



A Proposal for:

CASE STUDIES OF COMMUNITY-BASED PLANNING INITIATIVES IN MINORITY COMMUNITIES

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The Portland State University Masters of Urban and Regional Planning Program and the Planning Workshop:

The Masters of Urban and Regional Planning program at Portland State University provides practicing and aspiring planners with knowledge of history, practices, methodology, and a consideration of ethical responsibility surrounding the planning profession. The Planning Workshop is the culmination of the Masters Program and it allows students the opportunity to put their knowledge and skills into practice.

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1.0 Project Overview

Background

Portland, Oregon, has one of the country's most impressive community participation systems. In 1974 under Mayor Goldschmidt's leadership, the Office of Neighborhood Associations (now the Office of Neighborhood Involvement or ONI) was formed. Currently, there are 95 neighborhood associations. ONI's objective is to help foster partnerships, empower neighborhood & business associations, and increase citizen participation. As such, ONI serves as the link between citizens and the other city bureaus to effectively bring forth a process that builds community and improves quality of life in Portland neighborhoods.

Changing Demographics

Despite ONI's strong past, a disconnection between the community and the city bureaus has occurred. The increase in diversity in Portland over the last two decades has diminished neighborhood associations' effectiveness in representing the entire community of Portland. Between 1990 and 2000, the City of Portland saw a 44 percent increase in its Asian population and a 153 percent increase in its Hispanic population (see Appendix A). These trends are even more dramatic in the region. Though poverty in the city has decreased from 15 to 13 percent during the same time period, there is evidence that poverty has become more concentrated in areas of the city (see Maps 1 and 2).

Lacking Public Participation

The change in Portland's ethnic diversity and economic structure has not been accompanied by increased participation in the public process. This fact may be partially due to the ineffectiveness of the neighborhood association structure in reaching out to its diverse constituents. ONI has recognized a low percentage of minority communities involved in established neighborhood associations, and in general in the public involvement process. Southeast Uplift, the coalition of neighborhood groups in SE Portland, has embarked upon a research study to determine the needs of the communities it serves. The survey respondents' top concerns have been related to a perceived lack of communication and outreach tools, as well as limited skills for encouraging diversity and inclusivity in organizations (Southeast Uplift Healthy Neighborhood Project, 2002).

An additional barrier to increased public participation came from two tax measures in the mid-1990s. Measure 47, passed in 1996 and replaced in 1997 by Measure 50, effectively made public involvement funds an extraneous budget item that City bureaus were forced to slash. Combined with an under involved, increasingly diverse population, the budget crises only added to the problem of

limited public participation.

ONI's Efforts

To begin to address this issue of low minority¹ representation in the public process, ONI has attempted a few mediations:

1. Update of the *Community Involvement Handbook*. Geared towards existing neighborhood associations, the *Community Involvement Handbook* is currently being updated—existing chapters are being revised in order to address Portland's changing demographics and new chapters are being written to better address minority communities.
 - a. "Making Room at The Table" is one new chapter written primarily for active, white neighborhood association leaders who would like to expand their constituency to be more inclusive to minorities in their communities.
 - b. A resource directory entitled, "Communities Beyond Neighborhood Boundaries" (CBNB) has been created for the *revised Community Involvement Handbook* as a catalog of minority community groups outside of the traditional neighborhood association structure. With nearly one hundred organizations, representing over 50 ethnic groups, the CBNB directory is a testament to Portland's growing ethnic population.
2. The title CBNB was also added to the ONI Guidelines in 1998, as a means for these minority groups to access the support and resources available from ONI. (Note: ONI Guidelines are an established set of roles and responsibilities for organizations recognized in Portland's established neighborhood system.)

1.1 Problem Statement

This process of attempting to better connect minority communities with the services and resources of ONI has failed to materialize. Though considered a recognized group as part of ONI Guidelines, no CBNB groups have attempted to utilize ONI as a resource through this model. Therefore, the challenges and/or successes of the minority groups listed in the directory are still unknown.

¹ Minority is being defined in the racial, ethnic, and economic sense; that is, groups who have a population less than the majority in these arenas. Implies also that these groups could be underserved/disadvantaged.

1.2 Project

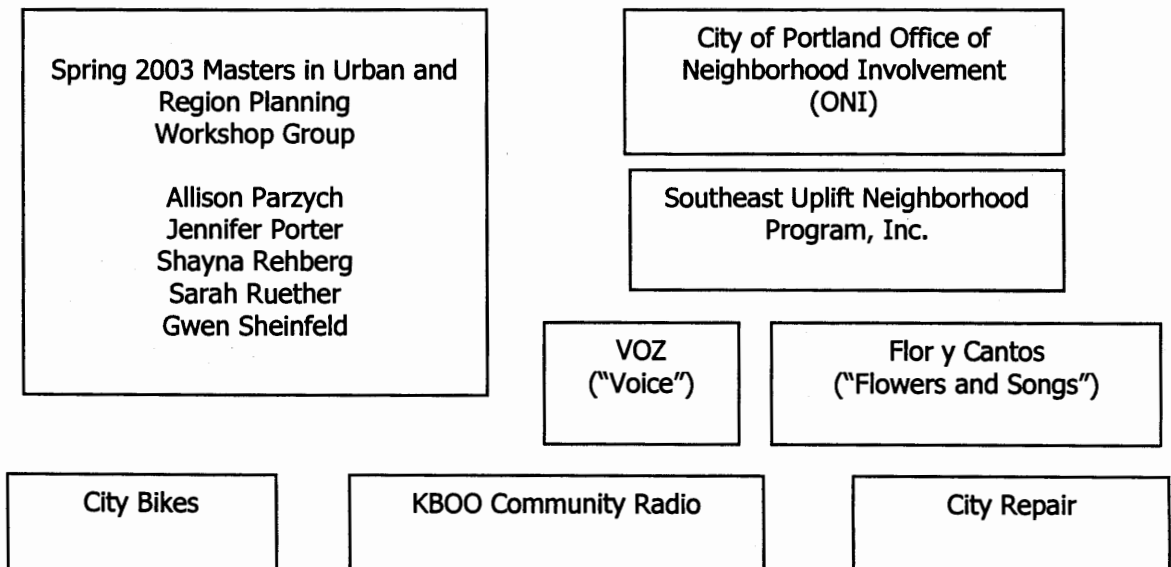
The Workshop Group seeks to add an additional chapter to ONI's *Community Involvement Handbook*, to give voice to and empower minority communities through a series of case studies about the successes and obstacles faced by minority groups. The chapter will specifically focus on the interface of minority communities and city agencies.

Practicum

The Workshop Group will conduct a hands-on case study with a minority, community-based planning initiative currently underway. The case studies will focus on one "intersection repair," which is a collaborative project involving VOZ, Flor y Cantos, City Bikes and KBOO Community Radio, hereafter referred to as the VOZ intersection repair (see organization chart below). An intersection repair is the "citizen-led conversion of an urban street intersection into public square" (City Repair, 2003). This community-based planning initiative will be the cornerstone case study for the chapter in the ONI *Community Involvement Handbook*. It will provide a practical application of the successes and obstacles faced by minority communities and their experience interacting with city agencies,

1.3 Key Organizations

Organization Chart



ONI

Founded in 1974, ONI helps connect citizens, community groups, business

associations, neighborhood associations, and neighborhood coalitions to services and city bureaus.

Southeast Uplift

This neighborhood coalition encompasses 20 different SE and NE Portland neighborhoods and provides free community development and organizing assistance to residents within its district. Southeast Uplift is collaborating with KBOO and City Repair to organize the Village Building Convergence.

KBOO

Born from radical roots, KBOO Community Radio (90.7 FM in Portland) has committed itself to broadcasting news, music, arts and other programming in the spirit of social justice, multiculturalism, environmentalism, and freedom of expression. KBOO is one of the collaborators in the Village Building Convergence.

VOZ

"Proyecto de educacion de derechos laborales" works with Mexican day laborers who gather along streets between SE Ankeny and East Burnside, and SE Grand and 8th.

Flor y Cantos

Located near the intersection of SE 8th and Ankeny, 'Flowers and Songs' provides a place for the Mexican community to stay connected to cultural roots.

City Bikes

City Bikes is a collectively-owned bike shop at the corner of SE 8th and Ankeny which sells used bikes and bike parts as well as bike accessories. The shop restores and recycles bikes and holds community workshops on how to build and maintain bikes.

City Repair

Formed in 1996, City Repair was created and has been sustained by grassroots activists dedicated to facilitating localization and the transformation of urban spaces into community places. City Repair is the lead organizer of the Village Building Convergence.

Village Building Convergence (VBC)

Subtitled 'Human-Scale Community Action at the Urban Crossroads', the VBC will take place from May 9 to 18, 2003, hosting a series of education, celebration, and construction activities connected to the transformation of five Southeast neighborhood intersections into public squares.

Intersection Repair

Intersection Repairs began in Portland in 1996 with the support of City Repair. They represent the neighborhood's reclamation of streets as a public space, and are now recognized by a city ordinance which outlines procedural requirements for their implementation.

