more troubling. The figure below displays discipline rates compared to percent of total student population by race/ethnicity:

Fig. 12: OVERALL DISCIPLINE RATES COMPARED TO PERCENT OF POPULATION

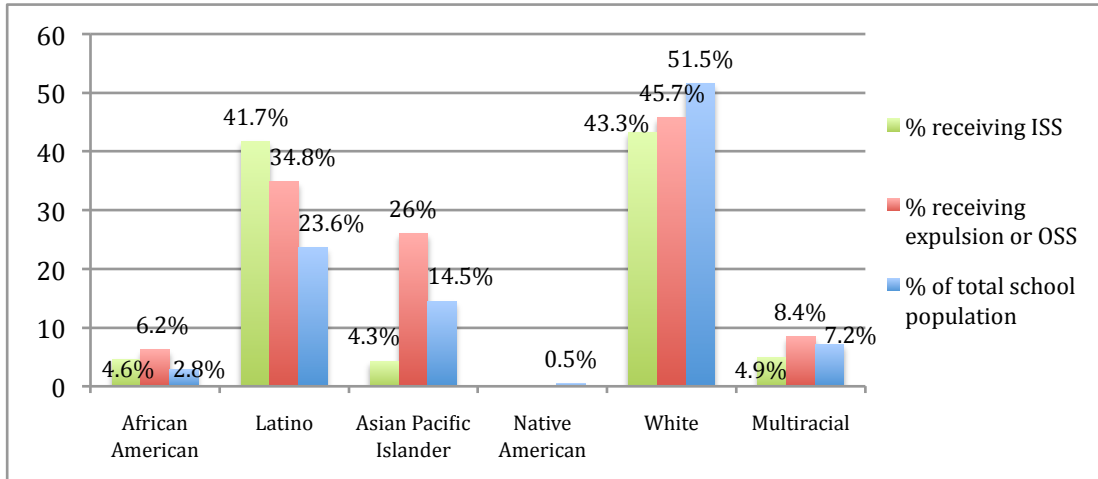


Source: Oregon Department of Education, 2012-13³⁸

The above figure shows that African Americans currently receive more than twice the disciplinary actions as their percent of population, Latinos one and a half times more, and Native Americans almost twice as many.

We see a similar but even starker pattern for almost all students of color when looking at specific disciplinary actions that result in either ISS or removing students from school entirely through expulsions and OSS:

Fig. 13: ISS & EXPULSION/OSS RATES COMPARED TO PERCENT OF POPULATION



Source: Oregon Department of Education, 2012-13³⁹

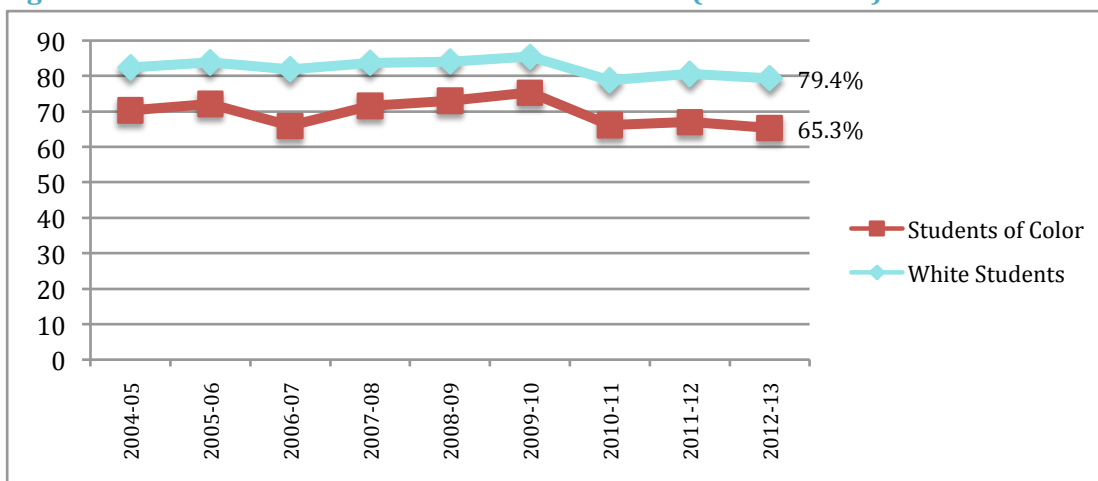
The strongest predictor of achievement is time spent learning and when students are suspended or expelled, they lose that valuable time. In short, higher rates of exclusionary discipline are also correlated with lower assessment rates, which we can see reflected in the next section.³⁵

Student assessment rates

School districts set goals for student learning in the form of standards across different subject areas and then use annual testing as the primary means for assessing their effectiveness. Overall in the previous school year (2012-13), students in Beaverton School District surpassed statewide and “like-District” averages of students meeting or exceeded state standards on exams across grades in reading, mathematics, writing and science.³¹

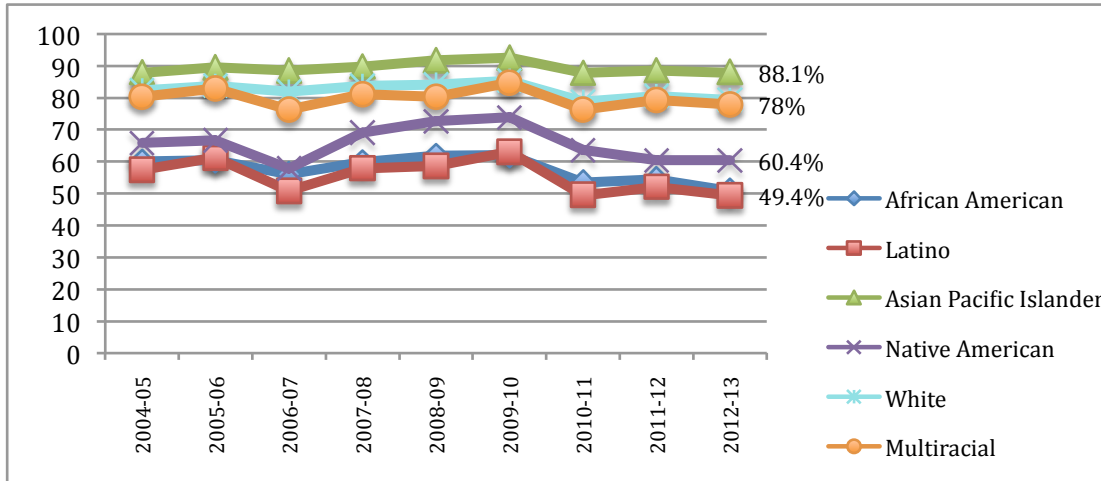
While this is certainly impressive, it merits a closer look at assessment rates for different groups of students in addition to the overall data. For this purpose, assessment rates in two key areas—math and reading—are shown below both as a comparison of students of color and white students, and as a breakdown of the student population by race/ethnicity:

Fig. 14: STUDENTS MEETING STANDARDS IN MATH (ALL GRADES)



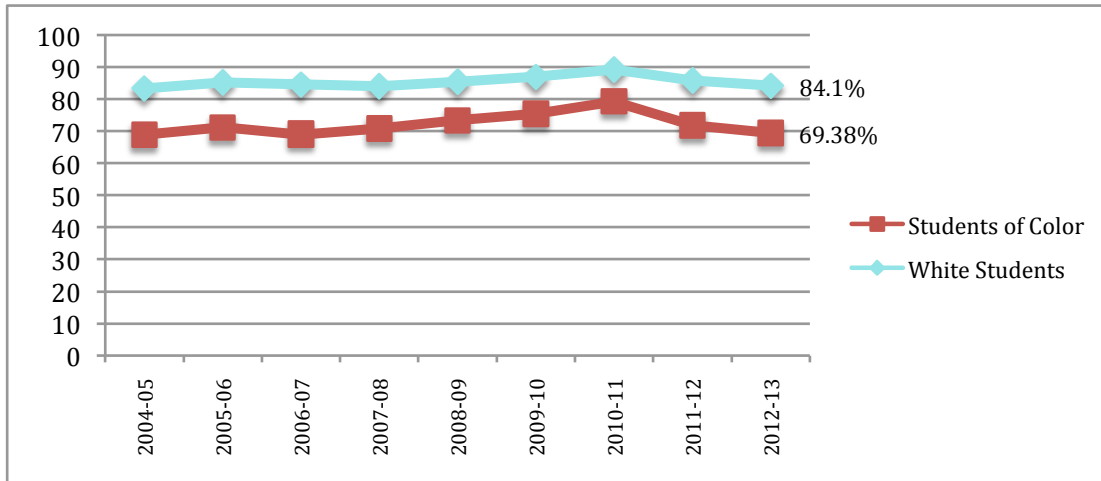
Source: Author’s calculations based on data from Oregon Department of Education, 2012-13⁴⁰

Fig. 15: STUDENTS MEETING STANDARDS IN MATH BY RACE/ETHNICITY (ALL GRADES)



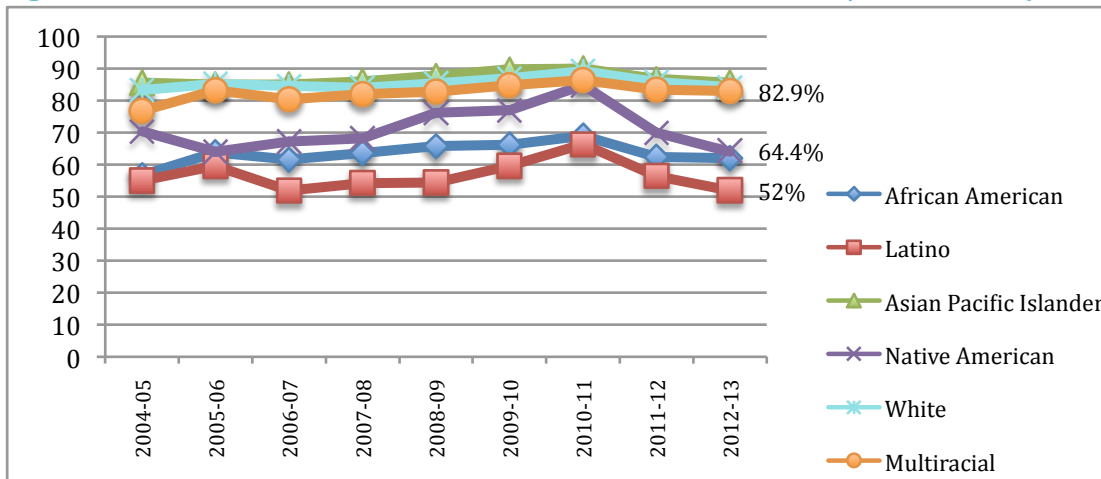
Source: Oregon Department of Education, 2012-13⁴¹

Fig. 16: STUDENTS MEETING STANDARDS IN READING (ALL GRADES)



Source: Author's calculations based on data from Oregon Department of Education, 2012-13⁴⁰

Fig. 17: STUDENTS MEETING STANDARDS IN READING BY RACE/ETHNICITY (ALL GRADES)



Source: Oregon Department of Education, 2012-13⁴¹

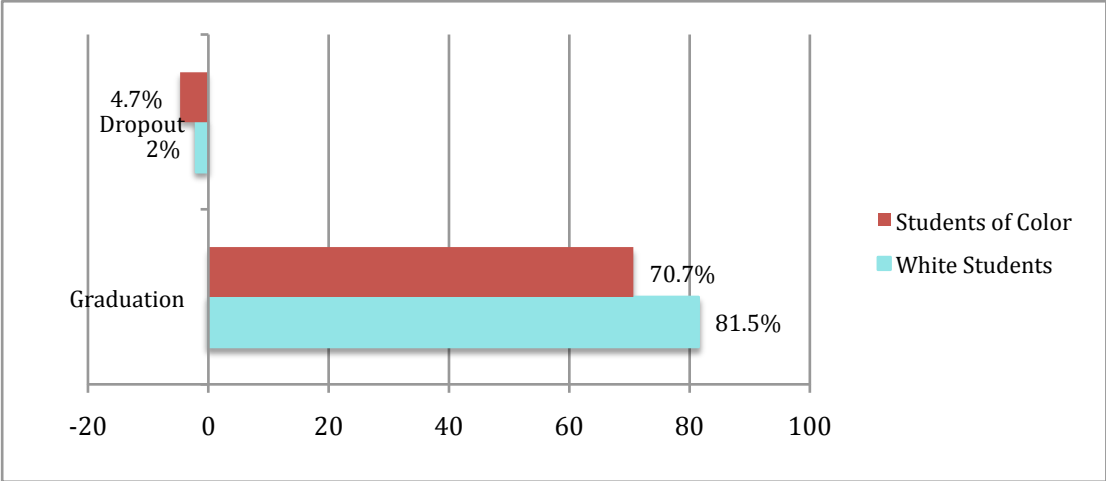
What we see from these graphs is that students of color are doing significantly worse at meeting state standards across both math and reading. Latino and African American students in particular are struggling and show the lowest percentages of students meeting

standards, with Native American students not far ahead. Finally, we see that these patterns are not new; rather they have been relatively stagnant over almost a decade.

Graduation & dropout

Graduation and dropout rates are also key indicators of student success and future outcomes. Similar patterns as we saw across disciplinary and assessment categories can be observed here:

Fig. 18: GRADUATION & DROP OUT RATES: STUDENTS OF COLOR V. WHITE (%)

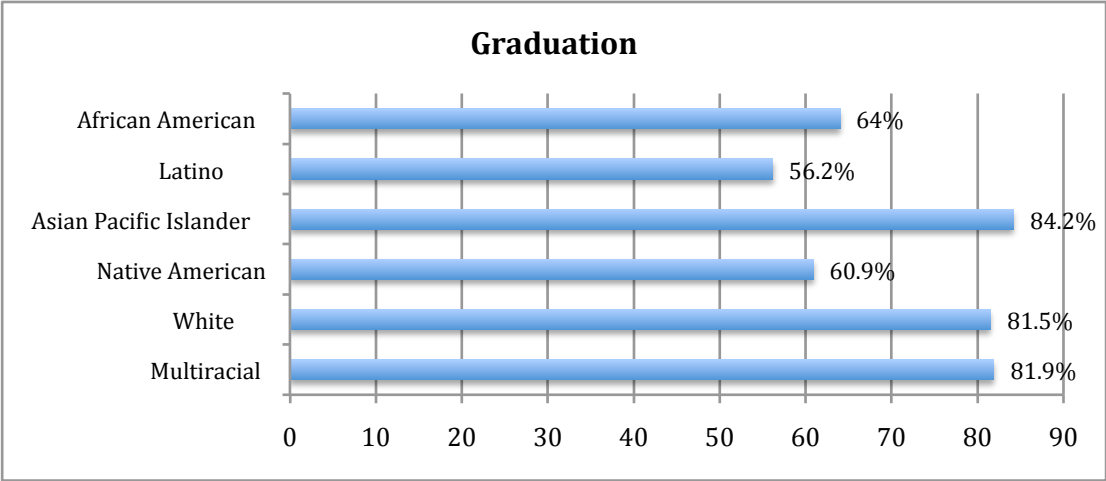


Source: Author’s calculations based on Beaverton School District Report Card⁴²

These data show us that in terms of graduation rates, there is a 10.8% disparity for students of color in comparison to white students. For drop out rates, we see that students of color overall drop out at a rate of almost 2 ½ times that of white students. This means that 1 in 21 students of color are lost to drop out compared with 1 in 50 white students.

Turning to graduation and drop out rates by race/ethnicity, the following figures represent the current picture in Beaverton School District:

Fig. 19: GRADUATION RATES BY RACE/ETHNICITY (%)

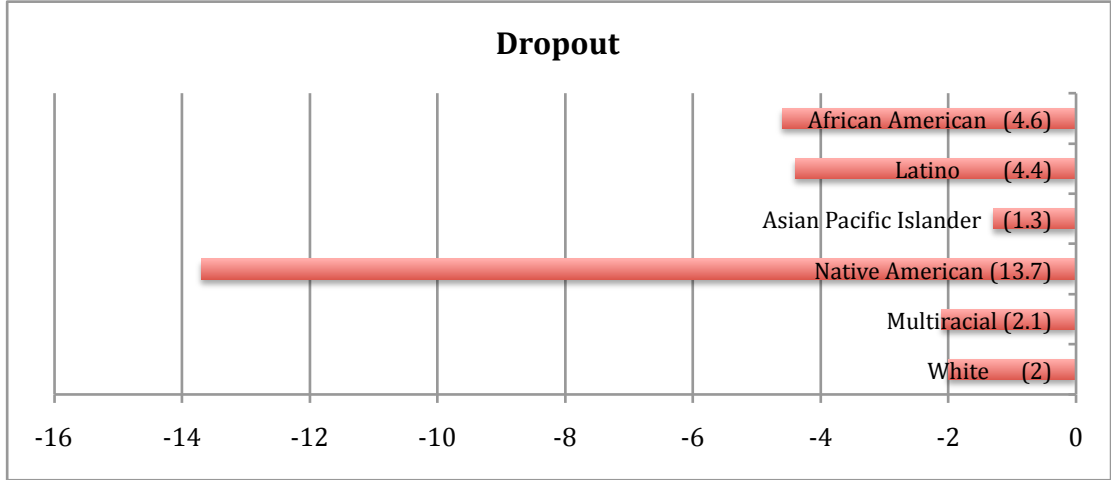


Source: Beaverton School District Report Card, 2012-2013⁴³

This disaggregated data for graduation rates shows a disparity of up to 25.3% between white students and the group with the lowest graduation rate, Latinos. The Latino graduation rate is of particular interest here because unlike all other groups, it is the only one that shows a lower average graduation rate (by 3.3%) as a district in comparison to the Oregon average.³¹ The graduation rates for Native American and African American

students hover not much higher, still around twenty percent lower than that of white students.

Fig. 20: DROP OUT RATES BY RACE/ETHNICITY (%)



Source: Beaverton School District Report Card, 2012-2013⁴⁴

In relation to drop out rates, we see a similarly high rate as the student of color average for African Americans and Latinos (~1 in 22) and this increases to an appalling 1 in 7 for Native American students. This drop out rate of 13.7% for Native American students is the only rate higher (by 6%) than the Oregon average for its racial/ethnic group.³¹

The Alliance for Excellent Education published a report in 2010 detailing the economic impact of reducing high school dropout rates in the fifty largest cities in the US and their surrounding areas.⁴⁵ The report estimated that in the Portland Metro region, the benefit of reducing the 7,200 dropouts per year by fifty percent would result in \$38 million dollars in increased earnings, \$25 million dollars in spending and \$9 million in investing per year, increased home (\$108 million) and auto (\$4 million) sales, 300 new jobs and \$47 million dollars in economic growth, \$4 million in increased tax revenue per year, and untold increased human capital as a projected 61% would go on to college.⁴⁵

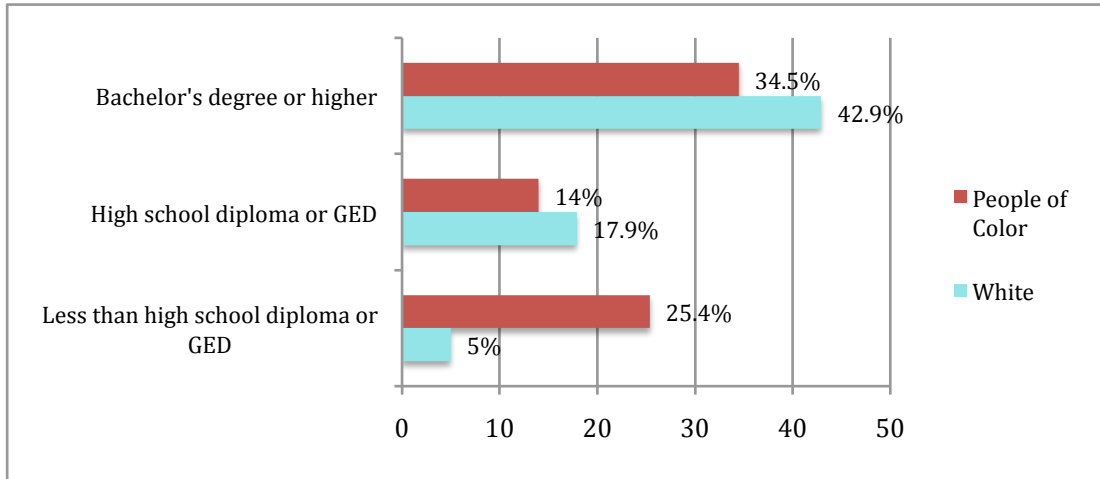
If students drop out of school they are more likely to be underemployed, reliant on government systems and more apt to be involved in the justice system later in life... Whether or not we have children in school, the entire community will benefit from addressing this issue. Educated children and youth are valuable parts of a thriving community and economy.

—Education and Life Success Workgroup of Multnomah County’s Commission on Children, Families & Community³⁵

Adult education level

It is also important to look at the adult education level in Beaverton and what that means for individuals and families. The educational level of adults age 25 and over in Beaverton varies significantly depending on race and ethnicity. Among the white population, just 5% has less than a high school equivalency and almost 43% have a Bachelor’s degree or higher. For communities of color, this distribution looks very different, with over a quarter of adults possessing no diploma or degree whatsoever and just over a third with a Bachelor’s degree or higher.

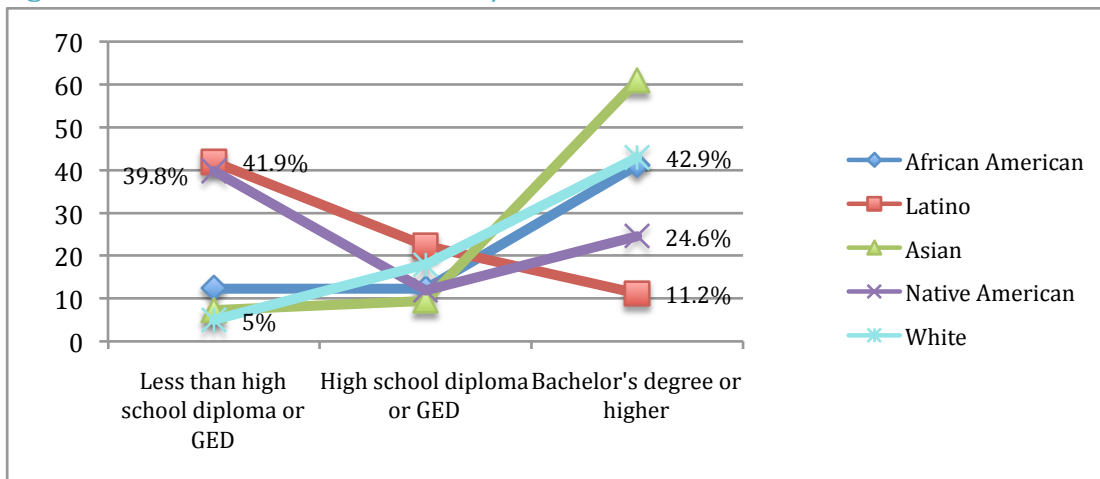
Fig. 21: ADULT EDUCATION LEVEL IN BEAVERTON



Source: Author's calculations based on 2010 American Community Survey⁴⁶

This educational disparity among adults is especially stark when looking at the disaggregated data and focusing on the two groups with lowest overall educational attainment: Latinos and Native Americans, as in the following chart:

Fig. 22: ADULT EDUCATION BY RACE/ETHNICITY IN BEAVERTON

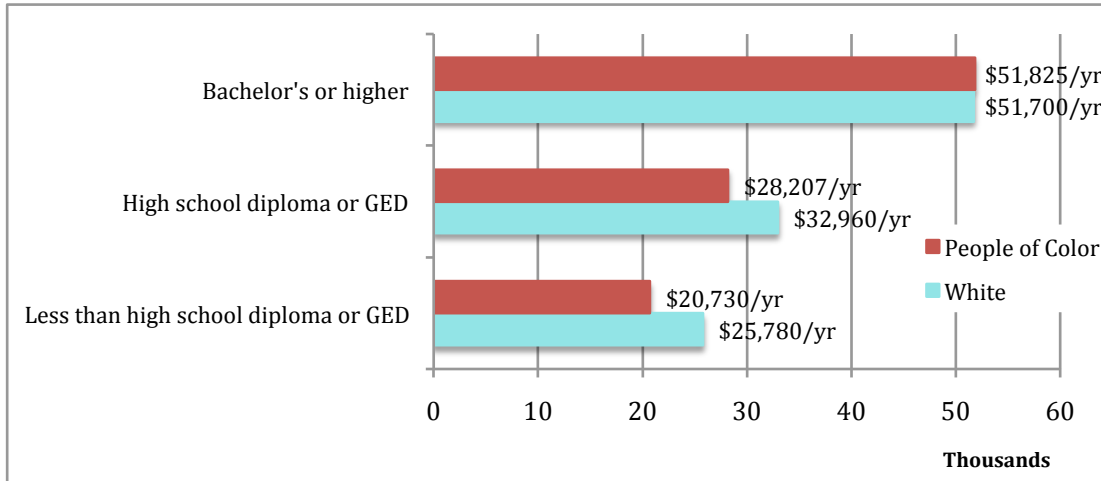


Source: 2010 American Community Survey⁴⁷

What the figure above shows us is that if you are a person of color in Beaverton, you are over five times as likely as a white person to have no diploma or degree whatsoever. If you are Latino or Native American, that number jumps to 8:1. Conversely, if you are white, you have a significantly higher chance of having a post-secondary or professional degree—up to four times more likely than in the case of Latinos.