1.4 Context and Regional Significance

History

When Alex De Toqueville, a French philosopher, first came to the United States in the mid 1800s, he witnessed a country that many would hardly recognize now. De Toqueville's America, in which community life was vibrant and neighbors knew one another, has long past. Today, "we live in a society where the town square has been replaced by the mall, cable television, and the Internet" (Portney & Barry, 1997, p. 632). Globalization and increased speed of communication have led to diminished social interaction and neighborhood ties. In fact, "the dizzying pace of the information and communication technology revolution has contributed to profound changes in the traditional concepts of place, community, and the nature of daily commerce and social relations" (Banerjee, 2001, p. 10).

Citizen Participation in America

According to Robert Putnam, author of *Bowling Alone*, a contemporary text on citizen participation, many Americans claim that they are members of various organizations; however most Americans no longer spend much time in community organizations. On an average day in 1965, 7 percent of Americans spent some time in a community organization. By 1995, that figure fell to 3 percent.

Oregon's State Policies

The state of Oregon has attempted to counter the downturn in citizen participation. At the state level, the Land Conservation and Development Commission (LCDC) adopted the basic standard for citizen involvement in Oregon's statewide planning Goal 1 in 1974. The Goal calls for each city and county to "develop a citizen involvement program that insures the opportunity for citizens to be involved in all phases of the planning process." The Goal requires that the citizen involvement program contain six components. Although all components are necessary to effectively build a successful citizen involvement program, component 1 is especially important since it states the need to provide involvement from "a cross-section of affected citizens." This component

illustrates the need to involve *all* citizens in the planning process. There is a solid foundation in place, now a more inclusive approach needs to evolve.

Portland

While Portland leads the nation in community involvement in general, it is still lacking in engaging minority populations in community life. Portland faces barriers that have historically inhibited promoting involvement of *all* citizens in the planning process. Though LCDC has promoted the concept of citizen involvement, inadequate funding has hampered effective and diverse citizen participation, which has resulted in decreased involvement (1000 Friends of Oregon, 2003).

Privileged groups, which have more time and resources, have not generally made it a priority to include all people at the table. ONI is currently writing the chapter "Making Room at the Table" to encourage community groups to involve minorities in their processes. The Workshop Group's new chapter, "Case Studies of Community Based Planning Initiatives in Minority Communities" will work towards a similar goal, but through a unique strategy. The chapter will provide evidence of minority community planning efforts including successes, obstacles and challenges, and address the issue of the divide between government and community efforts that have emerged in bottom-up efforts.

Approaches to Citizen Participation

State and city policies have citizen participation strategies in place to promote involvement from the top-down by seeking citizen input to government decisions. Neighborhood groups and associations attempt to address some community-based issues from the bottom-up, and seek approval and support from government agencies. Meanwhile, there is a disconnection between community and city planning efforts, which has presented a challenge for both sides of the spectrum.

Many citizens have complained that large projects are being developed without proper participation from the community. This feedback recently came to the attention of Commissioner Francesconi, which generated efforts from the city. ONI is spearheading an effort from the bureau side in order to promote a successful citywide citizen involvement process. Commissioner Francesconi directed ONI to develop a citywide Public Involvement Standards Taskforce to look at ways to more effectively implement the intention of Goal 1. The idea behind this taskforce is to develop recommendations for City Council to adopt as City policy or Code of standards for public involvement processes. The recommendations will build upon public involvement principles adopted by City Council in February 1996.

1.5 Scope

In geographic terms, the scope of this workshop project is limited to the Portland metropolitan region. The case studies of minority community-based planning initiatives will be in the Portland metropolitan area. Temporally, case studies within the past decade will be examined to make the analysis relevant to current city policies and practices.

The new chapter for the *Community Involvement Handbook* will be titled "Case Studies of Community-Based Initiatives in Minority Communities." Considering the time constraints of the project, and the expansiveness of the topic, a three-tiered approach will frame and focus the research:

- i. In addition to inclusion in the *Community Involvement Handbook*, the chapter will be a stand-alone document to be used by Southeast Uplift or other community groups, and will feature a variety of case studies.
- ii. As a living example, the Workshop Group will coordinate VOZ intersection repair and use the experiences from this work to inform the work on ONI's new chapter.
- iii. Both of these efforts will be supported by research and a focus group of minority communities to provide applicable lessons.

The challenge of writing a new chapter for ONI's revised *Community Involvement Handbook* is that the chapter be general enough to give lessons that are applicable to many community groups, while also allowing for specific examples. In response to this dilemma, the Workshop Group has assessed that a narrow focus for the chapter will be to explore local case studies of minority groups, and to document the successes and obstacles of these groups. Added to this will be the Workshop Group's experience with coordinating the VOZ intersection repair, to culminate in a manual of informative case studies, which will shed light on issues of these minority populations. It is hoped that this collection of case studies will serve as a reference to community groups and provide inspiration to groups that aspire to change their neighborhoods.

In addition to collecting specific case studies and documenting experiences with VOZ intersection repair, the Workshop Group plans to convene a specific focus group, gathered from the ONI resource directory, "Communities Beyond Neighborhood Boundaries." Careful consideration of the purpose of this focus group will be important so that this work supports the work of the case study collection. The Workshop Group is mindful that convening a focus group is very time and labor intensive, yet it is hoped that with careful selection and thought to the process, this exercise will add greatly to the content of the new chapter.

2.0 Methodology

The Workshop Group has identified the following tasks necessary to complete the project. (Also see Appendix B - Timeline.)

2.1 Research community-based planning initiatives

Primary: Sarah

Secondary: Gwen

Issues of public space, particularly the reclaiming and making of these spaces, are what initially drew group members to this project. The examples of community-based planning initiatives researched by the Workshop Group will reflect this. Research topics will include: traffic calming and street reclamation, intersection repairs, and place making. Parallel research will be conducted to survey innovations or best practices on the institutional or governmental side of public involvement that targets minority communities.

Tasks:

- | | |
|--|----------|
| • Public involvement of minority communities | Ally/Jen |
| • Traffic calming and street reclamation | Shayna |
| • Intersection repair | Gwen |
| • Place making | Sarah |

2.2 Identify case studies of local community-based initiatives

Primary: Jen

Secondary: Shayna

Community-based planning initiatives in the Portland region will be researched. The Workshop Group plans to identify a variety of initiatives: 1.) local physical- or place-based initiatives; 2.) environmental justice initiatives; and 3.) land use appeals. All of the chosen cases will meet three criteria:

- that they address needs of minority communities,
- that they are driven by the communities themselves, and
- that they have begun or propelled changes in city or other government policy or procedure.

Case study proposals are listed below and will be pursued by the following group members:

Case studies:

Placemaking

VOZ Intersection Repair	Gwen
Growing Gardens: Community initiated garden project	Ally

Environment

EJAG: Interstate MAX and I-5 Trade Partnership	Sarah
Portland Master Home Environmentalist Program	Jen
N/NE Portland Bucket Brigade Project	Gwen
Urban League/EJAG: Restoring Albina's Brownfields	Ally

Crime Prevention

NE Coalition of Neighborhoods: Crime abatement and community safety	Shayna
Our United Villages: Crime abatement/poverty discussions	Jen

Siting of Fast Food Chain Restaurants

McDonald's on Martin Luther King, Jr. Boulevard	Ally
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Homelessness

Dignity Village	Sarah
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Education/Children

Sisters in Action for Power in Tri-Met Youth Passes	Shayna
Community GIS Project: Teaching GIS skills to poor/minority communities	Jen

2.3 VOZ Practicum Site

Primary: Gwen

Secondary: Ally

As a practicum, the Workshop Group will help coordinate an intersection repair at SE 8th and Ankeny, adjacent to one of many gathering sites for Latino day laborers in the lower East Burnside area. The Intersection Repair is being organized with the Village Building Convergence (VBC) and community partners Southeast Uplift, VOZ, KBOO, and City Bikes. The tasks below remain to be done.

Tasks:

- Contact businesses and property owners within a 2-block radius of intersection *Group*
- Arrange 2 design workshops with VBC site coordinator *Group*
 - Location
 - Advertisement and outreach
 - Meeting materials (flip charts, handouts, pens, etc.)
 - Facilitation responsibilities & arrangements
- Submit workshop findings to VBC for city approval *Group*
- Begin site prep and construction *Group*
- BUILD BUILD BUILD with VBC site coordinator *Group*

2.4 Assess minority communities in Portland

Primary: Shayna

Secondary: Jen

Overlapping with the previous sets of research and case studies, the Workshop Group will assemble an overview of minority communities in Portland. This will entail:

- compiling Portland census demographics (with an emphasis on concentrations of race, poverty, elderly, using the ONI Communities Beyond Neighborhood Boundaries Resource Directory to contact groups identified as minorities and invite to a focus group); and
- organizing and convening a focus group in cooperation with ONI to explore public involvement city bureau standards and suggestions for improving the facilitation of community-based planning initiatives.

Tasks:

- Compile Portland census demographics Jen
- Identify representatives of minority groups
 - Select groups with Brian Hoop, ONI, and Ellie Fiore, PSU Intern Shayna/Sarah
- Finalize focus group questions with Ellie Shayna/Sarah
- Finalize focus group questions with Brian Shayna/Sarah
- Finalize questions with PI Standards Taskforce Shayna/Sarah
- Call community representatives Ally/Gwen

- Confirm approx. 10 participants for focus group Ally/Gwen
- Arrange location and meeting materials Ally/Gwen
- Arrange incentives and refreshments Ally/Gwen
- Do call-arounds and reminders Ally/Gwen
- Convene focus group in May Ally/Gwen

2.5 Compile and analyze

Primary: Group

The analysis will be an opportunity to knit together ideas emerging from our community-based planning initiatives and demographics research, case studies, focus groups, and practicum.

Tasks:

- Identify common themes and differences amongst research, case studies, focus groups, and practicum Group
- Support comparison with findings from research, case studies, focus groups, and practicum Group

2.6 Final products

Primary: Ally

Secondary: Sarah

A chapter on community-based planning initiatives for minority communities will synthesize all elements laid out in this proposal. This chapter will serve as a new addition to ONI's revision of their *Community Involvement Handbook*, as a stand-alone resource for community groups, and in a shortened and otherwise distilled form and as a translatable summary for non-English-speaking communities as well as a set of recommendations to the Taskforce convened for ONI's companion Public Involvement Standards Project. Ideally, the chapter will be written based on primary and secondary knowledge in a manner that is thoughtful yet readable by a wide audience.

The chapter will open with an overview and examples of what is meant by minority communities and community-based planning initiatives in minority communities. The Workshop Group will define the need for identifying minority communities and facilitating planning initiatives driven

by these communities. Then the Workshop Group will focus on a series of local cases of community-based planning initiatives in minority communities and distill the lessons learned from these cases. The Workshop Group will discuss the themes that are shared between these case studies, research of Portland's minority communities, and research of community-based planning initiatives from other regions nationwide. The Workshop Group will end the chapter with recommendations and suggestions for needs to be studied further in order to continue and enhance community dialogue about community-based planning initiatives in minority communities.

The layout will be modeled after existing drafts of revised *Community Involvement Handbook* chapters, such as "Making Room at the Table." (see Appendix C.)

Chapter Outline:

- I. Minority communities and community-based planning initiatives in communities
 - A. Definitions
 - B. Non-local examples
 - C. Need and significance
- II. Local community-based planning initiatives in minority communities
 - A. Descriptions of case studies
 - B. Challenges faced, especially institutional/governmental barriers
 - C. Keys to overcoming barriers
 - D. Outcomes and effects on public policy or procedure
- III. Findings and Recommendations
 - A. Shared themes and differences among research and case studies
 - B. Recommendations and suggestions for further study

Producing the chapter in phases will include the steps below.

Tasks:

- Provide draft to ONI Group
- Provide draft to Southeast Uplift Group
- Get client feedback Group
- Edit and format final document Group

- Provide revised draft to ONI *Group*
- Provide revised draft to Southeast Uplift *Group*
- Get client feedback *Group*
- Present final product *Group*

3.0 Roles and Responsibilities

3.1 Client Responsibilities

The Workshop Group's primary client is Brian Hoop at ONI. With Brian, the Workshop Group has crafted the scope of the project and the product, which will be a chapter for the update of ONI's *Community Involvement Handbook*. Judith González at Southeast Uplift is the secondary client in that she is the contact for the VOZ intersection repair practicum. Judith has not been involved in defining the scope of the product; rather, she is a resource and connection to the Latino community at the proposed intersection repair site.

For ONI as the primary client (the Client hereafter), the Workshop Group has identified one member of the workshop group to be the contact with the Client to arrange bi-weekly meetings and communication outside the meetings as needed. One group member is also on stand-by in case the primary workshop group member cannot perform the duties. At the bi-weekly meetings, we expect to clearly express concerns and revisit expectations, as well as receive feedback from the Client. The Client is aware of his role to review the document drafts in a timely manner for our completion of the final product. Additionally, the Client can attend the presentation on campus in May and is aware of the client presentation at ONI, which will take place in late May/early June.

For Southeast Uplift as the secondary client (the Secondary Client hereafter), the Workshop Group has also identified one group member to be the primary contact, with one group member on back-up for that role. The Secondary Client meetings will be on a bi-weekly basis as well. Because the Secondary Client is related to the practicum at the intersection repair, our meetings will revolve around the progress of the site, and will not relate explicitly to the chapter for ONI's handbook. If possible, the Secondary Client will attend the presentation on campus in late May, but there will not be an off-site presentation for this group alone. It is hoped that the Secondary Client can attend the off-site presentation at ONI.

3.2 Workshop Group Responsibilities

To the Clients

The Workshop Group will clearly communicate goals and objectives to the clients in relation to their role in the project. As noted above, two Workshop Group members will be the primary and secondary contact for each client. We will provide draft documents to ONI according to schedule (see Appendix B) to solicit feedback for revisions. The Workshop Group expects to present high-quality products that meet the client expectations.

To the Community

Borrowing from the AICP Code of Ethics, the Workshop Group will "...strive to give citizens the opportunity to have a meaningful impact on the development of plans and programs. Participation should be broad enough to include people who lack formal organization or influence." We expect to reach this goal in the planned focus group activity, as well as the interviews of community leaders. Further, addressing the foundation of our work, we will draw on the AICP Code of Ethics again to "...expand choice and opportunity for all persons, recognizing a special responsibility to plan for the needs of disadvantaged groups and person, and must urge the alteration of policies, institutions and decisions which oppose such needs."

To Ourselves

Through this project, the Workshop Group members are furthering personal commitments to ongoing cross-cultural learning processes, and acting upon motivations to provide advocacy for minority communities. The Workshop Group members will be honest about their strengths and weaknesses, and clearly communicate needs and expectations to each other. Finally, the Workshop Group is committed to both a common vision of the final product.

4.0 Budget

Action	Cost
Photocopying Process	\$400
Printing/Binding Product (approx. 25 copies)	\$1250
Translators (Executive Summary)	\$200
Mailing/Postage	\$400
Focus Group Incentives \$10/participant @ appx. 10 participants	\$100
Refreshments	\$100
Graphic Design (posters, announcements, etc.)	\$200
Meeting Materials (flip charts, markers, etc.)	\$100
Supplies (zip discs, etc.)	\$25
Total	\$2,775

- ONI has \$6,000 to assist with chapter revisions and focus groups for the *Community Involvement Handbook*. Some portion of the \$6,000 will be available. Terms of agreement are still in progress with the client.

5.0 Organization of Team

5.1 Individual Commitments

- Each group member will contribute an average of 20 hours weekly, including Wednesday as a common workday for the entire group.
- As a group we will revisit roles and procedures regularly.

Group roles

Ally Parzych: Records action items from group meetings and e-mails to group

Gwen Sheinfeld: Serves as contact for the Village Building Convergence Project, which includes contacts with VOZ, KBOO, and City Bikes (Secondary: Jennifer F. Porter); Maintains list of group contacts.

Jennifer F. Porter: Serves as the client contact for Southeast Uplift; Organizes files and resources.

Shayna Rehberg: Serves as client contact for ONI (Secondary: Ally Parzych); Provides laptop as needed.

Sarah Ruether: Drafts page layouts (PageMaker, Illustrator) (Secondary: Ally Parzych).

Group Procedures

- Group Meeting Format: Check-in, new business, old business, work items; Set time limits.
- Outside Meetings: One group member will be responsible for writing a quick memo for filing and emailing to group following each outside meeting.

5.2 Decision Making Process

The Workshop Group will strive achieve consensus in decision making. When consensus is not possible, the Workshop Group will follow a fair process of making sure everyone's views are expressed and then try to find a compromise. If compromise is not possible, the Workshop Group will take the route of the majority's opinion.

5.3 Communication

Workshop Advisors

The Workshop Group will conduct group consultation with workshop advisors from 3:00-3:30 on Wednesdays. The Workshop Group will also meet with the entire workshop cohort and the advisors for a class session on Wednesdays from 4:00-6:30.

Client

The Workshop Group will meet bi-weekly with clients and have primary and secondary contacts for each client (see "Group Roles" in Section 5.1).

Group

On the administrative side, the Workshop Group will write a memo following each individual's communication or meeting with clients or others working on the project, to keep the group up-to-date, and to avoid repetition. All group members have phone, e-mail and cell phone information for the group. A phone tree and e-mail listserv (and on-line storage for larger documents and graphics) are established to promote ease of communication. The Workshop Group will meet weekly for group work sessions on Wednesdays from noon to four o'clock. Room 270 is the on-campus work site. The room will store a transportable file cabinet that will contain important documents and provide a central place to exchange information. Group members will sign out one-copy only documents, and initial documents as they are read. A "pronto" file has been established to facilitate high priority documents that need attention in a timely manner. Room 270 will also contain the group's central calendar, with all group members' significant time commitments and availability for ease of coordination, as well as group deadlines.