Looking at the impact of adult education level on economic wellbeing is one important illustration of its implications. The following chart shows national statistics on median annual earnings for people of color and white people by education level:

Fig. 23: MEDIAN ANNUAL EARNINGS BY EDUCATION LEVEL NATIONALLY



Source: Author's calculations based on 2010 data from the Nat'l Center for Education Statistics⁵⁵

We can see the impact of institutional racism nationally in these disparate earnings levels, particularly at the lower educational levels. What this profile suggests is a crucial need for educational opportunities for Beaverton's adult populations of color, both at the basic education and college levels. Bolstering opportunities and access to high school equivalency and post-secondary degree programs would increase chances of better employment and income for communities of color, particularly among Latinos and Native Americans.

Economic Indicators

Economic indicators reflect the overall health of an economy. They include factors such as unemployment rate, place in the workforce, income, wealth and poverty, all of which impact the financial health and stability of families in our community. National events, such as the recent Great Recession (2007-2009), have ripple effects in the local economy that last for years and cut deeper in communities of color than in the white community. Though the economy has had significant gains in job creation and overall growth over the past few years, not everyone is recuperating at the same rate. Not surprisingly, similar patterns could be observed after the previous recession in 2001.⁴⁸

In a recent report by the Center for American Progress called “The State of Communities of Color in the U.S. Economy: Still Feeling the Pain Three Years Into the Recovery,”⁴⁸ researchers showed that “...communities of color are substantially less likely than their fellow white citizens to enjoy the opportunities that come from having a good job, owning a home, and having a financial safety cushion in the form of health insurance, retirement benefits, and private savings.”⁴⁸ Across all communities of color, the report shows slower job growth rates during the current recovery, a sharp widening of the wealth gap and homeownership rates, and faster rates of rising poverty during the recession and recovery.⁴⁸ In particular, African Americans showed the fastest drop in income and the slowest gains in overall economic opportunity, even in relation to other communities of color.⁴⁸

Employment

Nationally, African Americans and Latinos regularly experience far higher unemployment rates, earn less than other workers and fill the minimum wage sector.⁴⁸ African Americans have the fewest job opportunities of all groups and typically have unemployment rates of up to two times that of the white population.⁴⁸

When we look at statistics for Beaverton, we see similar patterns to the national data. If we look at the unemployment rate disaggregated by race and ethnicity, we see a wide variation in Beaverton. The most troubling disparity is found among African Americans who have an egregiously high unemployment level of 12.7%, over one and a half times that of the white population in Beaverton. Contextually, the overall unemployment rate in Beaverton was 8% in 2010, which compares to 5.1%⁴⁹ nationally in 2010 (these numbers changed to 9.6%⁵⁰ and 6%, respectively, in 2012⁵¹).

Table 2: UNEMPLOYMENT RATES BY RACE/ETHNICITY IN BEAVERTON

Race/Ethnicity	Unemployment Rate
African American	12.7%
Latino	9.3%
White	8.3%
Overall Beaverton	8.0%
Native American	5.3%
Asian	3.8%

Source: 2010 American Community Survey⁵²

An additional burden for many—especially in the low-income job sector—is commuting to work. The American Community Survey provides data on the different forms people use to commute to work, including those who use primarily public transportation to arrive at their workplace. In Beaverton, data show that Native

Americans, Latinos, and African Americans use public transportation at significantly higher levels to travel to work. A comparison of these rates are presented in the following table:

Table 3: PUBLIC TRANSIT COMMUTERS BY RACE/ETHNICITY IN BEAVERTON

Race/Ethnicity	Public Transit Commuters to Work in Beaverton
Native American	16.7%
Latino	11.4%
African American	10.4%
White	7.7%
Asian	5.3%

Source: 2010 American Community Survey⁵²

This information suggests the need for a special focus on involving these populations in decision-making related to the public transit system. The evaluation of current conditions and discussions about future expansion should include the valuable experiences and perspectives of those who most often use the TriMet system.

Occupation

Occupation refers to the type of work a person does and is recorded by Census Bureau staff through the categorization of jobs into one of five levels: 1) management, business, science, arts; 2) natural resources, construction, maintenance; 3) sales and office; 4) production, transportation, material moving; and 5) service. According to the “National Compensation Survey: Occupational Earnings in the Pacific Census Division”⁵³ conducted in July 2010, the following table reflects average conditions in these occupational levels for our area of the country:

Table 4: OCCUPATIONAL CONDITIONS IN THE PACIFIC REGION OF THE UNITED STATES

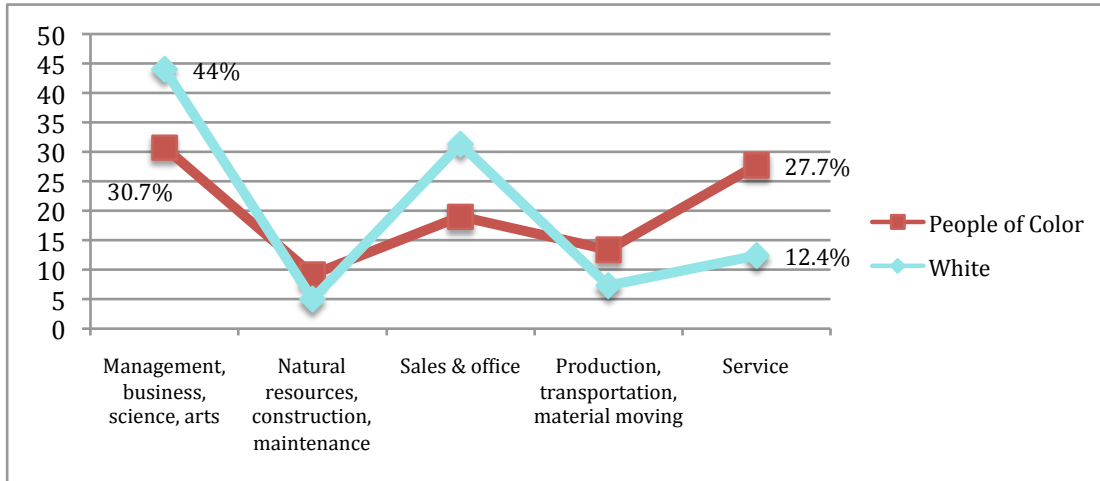
Occupation (by ACS category)	Mean hourly earnings	Mean weekly hours
Management, business, science, arts	\$38.01	37.0
Natural resources, construction, maintenance	\$24.55	38.8
Sales & office	\$18.02	34.6
Production, transportation, material moving	\$16.65	36.7
Service	\$14.21	30.6

Source: U.S. Dept of Labor Bureau of Labor Statistics, 2010⁵³

The occupational levels in the table above are shown in order of income level, from highest to lowest earners. We know that in addition to hourly earnings and amount of weekly hours, job conditions, stability and benefits also decline for these occupational levels in a similar order.

With this information in mind, we can turn to the data for Beaverton. What we see is a strikingly different experience across occupational levels depending on race/ethnicity. If we focus just on the two ends of the spectrum, we see that the white population has over 13% higher rate of representation in management and over 15% lower representation in low-end service jobs than people of color:

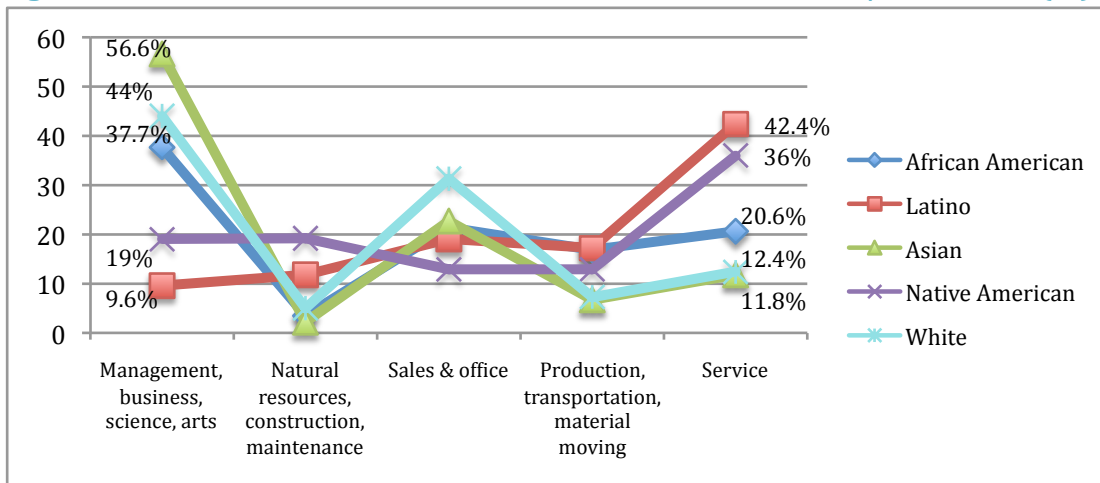
Fig. 24: PEOPLE OF COLOR V. WHITE IN OCCUPATIONS IN BEAVERTON (%)



Source: Author's calculations based on 2010 American Community Survey⁵⁴

This disparity is even more pronounced when we look at disaggregated data by race/ethnicity. Latinos and Native Americans in particular show overwhelmingly low representation in high paying, better quality management positions and high representation in low paying, lower quality service jobs:

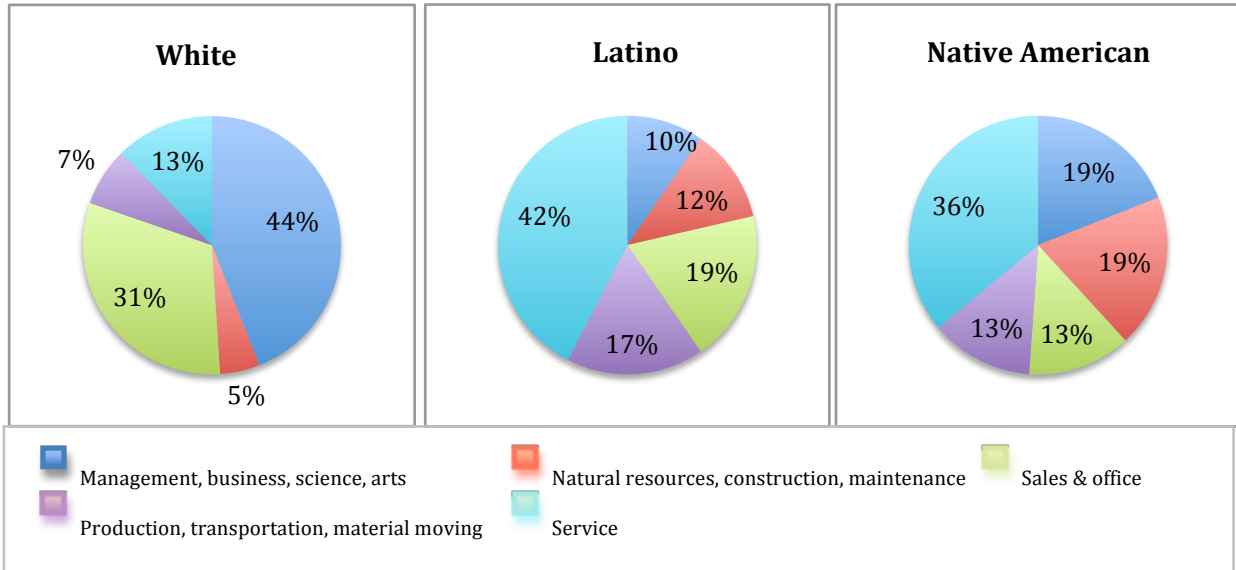
Fig. 25: BREAKDOWN OF OCCUPATIONS IN BEAVERTON BY RACE/ETHNICITY (%)



Source: 2010 American Community Survey⁵²

Another powerful way to depict this is in the pie charts below that show practically mirror images between the white and Latino and Native American communities, with one important difference: the percentage of highest and lowest end jobs are reversed:

Fig. 26: COMPARISON OF OCCUPATIONAL DISTRIBUTION AMONG THREE COMMUNITIES



Source: 2010 American Community Survey⁵²

Industry

To glean more information about employment demographics we can turn to an additional economic indicator: industry. Industry refers to the business sector an individual works in and is recorded in the following categories: 1) retail trade; 2) educational services, and health care and social assistance; 3) transportation and warehousing, and utilities; 4) arts, entertainment, and recreation, and accommodation and food services; 5) manufacturing; 6) construction; 7) professional, scientific, and management, and administrative and waste management services; 8) agriculture, forestry, fishing and hunting, and mining; 9) wholesale trade; 10) information; 11) finance and insurance, and real estate and rental and leasing; 12) public administration; and 13) other services, except public administration.

The following table shows the distribution of sectors by race and ethnicity in Beaverton, specifically highlighting the top sectors occupied by each group. Differences can be observed between groups that correlate with the occupational levels shown above, such as Latinos and Native Americans working primarily in service sector jobs while whites and Asians work more in professional and manufacturing sectors.