On the personal side, the Workshop Group will begin each meeting with a "check-in" as a gauge for where member's stand both individually and collectively, in terms of emotional and physical well being; and to provide a forum to voice frustrations, accomplishments, appreciations, and concerns. This check-in process will allow for the group to be mindful of group members' sensitivities, to avoid bottled up communication, and to try to ensure all group members satisfaction with the workshop experience. The Workshop Group will strive to work together in a truly collaborative manner in which collective intellect outshines individual strengths.

6.0 Personal Profiles

Allison Parzych grew up in Easthampton, a town an hour and half west of Boston, Massachusetts. She graduated from the University of Massachusetts, Amherst, in 1998 with a degree in Sociology and a focus in Human Geography. Allison has had diverse employment opportunities, from working in the music industry to Powell's Books in Portland. Her love for preservation of communities and planning in general brought her to Portland State University. In graduate school, Allison has focused her studies on community development. She is interested in all aspects of community building but her main focus is geared towards placemaking, urban design and how the two can contribute to healthier sustainable communities. Currently, Allison is working at Leland Consulting Group, a private consulting firm that develops strategies for downtown revitalization and smart growth projects. Here, she has been able sharpen her research and interview skills. She expects to graduate from the MURP program in December.

Jennifer Fayocavitz Porter grew up in Clarks Summit, outside the city of Scranton in Northeastern Pennsylvania. She graduated from Wells College, Aurora, New York, in 1998 with a degree in Psychology and dual focus in women's studies and Spanish. Jennifer has had diverse employment opportunities, leading to a breadth of interests and experience. She has worked as a department manager at a health food store in New York City and also as a organic farm market manager serving the Greenmarket in New York City. Building technical skills, Jennifer worked as a database analyst as well as a freelance editor/proofreader. In graduate school, Jennifer has strengthened research skills, including survey and interview techniques, and has developed a particular interest in statistical and GIS software. Currently, Jennifer is working on the imminent food waste diversion ordinance at the City of Portland, Office of Sustainable Development, Solid Waste and Recycling Division. She expects to graduate from the MURP program in June.

Shayna Rehberg was born in Naples, Italy, although she is not Italian. After finishing a post as a NATO officer in Italy and Germany, her father Dennis Rehberg moved with her mom Linda and baby Shayna back to the United States where they eventually settled in San Diego, California. Shayna became an avid backpacker in high school, and moved to beautiful Oregon in 1990 in order to complete her Bachelor's in Environmental Science at Willamette University and explore new hiking trails. After a year of community and environmental service in AmeriCorps' Northwest Service Academy and over three years as a legal administrative assistant at 1000 Friends of Oregon, Shayna began the Masters in Urban and Regional Planning program at Portland State University in 2001, with an emphasis on transportation. Shayna loves riding her bike to get

around town and is greeted by two lovely cats, Breccia and Chewy, when she arrives home each night.

Sarah Ruether was born and raised in Boulder, Colorado. She graduated with a B.S. in Environmental Science from Huxley College of Environmental Studies at Western Washington University, Bellingham, Washington. Her experiences include, science and environmental education working as a naturalist for the Washington State Parks and doing science education and fundraising at the Pacific Science Center in Seattle. She has also worked as a fundraiser for United Way of King County. Lastly, her two passions are equity and the environment and she combined these passions working as an intern doing a health survey in Kellogg, Idaho; home to the second largest superfund site in the Nation. In graduate school, Sarah has concentrated her studies on the environment and community development and has a special interest in GIS spatial analysis. Currently, Sarah is working for the City of Beaverton doing a land-use inventory for the review and revision of Beaverton's zoning code. She expects to graduate from the MURP program in June.

Gwen Sheinfeld grew up in Larchmont, New York, a suburb of Manhattan. She received her Bachelors degree from the University of Vermont, in Burlington, Vermont, with a major in Environmental Studies, and a minor in Sociology with a focus on Urban and Rural Studies. Gwen has been involved with environmental and community activism since she was in high school, and has addressed these issues from many angles. In the past several years, Gwen has spent time working on resource efficiency issues. With this goal in mind, she worked as an AmeriCorps volunteer facilitating a waste reduction education program, worked at the Alameda County Office of Education developing service learning curriculum for waste reduction education, and currently works at the City of Gresham as a Resource Efficiency Specialist with the G.R.E.A.T. Businesses Program (Gresham Resource Efficiency Assistance to Businesses). Gwen has spent time living, studying, and working in Latin America, and possesses Spanish language skills, which she is constantly working to improve.

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Appendix A. City of Portland, Multnomah County, and Portland-Vancouver PMSA Census Information on Minority Groups: 1990 and 2000

	Portland			Multnomah County			Portland-Vancouver PMSA		
	1990	2000	% Change	1990	2000	% Change	1990 (1)	2000 (2)	% Change
POPULATION	437,319	529,121	21.0%	583,887	660,486	13.1%	1,239,842	1,918,009	54.7%
RACE									
White	370,135	507,166	37.0%	507,890	522,825	2.9%	1,124,963	1,621,090	44.1%
Black	33,530	35,115	4.7%	35,133	37,434	6.5%	38,695	51,425	32.9%
American Indian*	5,399	5,587	3.5%	6,734	6,785	0.8%	11,307	16,857	49.1%
Asian**	23,185	33,470	44.4%	27,326	37,638	37.7%	46,360	87,940	89.7%
Native Hawaiian***		1,993			2,320			5,635	
Other	5,070	18,760	270.0%	6,804	26,620	291.2%	18,517	71,941	288.5%
Hispanic	13,874	35,058	152.7%	18,390	49,607	169.7%	44,049	142,444	223.4%
2 or more races		21,955			26,864			63,121	
AGE									
<18	95,762	111,454	16.4%	134,920	147,250	9.1%	311,483	489,118	57.0%
18-34	127,016	151,561	19.3%	166,268	183,700	10.5%	333,364	476,314	42.9%
35-64	150,884	204,943	35.8%	203,306	255,929	25.9%	443,399	754,343	70.1%
65+	63,657	61,163	-3.9%	79,393	73,607	-7.3%	151,596	198,234	30.8%
INCOME									
Median HH****	\$33,374	\$40,146	20.3%	\$35,116	\$41,278	17.5%	\$40,335	\$47,077	16.7%
Below poverty	62,058	67,481	8.7%	74,885	81,711	9.1%	121,485	178,528	47.0%
% below poverty*****	15.4%	13.1%	-15.0%	13.1%	12.7%	-3.5%	10.0%	9.5%	-5.2%

*or Eskimo or Aleut

**or Pacific Islander in 1990

***or Pacific Islander in 2000

**** In 1999 dollars--The Inflation Calculator: <http://www.westegg.com/inflation/>

*****Population is "for whom poverty is determined" as below:

	1990	2000
Portland	403,606	516,165
Mult Co.	571,049	645,584
PMSA	1,217,469	1,886,623

(1) Portland, OR PMSA, Portland--Vancouver, OR--WA CMSA

(2) Portland--Vancouver, OR--WA PMSA; Portland--Salem, OR--WA CMSA

Sources: US Census Bureau 1990 STF1, Tables P001, P006, P008, P011; STF3 P080A, P117

US Census Bureau 2000 STF1, Tables P1, P3, P8, P12; STF3 P53, P87

Appendix C

Making Room at the Table

Building Diverse Neighborhood Association Leadership and Organizations

*"The only way I know to organize is to
talk to one person,
and then to another person,
and then to another..."*

Cesar Chavez

DRAFT

List of organizations not complete yet.
Send comments or changes to
Brian Hoop, bhoop@ci.portland.or.us



Community Involvement Handbook
January, 2002

City of Portland, Oregon
Office of Neighborhood Involvement

www.myportlandneighborhood.org



Making Room at the Table

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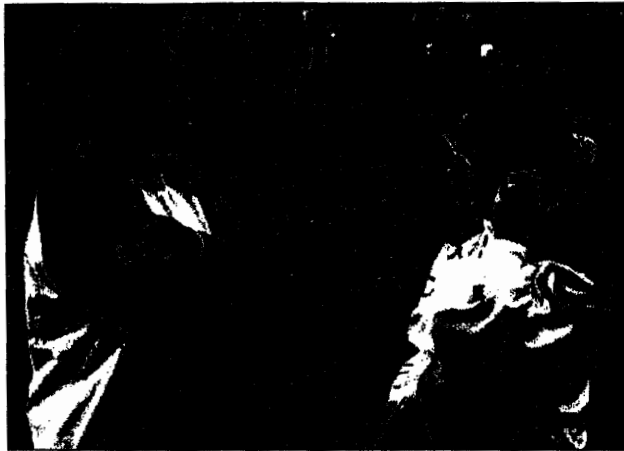
www.myportlandneighborhood.org

oni@ci.portland.or.us

Why Make Room at the Table?



Neighborhood associations are designed to provide an opportunity for neighbors to work together on common community issues. Groups that represent the broadest and most diverse base of individuals living in their neighborhood can make a compelling case they have a mandate for change before decision makers.



Building a diverse membership and leadership structure in your neighborhood association leads to a strong base of trust and respect which is essential when contentious issues arise.