Table 5: MOST COMMON INDUSTRIES FOR WORKERS BY RACE/ETHNICITY IN BEAVERTON

Race/Ethnicity	Largest sector occupied (% of group in sector)	2 nd largest	3 rd largest
African American	Retail trade: 22.5%	Educational services, and health care and social assistance: 17.5%	Transportation and warehousing, and utilities: 13.4%
Latino	Arts, entertainment, and recreation, and accommodation and food services: 27.7%	Educational services, and health care and social assistance: 12.2%	Manufacturing: 11.1% Construction: 10.5%
Asian	Manufacturing: 24.4%	Professional, scientific, and management, and administrative and waste management services: 16.4%	Educational services, and health care and social assistance: 14.8%
Native American	Arts, entertainment, and recreation, and	Educational services, and health care and social	Manufacturing: 11.3% Construction: 11.2%

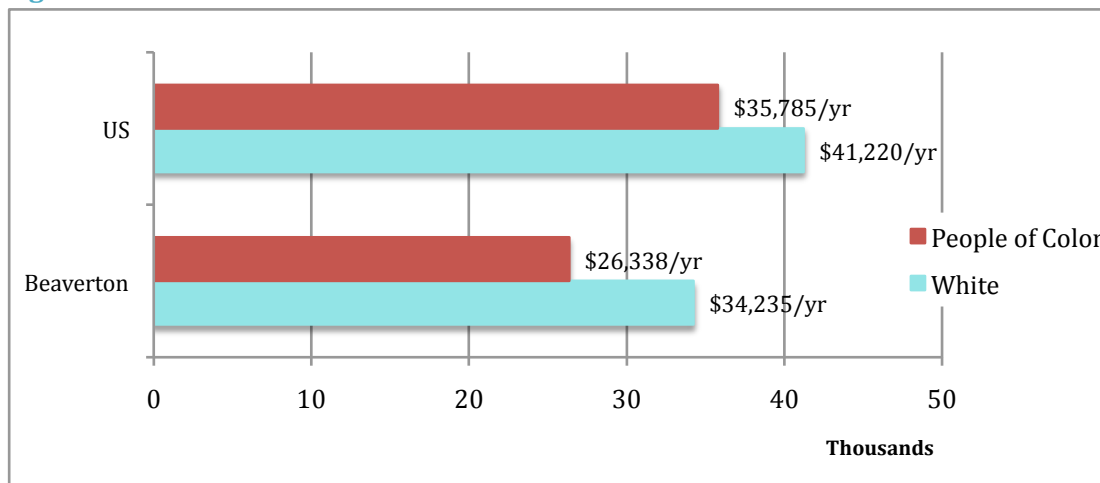
	accommodation and food services: 32.3%	assistance: 13.4%	
White	Educational services, and health care and social assistance: 18.5%	Professional, scientific, and management, and administrative and waste management services: 14.7%	Retail trade: 13.9% Manufacturing: 13.3%

Source: 2010 American Community Survey⁵²

Income

Turning to income we can begin to see the impact of the current distribution of jobs on communities of color. There are several indicators that describe income in the population, two of the most important of which are measures of median annual earnings by worker and median annual household income. The following chart illustrates the disparity in median annual earnings by worker at national and local levels across all education levels:

Fig. 27: MEDIAN ANNUAL EARNINGS BY WORKER: NATIONALLY V. BEAVERTON

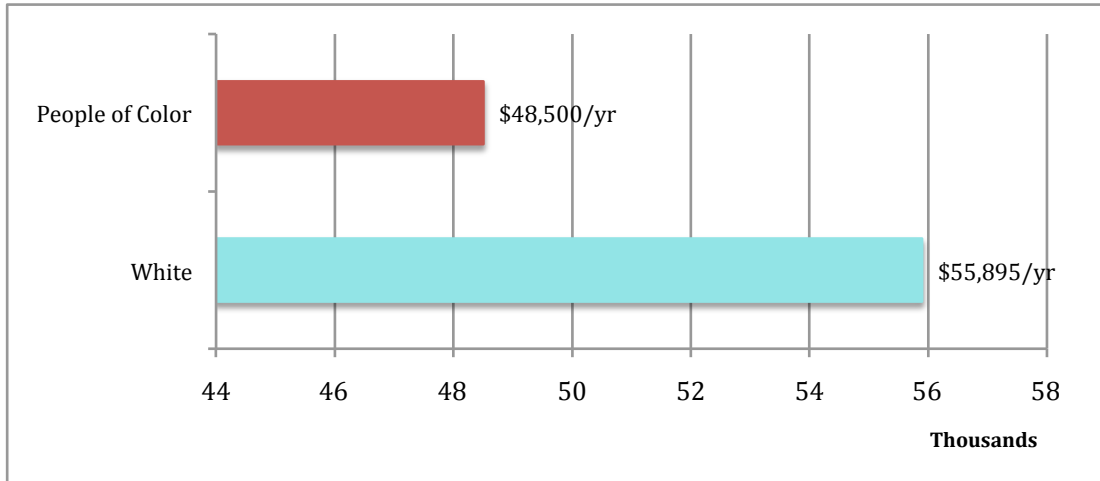


Source: Author's calculations based on 2010 data from the National Center for Education Statistics⁵⁵ and 2010 American Community Survey⁵⁴

Aside from the lower income generated overall by individuals at the local level, we see from the above chart that the disparity in median annual earnings by worker is significantly more pronounced in Beaverton than at the national level. In fact, this information shows a 37% larger earnings differential between white people and people of color in Beaverton than in the US as a whole.⁵⁶

Median annual household income is another popular figure used to describe the overall economic wellbeing of communities. As is often highlighted, Beaverton has a higher overall median annual household income—\$56,123⁵⁰ in 2012—compared with the US as a whole, which was \$53,046 in 2012.⁵⁷ Not surprisingly, when looking deeper at these figures disaggregated by race/ethnicity, we see a significant disparity between median annual household income for communities of color versus the white community:

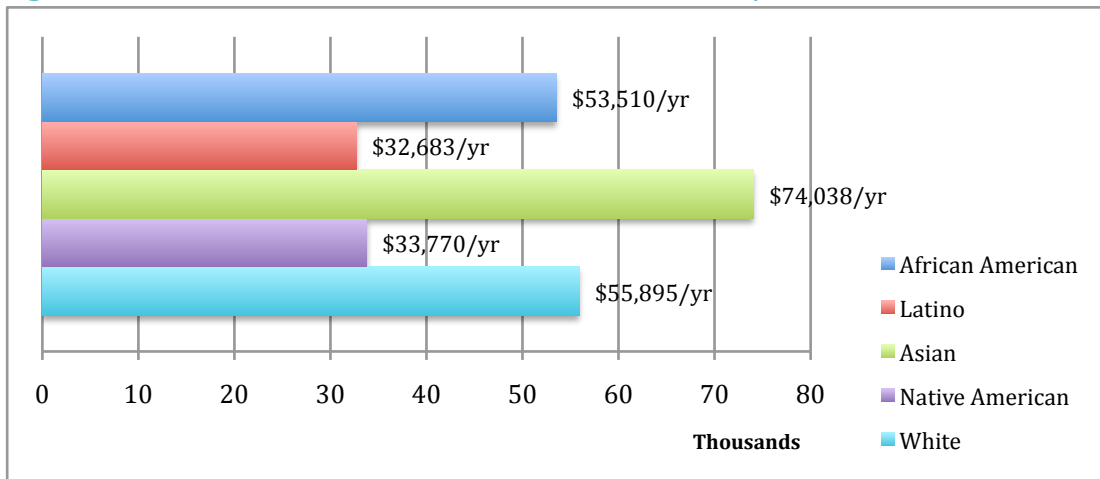
Fig. 28: MEDIAN ANNUAL HOUSEHOLD INCOME IN BEAVERTON (ALL EDUC. LEVELS)



Source: Author’s calculations based on 2010 American Community Survey⁵⁴

The above chart shows a \$7,395 per year earnings differential overall for communities of color, across all educational levels combined. Taking an even closer look, we see that Latino and Native American communities are at a significantly greater disadvantage in earnings, which reflects previous findings that show the type of workforce opportunities available to these groups in Beaverton.

Fig. 29: MEDIAN ANNUAL HOUSEHOLD INCOME BY RACE/ETHNICITY IN BEAVERTON



Source: Author’s calculations based on 2010 American Community Survey⁵²

Poverty & wealth

Poverty has devastating and lasting impacts on communities. On a national level, research shows that poverty rates are significantly higher for communities of color overall than they are for the white community.⁴⁸ During the recent recession and recovery period, these rates have also grown faster, with poverty among African Americans reaching 24.2% and Latinos 24% in 2010 compared with 7.3% for the white population.⁴⁸ Between the years of 2007-2009, national poverty rates rose for African Americans and Latinos by 2.4 and 3.5 percentage points, respectively.⁴⁸ Though Asians have a lower overall poverty rate than these groups, theirs rose by 2.2 percentage points in this same period, as compared with a rise of 1.6 percentage points for the white community.⁴⁸

There are several factors that impact poverty, among them income, wealth (the value of a person’s assets/savings/inheritanes minus debts), and health and wellbeing. This report showed income indicators in the previous section. Beyond income, wealth is crucial

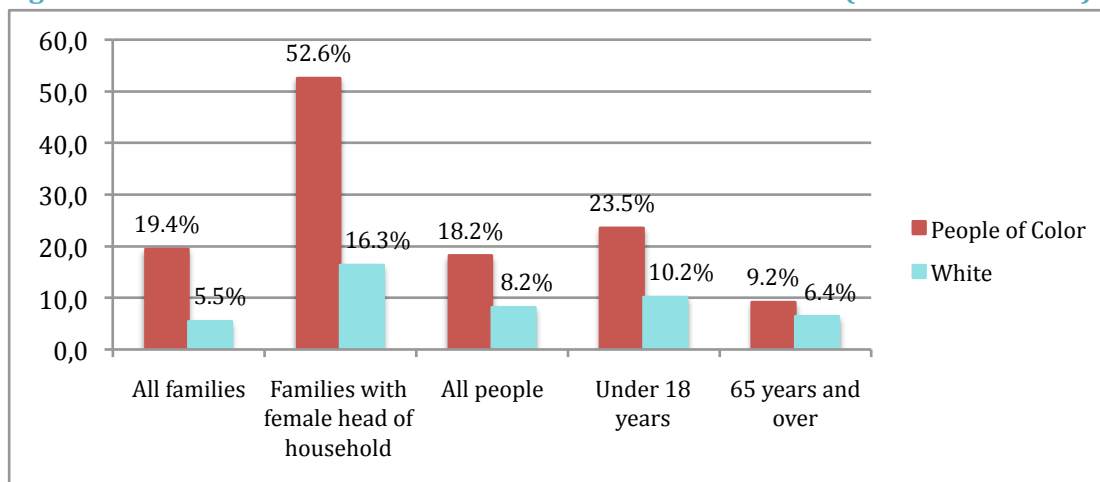
to understanding poverty because it offers security and a stepping-stone to opportunities for better education, jobs, retirement, and savings that enable avoidance of debt.⁵⁸ Wealth inequality not only impacts individuals, but also the economic growth of communities and the country.⁶¹ The overall wealth gap between communities of color and the white community is three times larger in the US than the gap in income, and it continues to grow⁵⁸:

By 2010, the average wealth of white families was over a half-million dollars higher than the average wealth of black and Hispanic families (\$632,000 versus \$98,000 and \$110,000, respectively)...these families of color are less likely to own homes and have retirement accounts than whites, so they miss out on the automatic behavioral component of these traditionally powerful wealth-building vehicles.⁵⁸

In terms of health and wellbeing, national statistics show that a much smaller percent of people of color have health insurance coverage than the white population. In 2010 at a national scale in the US, an estimated 18.1% of Asians, 20.8% of African Americans and 30.7% of Latinos were living without insurance coverage, as compared with just 11.7% of the white population.⁴⁸ Retirement benefits are also much lower for communities of color: 34.4% for African Americans and 21.4% for Latinos, as compared with 44.3% for whites.

Focusing on statistics that are readily available for Beaverton, we see that the local poverty rate has doubled within the last ten years to a current rate of 13% overall—one of the fastest growing in the state.¹⁷ Over 36% of students in the Beaverton School District qualify for free and reduced lunch, an important indicator of family poverty.³⁰ Beaverton School District also has the highest number of homeless students of any district in the state: 1,373, or 3.48% of enrollment in 2012-13.⁵⁹ Poverty rates of people of color versus white people among various categories in Beaverton are shown in the following graph:

Fig. 30: DISPROPORTIONATE POVERTY RATES IN BEAVERTON (BY PERCENTAGE)

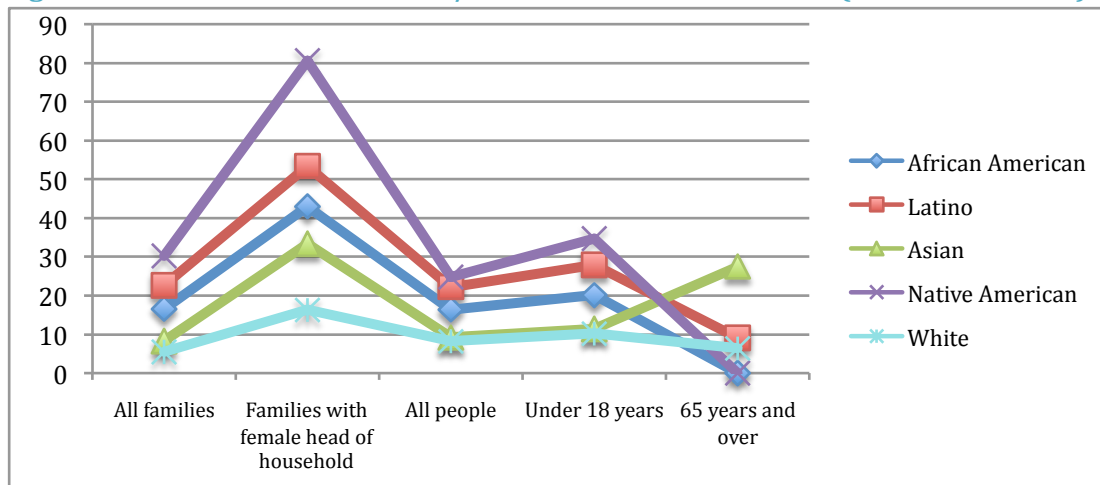


Source: Author’s calculations based on 2010 American Community Survey⁵²

The first thing to notice about the above figure is that across all categories, communities of color are faring significantly worse than the white community in Beaverton. Considering the “all families” category, these figures show that families of color in Beaverton are three and a half times more likely to live in poverty than white families. In the “families with female head of household” category, three times as many of these families living in poverty are families of color as compared to white families. More than twice as many youth and almost one and a half times more of the elderly population of color are living in poverty compared to whites. These are devastating numbers.

Disaggregating poverty rates in Beaverton by race/ethnicity shows a clear picture of the varying degrees of disadvantage that communities of color face when compared to the white community:

Fig. 31: POVERTY RATES BY RACE/ETHNICITY IN BEAVERTON (BY PERCENTAGE)



Source: 2010 American Community Survey⁵²

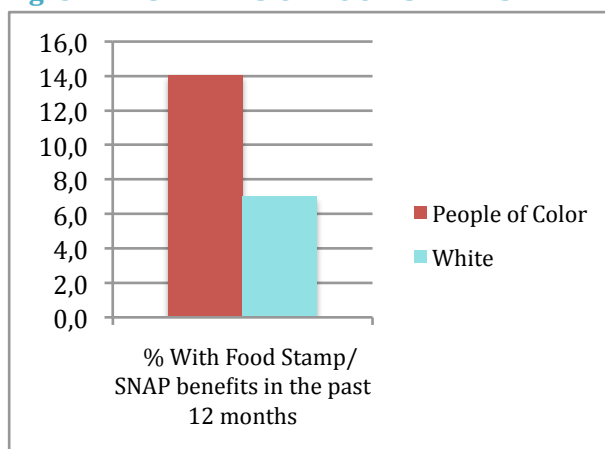
Table 6: POVERTY RATES BY RACE/ETHNICITY IN BEAVERTON

	All families	Families with female head of household	All people	Under 18 years old	65 years old and over
African American	16.6%	43%	16.4%	20.1%	0%
Latino	22.6%	53.4%	22.2%	27.9%	9.1%
Asian	8.3%	33.4%	9.2%	11.4%	27.5%
Native American	30.2%	80.6%	24.8%	34.7%	0%
White	5.5%	16.3%	8.2%	10.2%	6.4%

Source: 2010 American Community Survey⁵²

Another way to get a glimpse of the situation of families struggling in poverty in Beaverton is to look at rates of the use of public benefits, such as food stamps and cash public assistance income, which also show drastically higher rates for almost all communities of color compared to the white population:

Fig. 32: RECIPIENTS OF FOOD STAMPS



Source: 2010 American Community Survey⁵²

Table 7: RECIPIENTS OF PUBLIC ASSISTANCE

Race/ethnicity	Food Stamp/SNAP benefits in the past 12 months	Cash public assistance income
Latino	19.6%	1.4%
African American	18.5%	2.8%
Native American	13.3%	3.9%
White	7.0%	2.0%
Asian	4.9%	1.6%

Source: 2010 American Community Survey⁵²

Finally, it is important to recognize that many researchers have argued that the federal poverty level is inadequate as a poverty indicator and in fact significantly underestimates the issue of poverty.¹⁷ This is because it does not include several expenditures considered essential or account for varying cost of living across different geographic locations.¹⁷ The experience of undocumented immigrants, who are not eligible for public assistance and thus have even less supports available to them, is also not reflected here. Therefore, the depiction of people in Beaverton struggling to meet their basic needs is likely much graver than what is recorded here.

Housing Indicators

The next set of indicators focuses on the housing picture in Beaverton and includes information on current housing discrimination, disparities in homeownership rates, and affordability of housing. This information is closely tied to the issues of poverty and wealth discussed in the last section. Finally, some limited demographic information by city neighborhood is also presented here.

When addressing the experience of communities of color in relation to housing, it is impossible to overlook the historical context of our state. The legacy of exclusionary laws (until 1926), differential land access (~1850), the banning of homeownership (1857-1926), redlining (banned in 1948, practiced until the 1980's), GI bill exclusion (post WWII), and state taxes on people of color (1862-1926) have severely impacted local communities of color, particularly the African American community.⁷

Housing discrimination

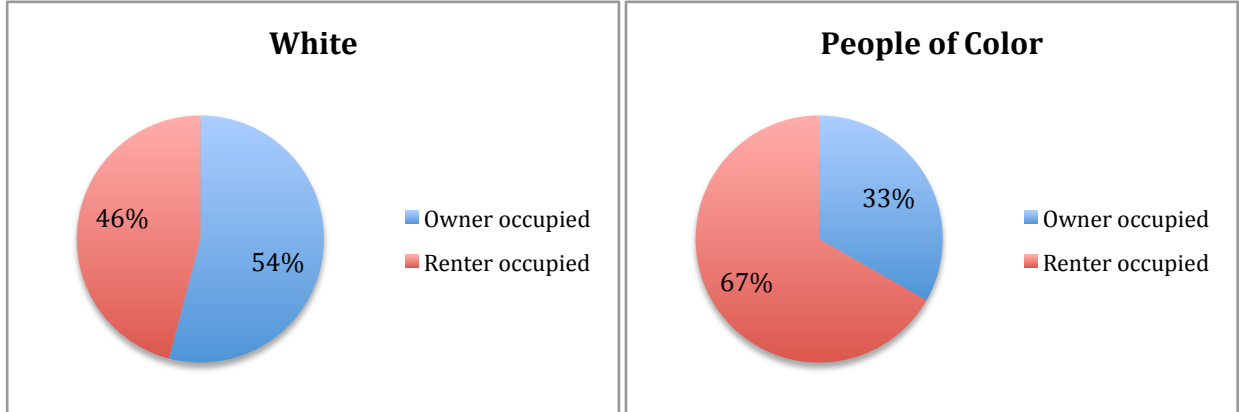
In 2010, the Fair Housing Council of Oregon, a non-profit organization dedicated to helping enforce anti-discrimination laws in housing, did random testing in a few cities in the state to see if renters were facing discrimination.⁶⁰ In Beaverton, they found that an alarming 78% of their African American test subjects faced discrimination based on race, which was far greater than findings of discrimination in other categories (i.e. disability, sexual orientation, family status, etc. scored a rate of 50% or less discrimination).⁶⁰ In these cases, African American test subjects were told apartments were unavailable, had higher rents or deposits, were shown undesirable units, or not told about specials as compared with the white subjects.⁶⁰ This discrimination is illegal under the Fair Housing Act of 1968, which applies to all cities receiving federal grants for housing, such as Beaverton. Though some questioned the study for its representativeness due to small sample size,⁶⁰ these findings undoubtedly show that housing discrimination continues to be a serious issue in Beaverton.

Homeownership

Homeownership is considered “the biggest driver of the wealth gap.”⁶¹ Communities of color are much less likely to own homes than the white population. Nationally in 2011, homeownership rates were at 45.1% for African Americans, 46.6% for Latinos, 58.6% for “other races,” as compared with 73.7% for whites.⁴⁸

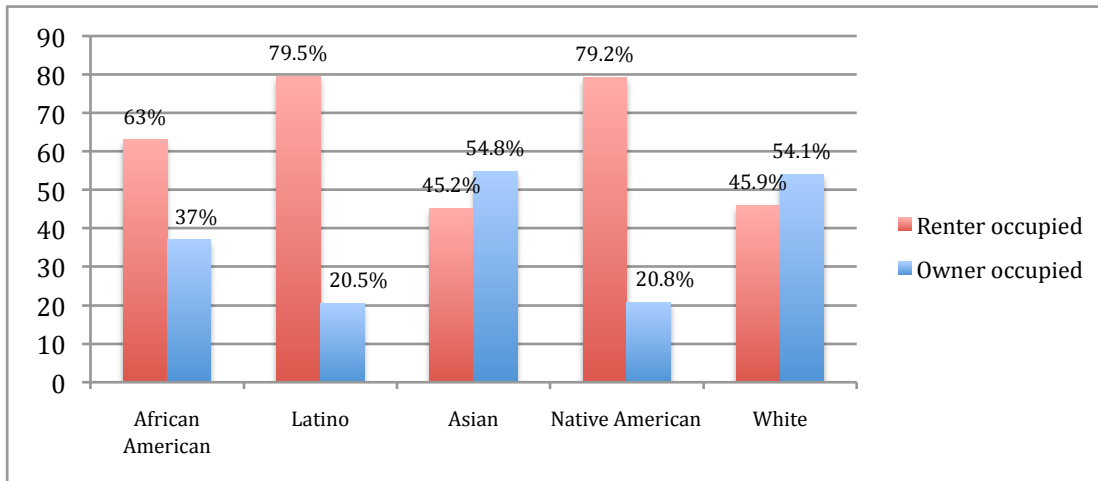
The following charts illustrate the housing situation for Beaverton’s population, comparing homeowners to renters by race and ethnicity:

Fig. 33: PEOPLE OF COLOR V. WHITE BY HOUSING SITUATION IN BEAVERTON



Source: Author’s calculations based on 2010 American Community Survey⁶²

Fig. 34: OWNERS V. RENTERS BY RACE/ETHNICITY IN BEAVERTON



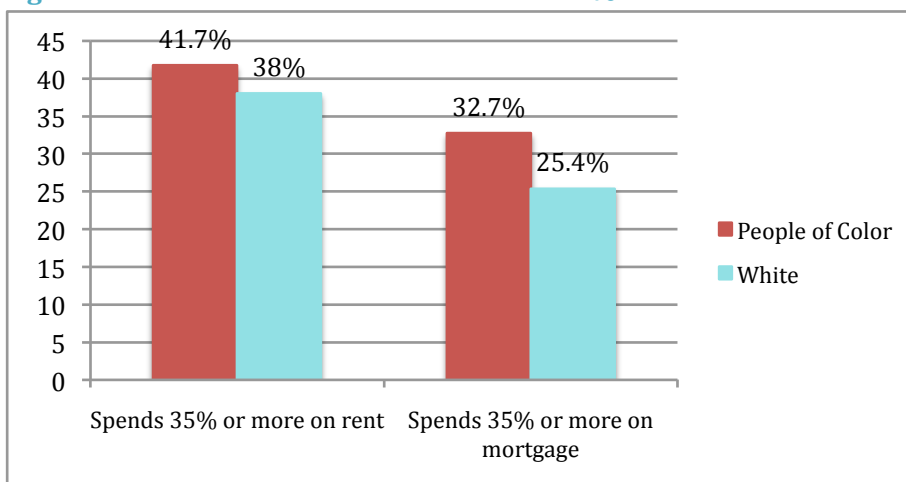
Source: 2010 American Community Survey⁶³

We see from this data and the percentages reported in the previous paragraph that rates of homeownership are much lower across all groups including the white population when compared to national statistics. However, it is also striking that just 1 in 5 Latinos and Native Americans in Beaverton are homeowners, as compared with more than 1 in 2 white people.

Affordability of housing

The traditional standard for determining the affordability of housing states that no more than 30% of household income should be spent on housing costs to avoid a “cost burden” in other areas of the family budget.⁶⁴ Despite this, it is estimated that around 12 million households in the US currently spend more than 50% of their total income on housing.⁶⁴ Housing affordability is a serious issue in communities across the country, particularly among families of color. The following chart shows the percentage of the population of color and the white population spending 35% or more of their household income on housing costs in Beaverton, either in the form of mortgage or rent payments.