As Portland grows and diversifies our organizations will increasingly be called upon to tackle issues such as rising housing costs and displacement, transportation access to jobs for low-income people, funding for our schools and the racial education gap. Unfortunately, many urban issues often lead to clashes of constituent interests due to the failure to not address racism, classism, and sexism in our organizations.

Taking the time to develop relationships with diverse community leaders, eliminating barriers to participation, and building coalitions to resolve common community issues will strengthen leadership skills and ultimately lead to creating more livable neighborhoods. Given the opportunity, people from diverse backgrounds can bring a broad range of viewpoints and problem solving skills to your organization.

Recognize, though, that change and success does not happen overnight. Mistakes will be made. Acknowledge and learn from them. It is important to avoid making assumptions and perpetuating stereotypes. People from one ethnic or racial group may not necessarily be experts on race issues, for example.

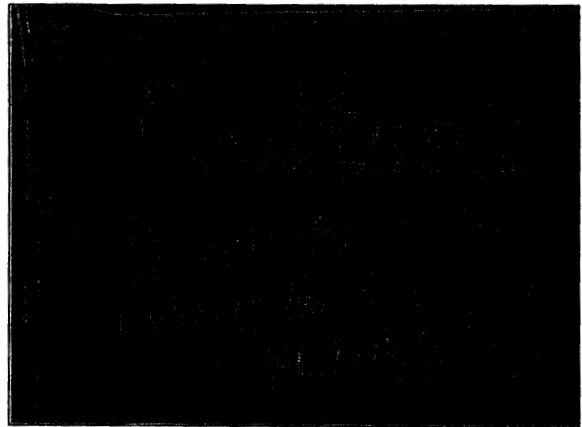
In this section are a wide range of outreach ideas for working with communities of color, immigrants and refugees, people with disabilities, youth, renters and low-income neighbors.

Taking the first steps

No one is expecting you to become an expert on diversity overnight. Focus on one or two realistic action steps you can accomplish in a reasonable timeframe and feel good about. This is not easy work, it is a journey that takes dedication and commitment. But the rewards will always result in personal growth and a stronger community that is ready for any challenge.

Step one: Are you ready for change?

- Ground yourself in awareness of the cultural values and biases at work in yourself. Recognize how they influence your attitudes, beliefs and behaviors.
- Develop the ability to acknowledge prejudices and stereotypes when they are triggered and put them aside.
- Know your nearby neighbors and find out what different community groups are represented in your neighborhood.
- Learn about the cultural traditions and behaviors of different racial and ethnic groups through books, internet research, participating in cultural events and talking to members of the group.
- Challenge yourself to participate in workshops and forums that address cultural competency, racism and other oppressions.
- Reflect on your willingness to adapt your community-building approach to meet the unique requirements of different population groups in your neighborhood.



Taking the first steps



Step two: Is your organization ready for change?

- Neighborhood leaders need to be willing to make the necessary efforts to set a tone for the community to value diversity.
- Meet with others you already know in the community who might help you identify issues and areas of concern for your organization to address:
- Talk with a neighborhood office staff person for ideas on how to approach the topic with other board members and leaders.
- Schedule time at a board retreat or meeting to discuss your leadership's commitment level and what their priorities are for outreach.

Step three: Are you ready to ask for help and do some homework?

- Work with your neighborhood coalition or office and the Office of Neighborhood Involvement to identify opportunities for training and planning.
- Schedule time at a board retreat or meetings to assess your organization's capacity to do outreach and develop a strategy that defines actions, delegates and sets timelines.
- Identify which local schools, social, religious, political and civic organizations serve different population groups within your neighborhood.
- Assess your existing leaderships representation of a diverse range of identities such as race, immigrant status, disabilities, renters, and people who identify as gay, lesbian, bi and transgendered.
- Assess what relationships your leadership already has with community leaders and representatives from different racial, ethnic and other diverse groups.
- Assess your organizational structure for barriers to participation for groups of people who have not historically been involved.
- Encourage neighborhood leaders to participate in workshops on how prejudice and oppression affect groups of people on a personal and institutional level.

Check Assumptions at the Door

Keep the following in mind when reaching out to anyone outside your own culture of origin. Acknowledge you will make mistakes. We all do. Learn from them and move on.

Planning for change takes time:

- Acknowledge it is going to take time to build relationships.
- Set realistic goals and recognize your limitations. You can not do it all alone.
- Your board and leadership should be in agreement on a plan of action. Change will be difficult without a base of support. Indeed, without it you risk losing new allies.
- Focus on one to two groups of people at a time to begin outreach efforts with.
- Be flexible and adaptable due to changes in plans and delays. There are always multiple routes to solving a problem.

Building One-on-One Relationships:

- Start with building relationships with no more than one, two or three key community leaders at a time.
- Don't just talk to an organization's "leader" who may be overloaded. Ask for referrals to other people in the organization with a particular interest in your issues.
- Agree to meet at a location that easily accommodates their needs and comfort level.
- Either meet one-on-one or ask if they would prefer to have others join. Do not gang up on an individual.
- Approach them with a focus on each other's strengths, not deficits.
- Avoid asking individuals to represent an entire population.
- Get to know that person and begin with that person where they are at.
- Treat all with respect and approach them with a sincere desire to learn. We are ALL teachers. We are ALL learners.

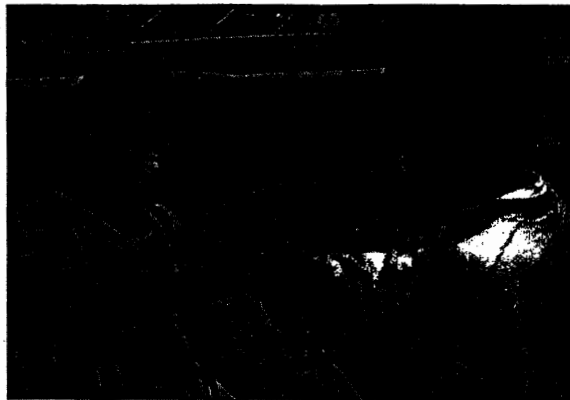
Don't assume the most visible leader is the only one to talk to in an organization. They may be overwhelmed just like neighborhood association leaders are. Ask them to recommend others to work with.

Check Assumptions at the Door



Listen and be open to new ideas:

- Stop doing all the talking. Listen to people's stories. Open up your minds to truly HEAR the other person's viewpoints.
- When meeting with community leaders for the first time ask:
 - What specific issues are important to you?
 - What do you like about the neighborhood?
 - What would you like to see improved?
 - Do you have action-oriented recommendations for change?
 - Would you like to get involved working on any of these issues?
 - What barriers would stop you from working with a neighborhood association?



Think and act outside the box:

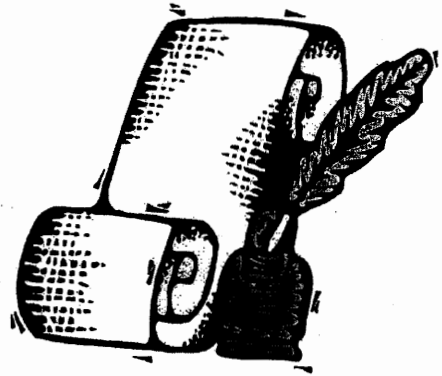
- Take on new issues identified by people of color, youth, and renters.
- Whenever possible, immerse yourself in cultures other than your own.
- Frequent other community events. Plan for your organization to have a presence.
- Connect with allies in the community you want to reach who can serve as advisors and teachers. Find creative ways to thank them for their expertise.
- Identify how you can be of assistance to other organizations by linking people with other, possibly unrelated, resources.
- Be on the lookout for suggestions from new participants that you can implement easily and quickly. This will show that recommendations are taken seriously.

Diversity in Mission Statements

Does your organization have a stated commitment to diversity?

Does your organizational mission speak to your approach to diversity? Does your organization have guiding principles about inclusion?

If not, it is important for your board to developing one. This exercise sets the tone for your members as you embark on outreach and lays the foundation for the relationships you will build. Below are several examples:



Sample #1:

This statement was adopted by the Southeast Uplift Neighborhood Program (SEUL) Board of Directors in 1990 as part of a strategic effort that resulted in their adoption of an Anti-Racism Action Plan. SEUL was called to action following the 1989 murder of Mulegata Seraw, an Ethiopian immigrant who was viciously attacked by a youth hate group. It is read before each coalition board meeting.

Declaration of Unity

The Southeast Uplift Neighborhood Program Board of Directors affirms the rights of all citizens to live and work without fear of intolerance because of their age, disability, income, gender, religion, sexual orientation, or their ethnic, racial or national origin.

We honor and encourage the diversity within our neighborhoods and strive to have full participation from all our various groups on our Board and in our neighborhood association.

Diversity in Mission Statements



Sample #2:

We are firmly committed to an all-inclusive definition of diversity that maintains and builds upon a proactive community that fosters and facilitates democracy, responsibility, civility and accountability.