Fig. 35: POPULATION SPENDING GREATEST % OF HOUSEHOLD INCOME ON HOUSING

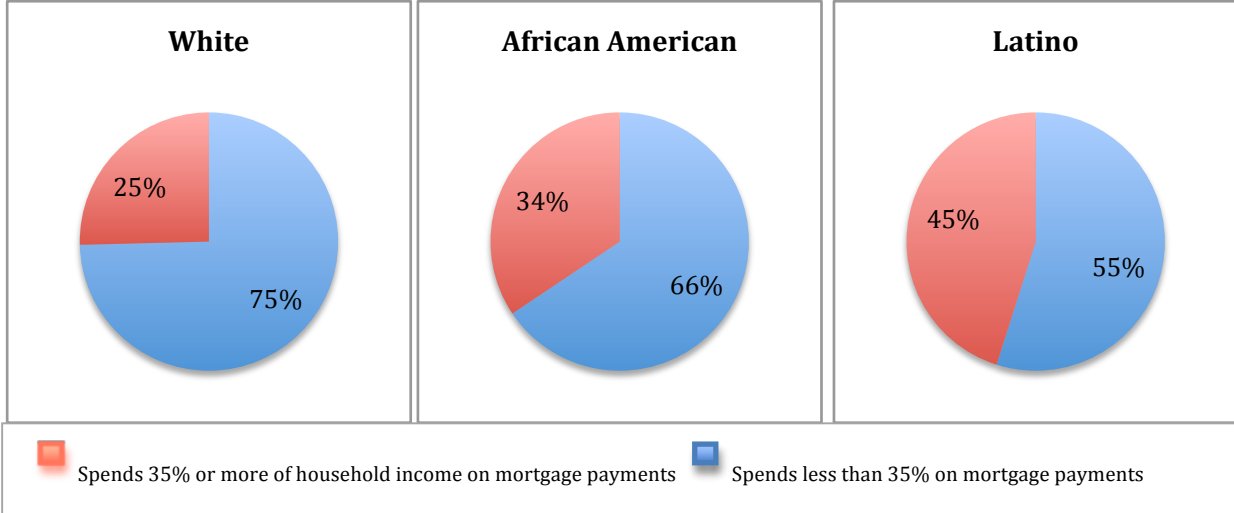


Source: Author’s calculations based on 2010 American Community Survey⁶²

These percentages are high in general, illustrating a significant issue with regards to housing affordability for all in Beaverton. And as we can see yet again, a disparity exists between the white population and communities of color, more of whom bear the overall cost burden in this area. When taking a closer look at a few of the racial/ethnic groups that

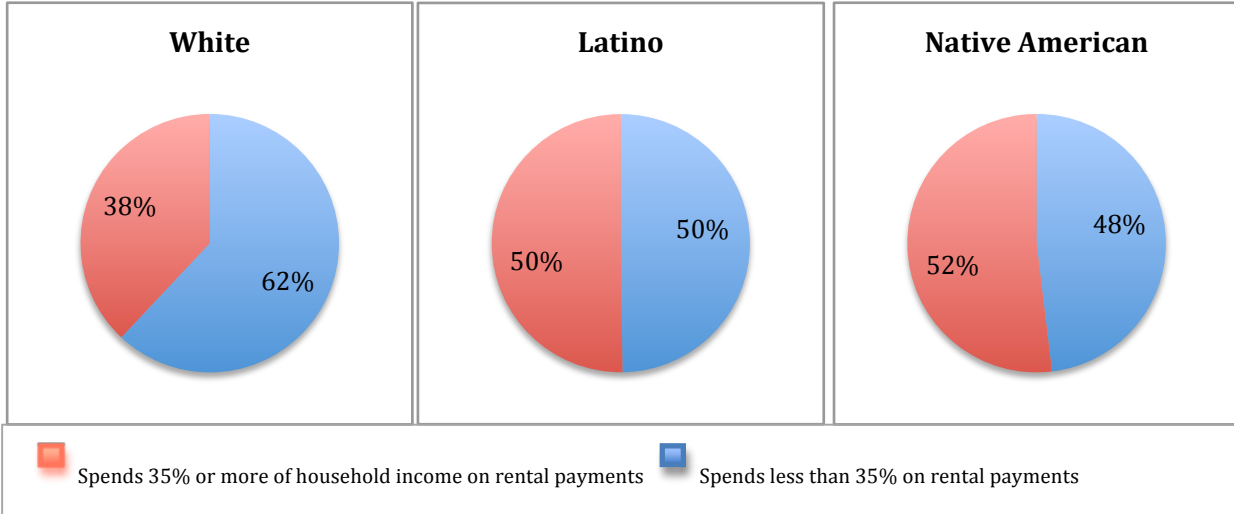
are struggling most significantly in this area, we see even more pronounced disparities. The following figure shows a comparison of the white community versus the two communities of color with the largest percentage of their populations spending 35% or more of household income on housing costs, first with respect to mortgage payments and then with rental payments:

Fig. 36: COMPARISON OF SELECTED GROUPS WITH COST BURDEN IN MORTGAGE PAYMENTS



Source: 2010 American Community Survey⁶³

Fig. 37: COMPARISON OF SELECTED GROUPS WITH COST BURDEN IN RENTAL PAYMENTS

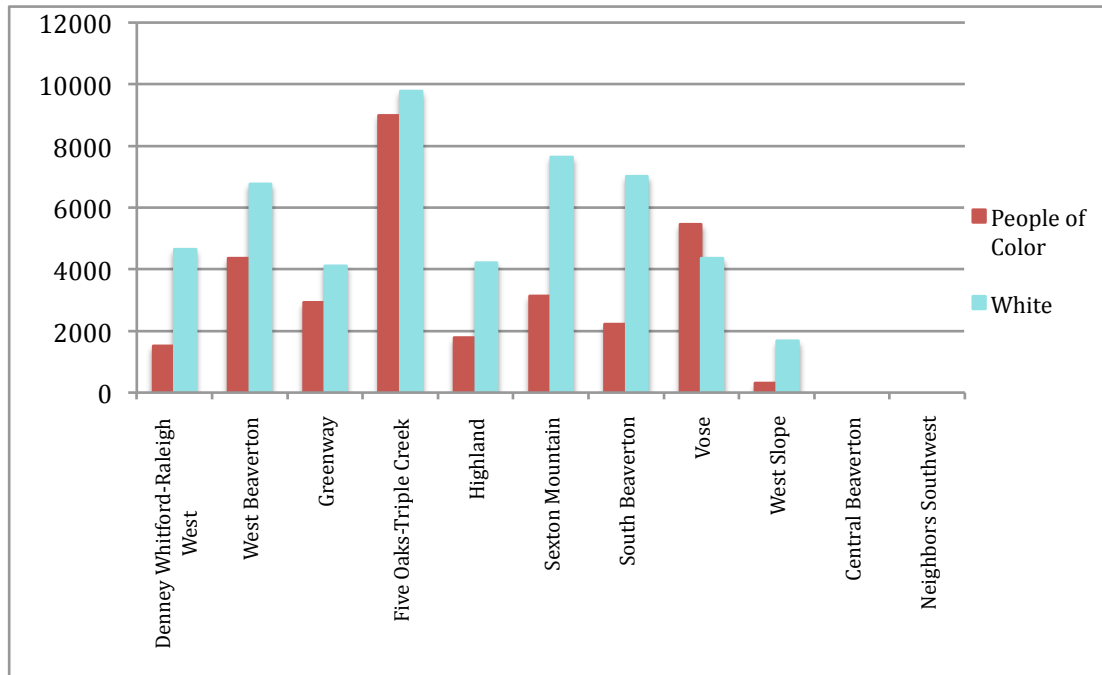


Source: 2010 American Community Survey⁶³

Neighborhood demographics

Shifting our focus away from affordability, next we’ll look at neighborhood demographics, which are available through specialized sets of Census data. Neighborhood-level data is important because the location and characteristics of individual neighborhoods can play a large role in access to services, schools, jobs and other amenities for the populations that inhabit them.

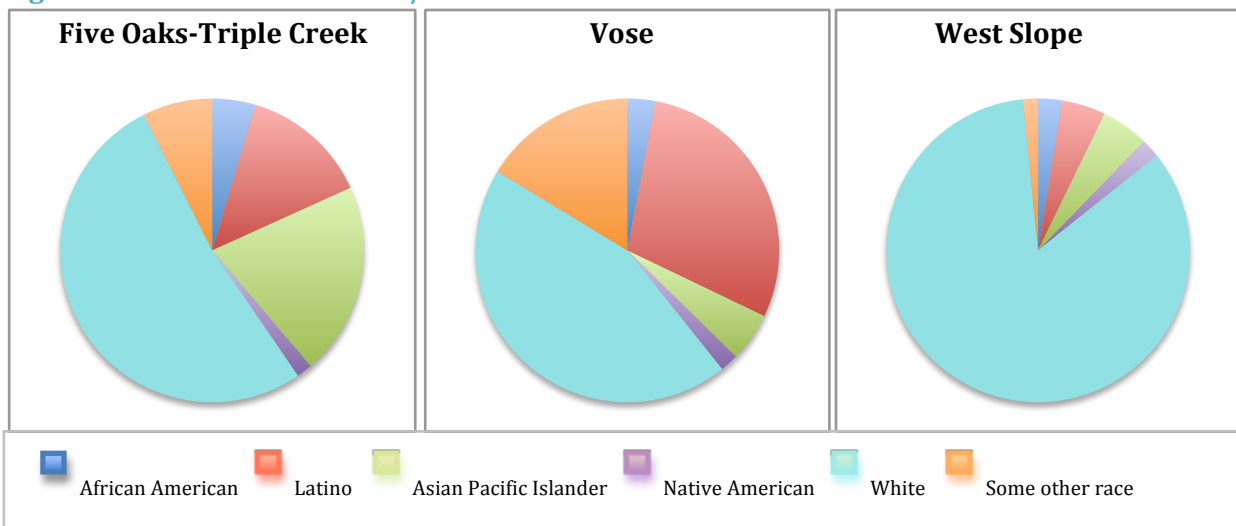
Fig. 38: DEMOGRAPHICS BY NEIGHBORHOOD IN BEAVERTON



Source: Author’s calculations based on data from PSU’s Population Research Center⁶⁵

What we see in the above chart is the distribution of communities of color in relation to the white community across neighborhoods in the city of Beaverton (unfortunately this type data was unavailable for 2 of the 11 neighborhoods—Central Beaverton and Neighbors Southwest). This chart also depicts the degree of integration and segregation across different areas of the city. The racial/ethnic demographics of three neighborhoods of particular interest are shown in here in greater detail:

Fig. 39: POPULATION BY RACE/ETHNICITY OF THREE BEAVERTON NEIGHBORHOODS



Source: Author’s calculations based on data from PSU’s Population Research Center⁶⁶

The figure above shows the population in numbers by race/ethnicity in Five Oaks-Triple Creek, Vose, and West Slope neighborhoods. These three neighborhoods were chosen because they each represent important aspects of the distribution of communities of color across the city.

Five Oaks-Triple Creek (FOTC) is the most heavily populated neighborhood in the city, with a population of over seventeen thousand.⁶⁷ FOTC is also the neighborhood with the

highest concentration of people of color overall as well as the largest amount and concentration of Asian Pacific Islanders in the city. Thirty-one percent of residents in this neighborhood speak another language besides English and 43% of adults 25 and older have a college degree.⁶⁸ Just over thirty-nine percent of housing in the neighborhood is occupied by homeowners.⁶⁸

The Vose neighborhood is notable because it houses the second largest population of people of color as well as the highest proportion of people of color, surpassing the white population that makes up just 45% of residents.⁶⁷ Vose is also home to the largest number and concentration of Latinos (35.6%) of all Beaverton NACs.⁶⁸ Thirty six percent of residents speak a language other than English and just 26% of adults 25 and over living in Vose possess a college degree.⁶⁸ Around forty-six percent of housing is occupied by homeowners.⁶⁸

West Slope is the smallest neighborhood in terms of population and one of only two to decrease in population in recent years.⁶⁸ The neighborhood also has by far the smallest amount and proportion of people of color to the white population, which can also be interpreted as the highest rate of segregation in the city. Eighty-four percent of its residents are white and just 16% of residents speak another language besides English.⁶⁸ Fifty nine percent of adults age 25 and older in West Slope have college degrees and 64.5% of housing units are occupied by homeowners.⁶⁸

Themes from Expert Interviews

Five expert interviews were conducted to inform this project, with: Stephanie Stephens from the Center for Intercultural Organizing (CIO),⁶⁹ Alma Flores from the City of Beaverton's Economic Development department,⁷¹ Jeff Salvon from the City of Beaverton's Community Development department,⁷² Dr. Ann Curry-Stevens from Portland State University Center to Advance Racial Equity,⁶ and Scotty Ellis from the Coalition for a Livable Future.⁷⁰ Input from those interviews is reflected throughout this report, as it helped to guide the research and its presentation. However, in addition, several priorities emerged from the interviews that are not necessarily captured in the data. The most salient of these are presented in the form of six broad themes:

- ***Collect and analyze city data through a racial equity lens***

Stephens,⁶⁹ Curry-Stevens⁶ and Ellis⁷⁰ all emphasized the fundamental importance of looking at data through the lens of racial equity. The presentation of data and the questions with which we begin the conversation around implications is far from an unbiased act. We must challenge traditional systems of reporting data that inherently make communities of color invisible. It will take active steps to make information accessible that accurately reflects the experience of communities of color so that policy can be adjusted to respond to this reality.

What I heard at the city level is that currently there is no way to look at the impact of city services on people of color because the infrastructure and practices do not exist to collect racial/ethnic demographics of service users. This point suggests the need for a disaggregated data policy at the City level to help inform and direct the services that it provides, as well as evaluate if the city is serving all of its distinct racial/ethnic communities proportionately and successfully.

Both Flores and Salvon, who expressed awareness of racial disparities and deal with city data regularly, expressed that they have only anecdotal information about who is using the city's programs and supports. Flores says she would guess that about 90% of the public who come to request support and technical assistance from her department are white: "You don't see a lot of people of color here [in City Hall] unless they are coming to pay a ticket."⁷¹ Flores has initiated several projects to try to fill this gap through outreach and programs to target communities of color, including individually translating documents and using her observations about where "minority-owned businesses" are located to plan special canvassing efforts.⁷¹ Similarly, Salvon has produced reports that call attention to struggling areas of the city, but without the support to report and frame relevant information within the context of racial disparities.⁷² While these are noble and valuable efforts at the individual level, they could be broadened and supported institutionally by the development of a citywide disaggregated data policy to guide data collection and reporting through a racial disparities lens. Without data, it's impossible to know where the City is starting from, how to target disparities, and when initiatives have been successful in reducing racial disparities.

- ***Focus on poverty and struggling areas in the city***

Both interviews with city personnel highlighted the significance of increasing rates of poverty in Beaverton and the need to place this issue front and center in the city's equity initiatives.^{71,72} Salvon wrote a topic paper on poverty for the Community Development department earlier this year that recognized the impact of the recent Great Recession and

Beaverton's demographic changes over the past few decades.¹⁷ He states in the report: "Understanding where this poverty is occurring and who among the city's residents it has affected will be critical to the success of any efforts the City may make in attempting to reverse this trend."¹⁷ Salvon emphasized that while downtown revitalization is clearly important and a priority to the community, it is also crucial to find a way to channel funding to less visible areas of the city that are suffering from long-term neglect and deterioration.⁷²

- ***Conduct an internal city audit of racial equity practices***

A key theme that emerged through the interviews was an emphasis on the importance of conducting an internal audit of racial equity practices in Beaverton's city government.^{6,71} In the field of racial equity work, conducting internal racial equity assessments is recognized as a key component of beginning this work at an organizational level. While a focus on external work to effectively engage communities of color is definitely important, it cannot be the only focus. A simultaneous commitment to work internally to assess current climate and create safe and affirming spaces for people of color to participate is essential; without it, equity initiatives run the risk of remaining at the level of rhetoric rather than effective, committed change.^{6,71} Flores reflected on experiences where the lack of more staff of color at the decision-making table had clearly impacted resource allocation and the creation of a welcoming and approachable space in City Hall for communities of color.⁷¹

An excellent tool that could be implemented for this purpose in the City of Beaverton was developed recently at a local level: the Coalition of Communities of Color's (CCC) "Tool for Organizational Self-Assessment Related to Racial Equity."⁷³ The tool leads a small equity team within the organization through an internal assessment in preparation for creating an action plan. The areas covered in the tool include consideration of: 1) organizational culture and communications, 2) language access, 3) community stakeholder participation, 4) workforce composition & hiring, 5) collaboration with community organizations, 6) resource allocation and contracting practices, and 7) data collection and use. The tool is currently being used widely across over twenty local organizations, school districts and agencies in the Portland area with the support of the CCC.⁶

- ***Preserve and build on the history of racial equity initiatives in the city***

It is clear that the City of Beaverton, especially under the direction of Mayor Denny Doyle, has made strides toward incorporating a racial equity agenda. Examples of this progress include targeted community forums (two "Multicultural Leadership Forums" in 2009), the creation of diversity committees (the Diversity Task Force and now the more formal Diversity Advisory Board), efforts to increase cultural awareness (annual arts and culture events), a feasibility study for a multicultural community center, and the creation of a permanent outreach coordinator position. This work can be used to build an even stronger, more coordinated effort to work toward racial equity.

What I heard in the expert interviews is the need to carefully preserve this history and use it to inform future work.^{69,71} The initiatives listed in the previous paragraph (and others) need to be incorporated into the overarching vision for the city in a way that articulates and demonstrates a long-term commitment to racial equity. It is important to demonstrate this commitment to avoid the risk of the work feeling like isolated actions here and there, rather to elevate the work to a level such that it permeates the city's regular operations and practices across all areas.

Stephens emphasized the importance of knowing and building on previous attempts to engage communities of color as a fundamental ingredient in building the relationships and trust necessary to move this work forward.⁶⁹ She explained that communities of color have experienced a history of cycles of having their input solicited for isolated projects and a lack of effective follow up or communication about how that input was used. Stephens also referred to the legacy of distrust between communities of color and government due to a long history of exclusion, profiling and other forms of oppression. In the face of this legacy, she emphasized, it is imperative that these relationships be treated with care and follow-through.⁶⁹

- ***Advocate for a broader study of racial disparities in the county***

There are several important areas of racial disparities that impact communities of color in Beaverton but do not lend themselves to being studied at the city level. How communities of color are faring with regards to the health care, child welfare, and criminal justice systems are three compelling examples that warrant a broader, countywide study, as those systems are run at that level. The City of Beaverton could play a role in advocating for a study of racial disparities in Washington County to be commissioned.

The Coalition of Communities of Color has made significant gains over the past several years in identifying racial disparities and advocating at the City of Portland and Multnomah County levels for prioritized funding and other support for initiatives to promote equity. Due to proximity and many shared experiences, there is tremendous opportunity for surrounding counties to get on board and leverage resources to produce similar research for their areas. This theme came up particularly in interviews with Stephens⁶⁹ and Curry-Stevens⁶, and was confirmed through my own findings that a deeper and synthesized look at data on racial disparities in Beaverton (or Washington County) is mostly unavailable outside of this report.

- ***Go beyond official data to utilize diverse sources of information in analysis of issues facing the community***

For all of the reasons articulated at the beginning of this report (see *Limitations of official data sources* in the Methodology section), official federal data gathered through the U.S. Census and American Community Survey are inadequate on their own for capturing the experiences of communities of color.^{6,69,70} There is a significant need for additional, targeted, community-based research to include communities made invisible by these official surveys and to go deeper into the experience of distinct communities of color.

An example of this type of research at the local level is the study conducted by the Center for Intercultural Organizing (CIO) in Beaverton a few years ago.⁷⁴ This effort focused on gathering information about the experience of immigrant and refugee populations (specifically the Arab, African, Asian Pacific Islander, Latino, and Russian-speaking communities) in Beaverton and accomplished the collection of over 900 surveys through targeted outreach strategies and the use of bilingual/bicultural volunteers. These community-based initiatives play an important role because they have the potential to reveal a window into communities' experiences that would otherwise go unrecognized.

Implications of Report Findings

The population of Beaverton has become increasingly diverse and with that, the needs of its population are changing. Policies and practices must seek to adapt and be responsive to these changes while also working to dismantle the existing legacy of institutional racism that has led to disparate outcomes for communities of color. There is much work to be done. Several implications emerge from these findings that offer opportunities for action directly on the part of the City of Beaverton or for its leadership in partnership with other community entities. They are summarized here by corresponding report section:

Demographic & Social Indicators

Data on populations of color suggest that priority should be given to hiring bilingual and bicultural city staff to reflect the strong presence of Latino and Asian Pacific Islander communities. A clear need is also shown for consistent translation and interpretation services for all City communications into Spanish and Asian Pacific Islander (API) languages (more investigation should be done to identify which of the API communities has the lowest overall levels of English). Opportunities for English language acquisition, immigrant integration, and naturalization classes should be targeted at these populations as well. Since average family and household size is larger for communities of color, the growth of these populations suggest the need for housing options that reflect this reality.

Education Indicators

At the K-12 level, the Beaverton School District needs support and accountability in increasing diversity among staff and lowering levels of disproportionate discipline and drop out rates for youth of color. Among the adult population, a strong need has been demonstrated in this data for increased access to and supports for adult basic education (i.e. GED or high school equivalency) and college opportunities, in particular among the Latino and Native American communities.

Economic Indicators

Job training programs, pathways to hiring and advancement, and efforts to eliminate discrimination in hiring are needed within the employment sector in Beaverton in addition to overall efforts to improve the availability and quality of jobs. A focused effort on reducing the unemployment rate among the African American population is vital. Since Native Americans, Latinos and African Americans use public transit the most to commute to work, a special focus on involving these populations in decision-making related to current and future public transit options should be prioritized. Poverty and debt reduction, family support, and self-sufficiency programs tailored to the needs of communities of color are urgently needed to combat the rapidly growing issue of poverty.

Housing Indicators

Increased access to programs to support homeownership and affordable housing options for people of color in Beaverton is sorely needed. Another key piece is advocacy at the state level to allow flexibility at the local level for innovation to create affordable housing (e.g. repealing the state ban on inclusionary zoning,⁷⁵ using rent control, etc.). Housing discrimination needs to be vigorously monitored and fought through community education and partnership with advocacy organizations. Neighborhood demographic data offers the opportunity to set appropriate goals for representative leadership on Neighborhood Association Committees. The need for a deeper analysis of segregation across the city and how it impacts access to jobs and services is demonstrated. This could

serve as a valuable tool to address priority areas in the city that need extra support and resources from City programs.

Expert Interviews

Expert interviews highlighted the following priorities for work specifically at the City of Beaverton level: 1) collect and analyze city data through a racial equity lens, 2) focus on poverty and struggling areas in the city, 3) conduct an internal City audit of racial equity practices, 4) preserve and build on the history of racial equity initiatives in the City, 5) advocate for a broader study of racial disparities in the county, and 6) go beyond official data to incorporate diverse sources of information in analysis of issues facing the community.

Conclusion

This report reflects some of the complex, everyday struggles of communities of color living in Beaverton in the areas of social, education, economic, and housing conditions. It is by no means a complete picture of what it means to live in Beaverton as a person of color today, but does seek to shed light on some of the most glaring disparities and areas of improvement needed for local communities of color to thrive. The report mainly highlights common barriers across communities of color in an effort to build strength and demonstrate urgency around improving outcomes for all. Where particular communities are facing much larger walls to climb to achieve equal outcomes, these are also highlighted separately to honor their struggles. This report is a call to action and provides a series of tangible starting points from experts in the field and from what the data directly suggests. The hope is that it will be used to inform changes in policies and practices to eliminate unjust disparities and actively work toward racial equity in this community.

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- ¹⁷ Salvon, J. (2014, January). *Poverty in Beaverton*. A topic paper prepared for the Community Development Department. City of Beaverton, Oregon.
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- ²¹ 2008-2012 ACS 5-Year Demographic and Housing Estimates for Beaverton. White population subtracted from total city population to obtain percentage of people of color.

²² 2000 U.S. Census Profile of General Demographic Characteristics and 2008-2012 ACS 5-Year Demographic and Housing Estimates.

White population subtracted from total population to obtain number of people of color. Growth rate calculated using formula from

<http://pages.uoregon.edu/rgp/PPPM613/class8a.htm>

$PR = [(V_{\text{present}} - V_{\text{past}}) / V_{\text{past}}] \times 100$, where V_{present} = Present value and V_{past} = Past value

$APR = PR / \# \text{ of years}$

²³ 2008-2012 ACS 5-Year Demographic and Housing Estimates for Beaverton.

²⁴ 2008-2012 ACS 5-Year Selected Social Characteristics for Beaverton.

²⁵ 2006-2010 ACS 5-Year Selected Social Characteristics for Beaverton. Data from 2008-2012 range only lists entry prior to 2010, so the slightly older data is used here to reflect the longevity of the presence of the foreign-born population in Beaverton.

²⁶ Jimenez, T.R. (2011). *Immigrants in the United States: How well are they integrating into society?* Washington, D.C.: Migration Policy Institute. Retrieved from <http://www.migrationpolicy.org/research/immigrants-united-states-how-well-are-they-integrating-society>

²⁷ Passel, J. & Cohn, D. (2011). Unauthorized immigrant population: National and state trends, 2010. Washington D.C.: Pew Hispanic Center. Retrieved from <http://www.pewhispanic.org/2011/02/01/unauthorized-immigrant-population-brnational-and-state-trends-2010/>

²⁸ Curry-Stevens, A., Cross-Hemmer, A., & Coalition of Communities of Color. (2012). *The Latino Community in Multnomah County: An Unsettling Profile*. Portland, OR: Portland State University.