Therefore, we commit ourselves to the following principles:

- We affirm the inherent dignity of all individuals;
- We recognize the differences and similarities of all people;
- We are committed to creating an environment in the organization that values the richness that comes from diversity and to celebrate that richness with the entire community;
- We are committed to provide opportunities and linkages to the entire community;
- We affirm our commitment to civility, justice and equality, ongoing open dialogue and discussion, full examination of issues, and reflection, both within the organization and the community at large; and
- We will confront and appropriately respond to all acts of discrimination including those based on race, ethnicity, gender, age, disability, sexual orientation, religion and political beliefs.

Sample #3:

- We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside our organization, or any of the other differences among people which have been excuses for misunderstanding, dissention or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.
- We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

Interrupting Prejudiced Comments

How to Interrupt Prejudiced Comments

Hold people accountable who make prejudicial comments at a neighborhood meeting. This is one of the most direct signs of leadership you can make in creating an environment that is welcoming to all people. Often, though, we may be caught off guard when a racist, homophobic, or sexist comment occurs and you're not sure how to respond. But if you don't challenge comments - then and there - people will take notice, especially newer participants who may not return next time.

When prejudiced comments are made, try the following....

- Remember, that someone has to be doing clear thinking on the subject. Assume it is you.
- Listen non-judgementally.
- Ask questions. Find out how they arrived at their thinking.
- Ask questions that lead them to reflect and rethink on what they said.
- Give them more or new information (most prejudiced comments are spoken out of ignorance).
- Think about the ways they might have been a target of prejudice. Stay within their experience of being targeted with prejudice.
- Be playful, keep it light, but don't let them off the hook.
- Avoid arguments. You don't want to alienate them. You actually want them to get closer to you as an ally (supporter).
- Avoid making people feel ashamed, humiliated, or embarrassed. Your goal is to set them straight with new information.
- People don't have to admit they are wrong, so don't push them for an admission.

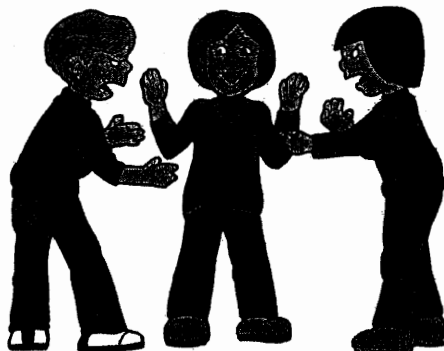
All this takes practice – it never comes out perfect the first time – but you only get better by doing it.

Interrupting Prejudiced Comments



Things to Say to Interrupt a Prejudiced Comment

- "I'm sure you didn't mean to offend me, but you did, and let me tell you why..."
- "What you just said could be perceived as racially biased."
- "I'm going to interrupt what you're saying because you've just offended me."
- "Where did you get that information?"
- "What do you mean when you say ..." (i.e. The Arabs and Japanese are buying up the U.S.)
- "Excuse me!" (said with disbelief)
- Just say "OUCH!"
- "Did you know that members of that group find that hurtful?"
- "I don't like that!"
- "I can't believe you just said that."
- "Do you believe what you just said?"
- "Do you realize what you've said?"
- "I don't think you meant that, but how I felt was..."



Adapted with permission from Technical Assistance for Community Services, (503) 239-4001, 1903 SE Ankeny, Portland, OR 97214.

Losing Effectiveness in a Group

Ten Ways to Make a Person Who is Perceived to be Different Lose Effectiveness in an Organization

Below are typical ways in which people who are perceived to be different are mistreated in most organizations. In most instances, these behaviors are not done purposefully to hurt, but rather occur out of ignorance and stereotypes we take for granted. Consider how you would feel if you were the target of these behaviors on a regular basis. These behaviors send a message to neighbors perceived to be different they are not welcomed.

Think of the following questions when you review the list:

- Are you aware of this happening in your organization?
- Are you personally involved in the activity? How?
- What can you personally do to change it?
- How can these attitudes/behaviors be altered at the institutional level?

1. **Staying one up:** Assuming that the person is in the leadership role because s/he is perceived to be different, not because they are qualified; making allowances for mistakes or low productivity because you didn't expect much from them to begin with.
2. **Generalizing:** Viewing the mistakes of one person with perceived differences as indicative of others; assuming that one person or a small group can speak for the entire group.
3. **Overprotecting:** Applying lower standards because you don't expect them to perform as well as members of the mainstream; discouraging them from taking risks or trying to take on a difficult task; making organizational decisions for them because you wouldn't want them to fail or get hurt.
4. **Self-Protection:** Not giving honest feedback, especially negative, to a person who is considered to be different; always needing to make the point that, "I'm not prejudiced, my upbringing was different," expecting credit for being "liberal."
5. **Oversexualization:** Assuming that all or most black women are unwed mothers or have lots of children (the "Mammy Syndrome"); assuming that Asian women are "Geisha Girls;" assuming that all black men are desirous of white women or vice versa and arranging tasks so that white women and black men don't work together.

Losing Effectiveness in a Group



6. **Forced Integration:** Making an issue of the fact that participants who are different (i.e. handicap, race, age, youth, etc.) hang out together at events and are cliquish, while simultaneously overlooking the fact that whites hang out together and have their own social groups.
7. **Ghetto-izing:** Recruiting people with perceived differences for support or ancillary tasks that are out of the mainstream of the organization, and that wield little power (i.e. creating a new diversity committee just for that person); assuming that people who are different should only work with their own kind, or work best with their own kind.
8. **Excluding, Ignoring or Forgetting:** Not dropping by to visit; not inviting them to events or meetings; not passing along information; not getting to know them; not letting them know the inside "scoop" on how the organization really works; not giving them coaching or mentoring opportunities equivalent to that of white peers; not crediting their contributions and ideas; not shaking hands.
9. **Backing up the Majority:** Backing up a person when they say or do something against people who are different, and trying to minimize that behavior by telling the person involved that, "He really is a nice guy, he's just a little biased," not taking insensitive behavior seriously, and telling the involved victims of these incidents that s/he is overreacting or being too sensitive when they get upset. Not saying anything when others make racist or sexist remarks?
10. **Expecting to be Taught:** Using people who are different from me to teach me how to deal with differences; expecting if they want things to change, they should tell me what I am doing wrong; asking them to keep me on my toes about my language and actions that may be offensive; not taking responsibility for myself and learning about how I may be hurting others – on my own – rather than at their expense.

Adapted for neighborhood groups from Rita Hadiman, Ten Ways to Make a Third World Person Lose Effectiveness in An Organization (Peacework), 1981.

Making meetings accessible

For better or worse, neighborhood associations have meetings, and lots of them. Below are suggestions to facilitate changes to meeting structure that may eliminate barriers for those uncomfortable with dominant cultural meeting styles and who need accessibility assistance.

Use of Robert's Rules of Order

Portland's neighborhood associations are required to follow open meeting laws. Robert's Rules of Order has been the standard as a method of managing meeting dialogue. Unfortunately, the use of Robert's Rules is an often-cited barrier for people who stop attending meetings either because they are unfamiliar with its use, find it too rigid, or may prefer other culturally acceptable styles for running a meeting.

Do not over structure your meetings. Hold people accountable who attempt to use Robert's Rules of Order to their advantage by shutting out others less familiar with the intricacies of its rules. Consider alternatives to Robert's Rules.

Suggestions for adjusting meeting structure

- Introduce yourself to new participants at the beginning of meetings.
- Lead go-around introductions to welcome people. Use ice-breakers that allow people to share cultural backgrounds or personal interests.
- Go over the agenda, explain ground-rules and explain how the meeting will be run.
- Ask questions to check in and make sure everyone understands the process.
- Have snacks and soda available. Rotate having someone make a special dessert.
- Organize a potluck. Invite people to share different family or national recipes. Be aware of unique food limitations for different cultural groups.
- Create multiple ways for people to express themselves. Some people tend not to want to share in a larger group setting.
 - Allow for one-on-one discussions in pairs.
 - Allow written comments on note cards.
 - Break up into small groups with report backs to larger group.
- Consider changes to your meeting time and physical location if they are barriers to participation by individuals or groups you are attempting to accommodate.
- If complex issues come up which are unfamiliar to new people suggest a follow-up discussion or presentation in a smaller, more intimate setting to

Making meetings accessible



allow for interaction.

- Listen to concerns expressed by people. Be honest about what you can do.

Access to transportation

- Hold meetings near a bus line.
- Find a central location in neighborhood.
- Check if there is disabled parking spots nearby.
- Check if room is accessible for people with disabilities.
- Have contact phone number on fliers for carpool rides.

Access to child care

- Create a parent co-op and rotate responsibility to watch kids.
- Ask for volunteers to help.
- Hire a neighborhood baby sitter for one or two key events a year.
- Have a child's table with activities, art, and games.
- Seek donations of toys and supplies for kids. Bring to each meeting in a large reusable storage box.
- Advertise on a flier which meetings and events have childcare.



Language accessibility

- Set a goal to translate one or more key events each year with translation. Contact the Immigrant Refugee Community Organization (IRCO) for info about their Language Bank. This is a fee for service.
- Try to have two people check for translation accuracy. Mistakes happen.
- Distribute information in an easy to understand format. Work with your community allies to develop materials that are relevant to the culture of your target audience.
- Use visuals, graphs, and pictures to describe projects or issues when possible.
- Use simple, straightforward language free of jargon or clichés that can be difficult to translate or interpret. Explain what acronyms stand for.
- Look at the materials, art, etc. in your meeting place or office— does it represent a diverse population? Is it welcoming to all kinds of people?

Many more suggestions in sections on Immigrants and Refugees, Disabilities, and chapter on Getting the Word Out.

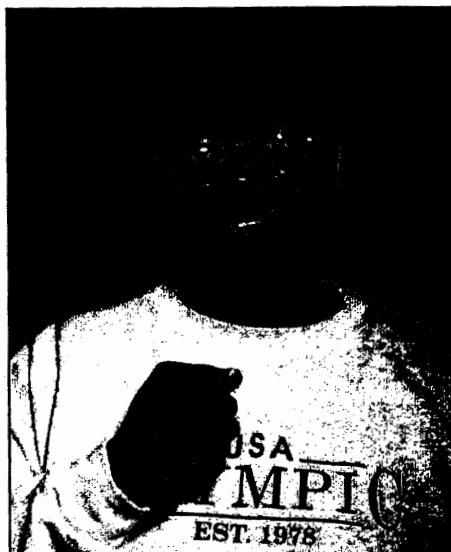
Outreach to Communities of Color

Outreach ideas for working with African-American, Asian-American, Latino, American-Indian and Middle-Eastern communities

In the United States we have seen a tremendous increase in the population, political and economic power of communities of color. In several states the "majority" will soon be composed of the "minority." How a community embraces these demographic shifts will have a big impact on the harmony and livability of our neighborhoods.

The Latino and Asian-Pacific Islander populations in Portland grew substantially in the 1990's. Portland's Latino/Hispanic origin population grew 61.5% from 22,184 to 36,058 in the 2000 census. Likewise, the Asian/Pacific Islander population grew 31% to 33,470 people. Portland's African American population decreased in percentage to 6.6% with a population at 35,115 people.

All ethnic, racial, immigrant and refugee groups want to feel appreciated for their unique contributions to our community's cultural and political life. Recognize and respect the diversity of viewpoints that exist in your neighborhood. Successful outreach efforts will always utilize culturally appropriate contributions from the particular group you are attempting to involve.



Find Information

- Contact churches and other religious organizations in the neighborhood. Introduce yourself and stay in touch. Ask to have notices in church bulletins.
- Contact community organizations of color with constituencies in your geographic area. Provide general information about your association. Ask if you can speak briefly at upcoming meetings.
- Contact student organizations of color at area colleges and universities.

Outreach to Communities of Color



Build Relationships

- **Listen:** The first step is not to presume that a one person of color is not the voice for all. Get input from many individuals and groups and identify issues and concerns common among them.
- **Focus on issue-related meetings:** Instead of holding large general meetings that may be less interactive, consider holding small meetings that focus on specific issues that appeal to different groups of people.
- **Follow-up:** It's critical to stay in contact with people of color who get involved. Solicit feedback about how they think the meetings are going. Ask if there are others in the community who may have valuable input.

When Discussing Issues of concern

The following questions can help with identifying issues and concerns:

Issues:

- What specific issues are important to you?
- What do you like about your neighborhood?
- What would you like to see improved?
- What outcomes do think are necessary for a better neighborhood?
- Do you have action-oriented recommendations?

Involvement:

- Would you like to be involved in the organization?
- Would you be interested in working on a specific issue?
- What are the barriers that could preclude your involvement?
- What proactive ways can we reach out to other people of color?

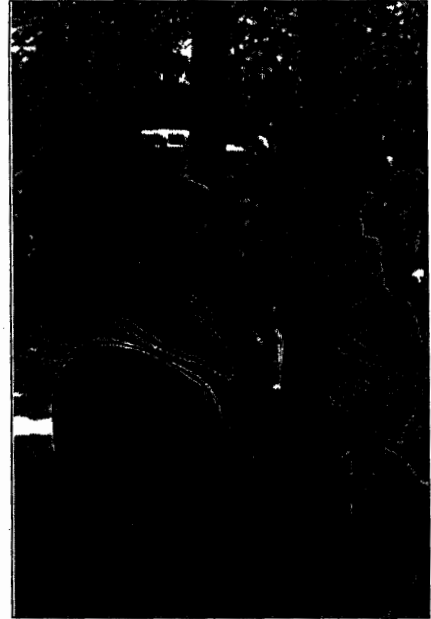
Getting the word out

- Put notices for upcoming events/meetings in churches, schools, and social service newsletters. Ask if you can post notices in organizational newsletters.
- On key issues ask for informational meetings with editors of ethnic community newspapers including *The Skanner*, *The Portland Observer*, *El Hispanic News*, *Latino News*, *Asian Reporter* and others.
- Send Public Service Announcements or advertise in the above newspapers or ethnic radio stations. KBOO has several different appropriate programs.

Outreach to Refugees & Immigrants

Many of Portland's neighborhoods have a growing percentage of residents, merchants and property owners who have recently arrived to the U.S. either as immigrants or refugees. Many speak languages other than English. Some speak English as a second language.

Language and cultural barriers can make it difficult for immigrants and refugees to participate in local community organizing efforts. Neighborhood associations may not know how to contact them, speak their language, or understand other cultural norms for civic engagement. In our increasingly diverse neighborhoods, it is imperative that we invite immigrants and refugees to participate in community organizing efforts.



Today, refugees in the Portland area come from many other different parts of the world, including Afghanistan, Bosnia, Cuba, the Czech Republic, Ethiopia, Eritrea, Haiti, Hungary, Iran, Iraq, Kosovo, Poland, Romania, Somalia, Sudan and the former Soviet Union. The current refugee community population numbers approximately 50,000 in the Portland area and approximately 60,000 statewide. These numbers continue to grow at an average rate of approximately 150 new arrivals per month. Additionally, there are about 50,000 members of the diverse immigrant community, comprised of Chinese, Japanese, Koreans, Filipinos, Mexicans and South Americans, living in the Portland area as well.

Outreach to Refugees & Immigrants



Find information

- Meet one-on-one with community leaders in advance of outreach efforts.
- Identify key issues of concern to refugee/immigrant community members (e.g., public safety, the need for bilingual parenting classes, youth programs, job training, literacy/ESL classes and access to social services) and take these into consideration during your planning process.
- Ask about demographic trends and identify other leaders to speak with.
- Hold small group meetings that are language/ethnic specific and provide a forum for such groups to discuss neighborhood and community issues in their own languages.
- Contact schools and social service organizations which teach English as a Second Language (ESL) or serve people with limited English skills.
- Contact ethnic business owners or organizations.
- Contact appropriate ministers of churches & temples.

Build Relationships

Work through existing community organizations and well-established community and social networks to gain credibility and access to those who may not be reachable otherwise. Take any opportunity to get involved in the activities and celebrations of the diverse range of groups in your community even if the events are not directly in your neighborhood boundaries. Work with the neighborhood coalition/office staff to coordinate building relationships with key social service agencies, churches, and ethnic minority businesses which may serve multiple neighborhoods.

Use a Culturally-Sensitive Approach

- Be conscious of the fact that each ethnic group possesses significant cultural traits and attributes along with additional differences and varied communication styles.
- Understanding or at least being familiar with these different refugee/immigrant cultural traits and beliefs can save time and avoid much frustration, thus fostering better communication.

Relationship Building

- Getting to know a refugee or immigrant or at least making an effort to make them feel more welcome during first meetings and/or visits go a long way in developing good relationships.

Outreach to Refugees & Immigrants

Make a Personal Connection

- Identify yourself and explain your role to the person during each meeting/visit.
- He or she would appreciate your attempt to pronounce his or her name regardless of how successful you may be.

Use Eye Contact

- It may be helpful to understand that many refugees/immigrants may be uncomfortable with constant eye contact for cultural reasons. In many refugee/immigrant cultures, looking someone in the eye is perceived as a challenge. Occasional eye contact, however, is acceptable.

Be Courteous

- Although it may sound obvious, it bears repeating that personal courtesy is key to establishing an effective relationship.
- Taking the time to greet someone will help you gain her trust and respect.
- Inquiring about a person's children helps build a relationship.

Understanding Verbal and Nonverbal Messages

- Most refugees and immigrants are reserved and tend to shy away from sharing their feelings and concerns initially.
- Although the person may appear polite and agreeable to you, they may not necessarily agree with what you may be saying.
- Facial expressions are still important among many Asian refugees/immigrants. Be conscious of this and act accordingly.

Getting the word out

- Word of mouth is a very effective means of distributing information in refugee and immigrant communities. Give accurate info and ask to pass on.
- Distribute information in an easy to understand format. Work with your community allies to develop materials that are relevant to the culture of your target audience.
- Arrange to speak at various events and programs for ethnic groups and staff meetings of organizations that serve people with limited English skills. Ask these organizations to distribute fliers to their members and clients.
- Send out Public Service Announcements to ethnic language radio stations and newspapers. KBOO has several different ethnic shows.
- Post meeting notices at literacy/ESL centers, social service agencies, churches & temples, day care centers in the vicinity of your neighborhood.
- Distributing bilingual flyers or set up a booth at ethnic events and celebrations.
- Use pictures and visuals when possible.