²⁹ As quoted on pg. 3 of: Coalition of Communities of Color. (2013). Tool for organizational self-assessment related to racial equity. *From the Eliminating Disparities in Child and Youth Success Collaborative*. Retrieved from <http://coalitioncommunitiescolor.org/wp-content/uploads/2014/02/2014-Assement-Tool-Final.pdf>

³⁰ Beaverton School District. (2013). District quick facts. Retrieved from <https://www.beaverton.k12.or.us/about-us/Pages/quick-facts.aspx>

³¹ Oregon Report Card 2012-13. (2013). Beaverton SD 48J District Profile. Retrieved from <http://www.ode.state.or.us/data/reportcard/reports.aspx>

³² Oregon Report Card 2012-13. (2013). Beaverton SD 48J District Profile. Retrieved from <http://www.ode.state.or.us/data/reportcard/reports.aspx>

Averaged percentages of students by race/ethnicity from K-3, 4-5, 6-8, and 9-12 demographic data.

³³ Villegas, A.M., Strom, K. & Lucas, T. (2012). Closing the racial/ethnic gap between students of color and their teachers: An elusive goal. *Equity & Excellence in Education* 45(2), 283-301. DOI: 10.1080/10665684.2012.656541

³⁴ Oregon Report Card 2012-13. (2013). Beaverton SD 48J District Profile. Retrieved from <http://www.ode.state.or.us/data/reportcard/reports.aspx>

Averaged percentage of white students/staff from K-3, 4-5, 6-8, and 9-12 demographic data, then subtracted from 100 to get value for students/staff of color.

³⁵ Stavenjord, R. (2012). Exclusionary discipline in Multnomah County schools: How suspensions and expulsions impact students of color. A report of the Multnomah County Commission on Children, Families & Community. Retrieved from

http://allhandsraised.org/wp-content/uploads/2012/10/exclusionary_discipline_1-3-12.pdf

³⁶ Losen & Skiba (2010) as cited in Stavenjord, R. (2012). Exclusionary discipline in Multnomah County schools: How suspensions and expulsions impact students of color. A report of the Multnomah County Commission on Children, Families & Community. Retrieved from http://allhandsraised.org/wp-content/uploads/2012/10/exclusionary_discipline_1-3-12.pdf

³⁷ Author's calculations based on data from Oregon Department of Education, Education Data Explorer. (2012-13). Discipline Incidents. Retrieved from <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/default.aspx#/Discipline> This reflects data for all types of offenses and all disciplinary actions. Percentage disciplined were averaged together for all communities of color reported and compared to the percentage of students of color in the entire student body.

³⁸ Oregon Department of Education, Education Data Explorer. (2012-13). Discipline Incidents. Retrieved from <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/default.aspx#/Discipline>

³⁹ Oregon Department of Education, Education Data Explorer. (2012-13). Discipline Incidents. Retrieved from <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/default.aspx#/Discipline> Specific disciplinary action data for Native Americans omitted by ODE due to small population numbers and to protect confidentiality.

⁴⁰ Author's calculations based on data from Oregon Department of Education, Education Data Explorer. (2012-13). Assessment. Retrieved from <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR> Percentage meeting or exceeding standards was averaged for all communities of color reported and compared to the percentage of white students meeting or exceeding standards.

⁴¹ Oregon Department of Education, Education Data Explorer. (2012-13). Assessment. Retrieved from <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR>

⁴² Author's calculations based on data from Oregon Report Card 2012-13. (2013). Beaverton SD 48J District Profile. Retrieved from <http://www.ode.state.or.us/data/reportcard/reports.aspx> Graduation and drop out rates for students of color averaged together and compared to rates for white students.

⁴³ Author's calculations based on data from Oregon Report Card 2012-13. (2013). Beaverton SD 48J District Profile. Retrieved from <http://www.ode.state.or.us/data/reportcard/reports.aspx> Data pulled from "Student Group Outcomes" section of report card. Averaged "Asian" and "Native Hawaiian/Pacific Islander" to get "Asian Pacific Islander" figure.

⁴⁴ Author's calculations based on data from Oregon Report Card 2012-13. (2013). Beaverton SD 48J District Profile. Retrieved from <http://www.ode.state.or.us/data/reportcard/reports.aspx> Data pulled from "Student Group Outcomes" section of report card. Averaged "Asian" and "Native Hawaiian/Pacific Islander" to get "Asian Pacific Islander" figure. Though not actually negative numbers, drop out rates are shown here on the left side of the x axis to graphically contrast and emphasize their toll on these communities.

⁴⁵ Alliance for Excellent Education. (2010, January). The economic benefits from halving the dropout rate: A boom to business in the nation's largest metropolitan areas. Retrieved from <http://all4ed.org/wp-content/uploads/2010/06/EconBeneCityCardBooklet011210.pdf>

⁴⁶ Authors calculations based on 2006-2010 ACS 5-Year Selected Social Characteristics for Black or African American alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Social Characteristics for Hispanic or Latino (of any race), 2006-2010 ACS 5-Year Selected Social Characteristics for Asian alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Social Characteristics for American Indian and Alaska Native alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Social Characteristics for White alone. Percentages for groups of color were averaged to create the “people of color” figure.

⁴⁷ 2006-2010 ACS 5-Year Selected Social Characteristics for Black or African American alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Social Characteristics for Hispanic or Latino (of any race), 2006-2010 ACS 5-Year Selected Social Characteristics for Asian alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Social Characteristics for American Indian and Alaska Native alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Social Characteristics for White alone.

⁴⁸ Weller, C.E., Ajinkya, J. & Farrell, J. (2012, April). The state of communities of color in the U.S. economy: Still feeling the pain three years into the recovery. Center for American Progress. Retrieved from http://www.americanprogress.org/wp-content/uploads/issues/2012/04/pdf/comm_of_color_intro.pdf

⁴⁹ 2006-2010 ACS 5-Year Selected Economic Characteristics for the United States.

⁵⁰ 2008-2012 ACS 5-Year Selected Economic Characteristics for Beaverton.

⁵¹ 2008-2012 ACS 5-Year Selected Economic Characteristics for the United States.

⁵² 2006-2010 ACS 5-Year Selected Economic Characteristics for Black or African American alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Economic Characteristics for Hispanic or Latino (of any race), 2006-2010 ACS 5-Year Selected Economic Characteristics for Asian alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Economic Characteristics for American Indian and Alaska Native alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Economic Characteristics for White alone.

⁵³ United States Department of Labor Bureau of Labor Statistics. (2010, July). National Compensation Survey: Occupational Earnings in the Pacific Census Division. Retrieved from <http://www.bls.gov/ncs/ocs/sp/nctb1528.pdf>

⁵⁴ Authors calculations based on 2006-2010 ACS 5-Year Selected Economic Characteristics for Black or African American alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Economic Characteristics for Hispanic or Latino (of any race), 2006-2010 ACS 5-Year Selected Economic Characteristics for Asian alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Economic Characteristics for American Indian and Alaska Native alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Economic Characteristics for White alone. Percentages for groups of color were averaged to create the “POC” figure.

⁵⁵ U.S. Department of Education National Center for Education Statistics. (n.d.). Median annual earnings of full-time year-round workers 25 to 34 years old, by sex, race/ethnicity, and educational attainment: Selected years, 1995 through 2011. Retrieved from http://nces.ed.gov/programs/digest/d12/tables/dt12_439.asp
Data used from 2010 column of chart to be able to compare with available data for Beaverton.

⁵⁶ Percent difference calculated between the \$5,435 differential in income between whites and people of color at the national level ($\$41,220 - \$35,785 = \$5,435$), compared with a

\$7,897 differential in income between whites and people of color in Beaverton (\$34,235-\$26,338=\$7,897).

⁵⁷ 2008-2012 ACS 5-Year Selected Economic Characteristics for the United States.

⁵⁸ McKernan, S-M, Ratcliffe, C., Steuerle, E. & Zhang, S. (2013, April). Less than equal: Racial disparities in wealth accumulation. Urban Institute. Retrieved from: <http://www.urban.org/UploadedPDF/412802-Less-Than-Equal-Racial-Disparities-in-Wealth-Accumulation.pdf>

⁵⁹ Oregon Department of Education. (2013). Statewide report card: An annual report to the legislature on Oregon Public Schools, 2012-2013. Retrieved from <http://www.ode.state.or.us/data/annreportcard/rptcard2013.pdf>

⁶⁰ Hannah-Jones, N. (2010, April 13). Test sample shows racial bias in housing in Beaverton and Ashland. *The Oregonian*. Retrieved from http://www.oregonlive.com/washingtoncounty/index.ssf/2010/04/test_sample_shows_racial_bias.html

⁶¹ Shapiro, T., Meschede, T. & Osoro, S. (2013, February). The roots of the widening racial wealth gap: Explaining the Black-White economic divide. Institute on Assets and Social Policy, Research and Policy Brief. Retrieved from <http://iasp.brandeis.edu/pdfs/Author/shapiro-thomas-m/racialwealthgapbrief.pdf>

⁶² Authors calculations based on 2006-2010 ACS 5-Year Selected Housing Characteristics for Black or African American alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Housing Characteristics for Hispanic or Latino (of any race), 2006-2010 ACS 5-Year Selected Housing Characteristics for Asian alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Housing Characteristics for American Indian and Alaska Native alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Housing Characteristics for White alone. Percentages for groups of color were averaged to create the “POC” figure.

⁶³ 2006-2010 ACS 5-Year Selected Housing Characteristics for Black or African American alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Housing Characteristics for Hispanic or Latino (of any race), 2006-2010 ACS 5-Year Selected Housing Characteristics for Asian alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Housing Characteristics for American Indian and Alaska Native alone or in combination with one or more other races, 2006-2010 ACS 5-Year Selected Housing Characteristics for White alone.

⁶⁴ U.S. Department of Housing and Urban Development. (n.d.). Affordable housing. Retrieved from http://portal.hud.gov/hudportal/HUD?src=/program_offices/comm_planning/affordablehousing

⁶⁵ Author’s calculations based on data from Portland State University Population Research Center. 2000 and 2010 Census Profile.

2010 Census data for Black or African American alone or in combination with one or more other races, 2010 Census data for Hispanic or Latino (of any race), 2010 Census data for Asian alone or in combination with one or more other races *and* Native Hawaiian and Other Pacific Islander alone or in combination with one or more other races added together to get the “API” figure, 2010 Census data for American Indian and Alaska Native alone or in combination with one or more other races, 2010 Census data for Some Other Race alone or in combination with one or more other races, 2010 Census data for Not Hispanic or Latino—White alone.

Percentages for groups of color were averaged to create the “POC” figure.

Data unavailable for 2 of 11 neighborhoods (Central Beaverton and Neighbors Southwest).

⁶⁶ Author’s calculations based on data from Portland State University Population Research Center. 2000 and 2010 Census Profiles for Five Oaks-Triple Creek, Vose, and West Slope neighborhoods.

2010 Census data for Black or African American alone or in combination with one or more other races, 2010 Census data for Hispanic or Latino (of any race), 2010 Census data for Asian alone or in combination with one or more other races *and* Native Hawaiian and Other Pacific Islander alone or in combination with one or more other races added together to get the “API” figure, 2010 Census data for American Indian and Alaska Native alone or in combination with one or more other races, 2010 Census data for Some Other Race alone or in combination with one or more other races, 2010 Census data for Not Hispanic or Latino—White alone.

Note: Because there is some overcount in the numbers presented here (for reasons explained in the Methodology section at the beginning of this report), a proportional chart such as a pie graph results in a slight skew each group’s percentage of total population. For this reason, the population numbers are shown as labels in the charts instead of percentages. The choice was made to present the information like this despite the percentage skew in order to graphically emphasize levels of integration/segregation across these three neighborhoods, which is seen more clearly here as depicted in a comparison of pie graphs.

⁶⁷ Portland State University Population Research Center. 2000 and 2010 Census Profiles for Five Oaks-Triple Creek.

⁶⁸ Portland State University Population Research Center & City of Beaverton Neighborhood Program. (n.d.). City of Beaverton Neighborhood Association Committee (NAC) Census Profiles.

⁶⁹ S. Stephens, personal communication, February 18, 2014.

⁷⁰ S. Ellis, personal communication, April 10, 2014.

⁷¹ A. Flores, personal communication, February 25, 2014.

⁷² J. Salvon, personal communication, February 27, 2014.

⁷³ Coalition of Communities of Color. (2013). Tool for organizational self-assessment related to racial equity. *From the Eliminating Disparities in Child and Youth Success Collaborative*. Retrieved from <http://coalitioncommunitiescolor.org/wp-content/uploads/2014/02/2014-Assement-Tool-Final.pdf>

⁷⁴ Final analyses of the results of this study were unfortunately not available for incorporation into this report but are expected to become available over the next few months.

⁷⁵ Definition: “Inclusionary zoning, or inclusionary housing as it is also known, is a land use practice that requires affordable housing units to be built along with market rate housing, typically in new developments.”

Housing Land Advocates. (n.d.). Inclusionary zoning in Oregon. Retrieved from <http://housinglandadvocates.org/resources/land-use-and-housing/inclusionary-zoning-in-oregon/>