Outreach to Refugees & Immigrants



- Use simple, straightforward language free of jargon or clichés that can be difficult to translate or interpret.
- Explain what acronyms stand for when you use them.

Access translation & interpretation services when possible



- Allow for lots of advance time to determine what your needs are for translation or interpretation help.
- Set a goal to translate one key event each year with translation.
- When planning to use interpreters or translators from specific ethnic communities, allow them to review the material first and provide input.
- Ask community agencies and social service organizations whose clientele include non-English speakers to donate interpretation or translation services. If not, ask them to suggest names of reputable interpreters or translators who may volunteer.
- Contact ethnic churches, temples, and student associations at local universities or community colleges who may be willing to provide these services.
- Contact the Immigrant Refugee Community Organization (IRCO) for info about their Language Bank. This is a fee for service.
- Attempt to get two opinions on translations. Mistakes happen often.



City Refugee & Immigrant Program

The City Refugee and Immigrant Coordination Program

The history and evolution of this program can be traced back to 1980. At that time the City Refugee Coordinator Office worked to increase public awareness of the refugee situation in Southeast Asia and helped both public and private agencies meet the needs of recent Indochinese refugees (i.e., Cambodian, Laotian, Vietnamese and ethnic Chinese) who had settled in this city. In 1988, the office was transferred to the Office of Neighborhood Associations, now known as the Office of Neighborhood Involvement.



In 1990, the City Refugee Coordinator Office underwent another change and became the City Refugee and Immigrant Coordination Program. The program now focuses on serving both refugees and immigrants in their resettlement efforts. Much of the program's success lies in its close working relationship with refugee community leaders and refugee service providers.

Today, the City Refugee and Immigrant Coordination Program continues to provide much-needed representation for refugee and immigrant communities in local government. The program has also been a tremendous resource for City Council members and citywide bureaus on issues involving language barriers and cultural differences, and U.S. policies on refugees and immigrants. Its current mission is as follows:

- To act as a liaison promoting better communication between local government agencies and the refugee and immigrant communities.
- To direct and assist both public and private agencies, as well as the community-at-large, on how to deliver and provide better services to the refugee/immigrant communities.
- To promote programs and activities geared toward empowering members of the refugee and immigrant communities, especially youths and the elderly.
- To educate members of the refugee and immigrant communities about available public services.

City Refugee & Immigrant Program



Who is an immigrant?

“Immigrant” is defined as a person who voluntarily leaves one country to settle permanently in another. Portland has a very diverse immigrant population. Portland’s immigrants come from many parts of Asia, Africa, Central and South America, Canada, Europe, and the Middle East.

Who is a Refugee?

According to the Refugee Act of 1980, the term “refugee” refers to any person who is outside her country or nationality, or in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to avail himself or herself of the protection of that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. The term does not include any person who ordered, incited, assisted, or otherwise participated in the persecution of any person on account of race, religion, nationality, or membership in a particular social group or political opinion.

The U.S. follows the principle of internalization when conferring refugee status on individuals. For instance, any refugee who has close family elsewhere in the world will not be considered for the U.S. refugee program, unless he or she fails to gain admission in the other country. This rationale behind this policy is to spread the burden of refugee resettlement equally among developed nations. The U.S., however, has admitted the largest number of refugees for resettlement than any other country. A refugee in the U.S. receives permanent resident status after one year and is permitted to pursue U.S. citizenship after five years of residency in the country.

Outreach to People w/Disabilities

Disability is universal, encompassing people of all races, genders and ages. It can happen to anyone at any time. People with disabilities are the largest minority group globally, comprising 15% of both the U.S. and world population. In Oregon alone, there are over 650,000 Oregonians with disabilities.

When meeting a person with a disability, some individuals are uncomfortable or feel sorry for them, assuming the person has had a poor quality of life. This is one of the most common stereotypes attached to people with disabilities, and the perception can discourage social interactions. However if you have a more informed understanding of disability issues and see disability as a type of diversity, your organization can begin moving toward greater accessibility and inclusion.



Attitudes can do more damage than architectural and communication barriers.

There are many reasons for the discomfort some people feel around people with disabilities. Fear of difference, as well as historical and cultural influences can contribute to prejudice. It can be vocal or silent. With outreach to persons with disabilities it is necessary to be willing to learn and to make no assumptions.

People with disabilities do not want pity, nor do they want to be unduly glorified for "courageously" coping with everyday life. People with disabilities experience a positive quality of life to the same degree as other people. Disability is not the deciding factor. People with disabilities want to be treated with respect and as equals with their non-disabled peers.

Disabilities stem from impairments that are congenital or the residual effects of disease or injury. Handicaps, by contrast, are not physical or mental conditions. They are the architectural and attitudinal barriers that impede individuals trying to function in a non-friendly environment. In essence, it's barriers and obstacles of the environment, not the person – that are handicapped.

Outreach to People w/Disabilities



Find Information and Build Relationships

- Meet with disability community leaders and representatives.
- Most people with disabilities want to promote understanding. If you have questions about a disability, "Just Ask" within polite boundaries and if your question is relevant to the conversation.
- Contact local organizations serving specific disabilities or a broad range of disabilities.
- Attend local boards and councils that focus on issues affecting persons with disabilities.
- Contact governmental agencies that provide services to persons with disabilities.
- Have separate small group discussions with neighbors who have disabilities to provide information, get feedback, and encourage involvement.

Getting the word out

- On meeting announcements note that participation by all people is welcomed, and that meeting locations are accessible to people with disabilities. This means that people with disabilities are able to fully participate: they have the ability to get to the facility, use the restrooms, have access to materials, and communicate effectively.
- Send notices to neighborhood group homes and service agencies. Ask to put key events in their newsletters.
- Ask government agencies and advocacy groups serving people with disabilities if they'll do one time inserts in mailings to people w/disabilities in your neighborhood.
- Reach out to multiple media outlets including radio and TV which are more accessible for people with sight disabilities. Simple Public Service Announcements for special events are likely to be reported on TV cable access and community radio calendar listings.

Outreach to People w/Disabilities

Identifying Accommodation Needs

Always let the individual request the accommodation. Accommodations are specific to the individual. You need to make sure meeting notices and other materials go out early enough to the public to allow an individual to request an accommodation. This will allow for accommodations to be provided in a timely manner, when possible. Contact your neighborhood coalition office or the Office of Neighborhood Involvement, which may be able to assist with ideas or solutions.



- Ask the Office of Neighborhood Involvement to list our TTY number if you provide a contact person and access information for a meeting or event. Use a statement such as "People with disabilities are encouraged to participate. Please request accommodations by calling...."
- Printed outreach materials should be in formats with at least 14 font. Attempt to use audio announcements as well, such as a phone message line.
- Use handouts to reinforce information, since they can be helpful to people with hearing loss or people who have difficulty writing things down.
- Be sure meeting places and formats allow sound to carry easily and without background noise. Use visuals as much as possible.
- People who read lips will appreciate it if you repeat questions from the audience so they can see the words formed.
- Check to insure meeting and event sites are accessible to people with mobility disabilities including well lit parking and entrances, curb cuts, ramps, wide doorways, and accessible restrooms.
- Arrange a meeting room so it's not cluttered with furniture and obstacles that force people who use wheelchairs to the back or outside of circles.

Outreach to People w/Disabilities



What is a disability?

Disability is defined as a physical or mental impairment that substantially limits one or more of life's major life activities. The Americans with Disabilities Act of 1990 (ADA) defines an individual with a disability as a person who has:

- a physical or mental impairment that substantially limits one or more major life activities;
- a record of such an impairment; or,
- is regarded as having such an impairment.



Some major life activities include:

- walking
- caring for oneself
- breathing
- working
- learning
- seeing
- hearing
- speaking

Most people with disabilities are limited in just a narrow range of activities, not their wider scope of social, vocational and cognitive behavior. People with disabilities can - and do - participate in all aspects of life, including work, play, romance and parenting.

What is a developmental disability?

A developmental disability is a condition that is the result of a chronic physical and/or mental impairment which occurs before a person is 22 years old. The disability must significantly affect the person's abilities in at least three of the following areas:

- communication
- capacity for independent living
- self care
- economic self-sufficiency
- learning
- mobility
- self direction

Developmental disabilities may include cerebral palsy, epilepsy, autism, and mental retardation. As a result of the disability the person may require lifelong supports and services.

Disability Awareness

Ten Commandments of Disability Awareness

1. **Never Assume**

Don't assume that because you know one person who is blind, deaf, mobility impaired, etc., that you know what the needs or preferences are of any other person with a similar disability.

2. **Just ask**

Because it is impossible to know whether someone will require assistance or what kind of assistance is needed, it is important to simply ask.



3. **Always Talk Directly To The Person With The Disability**

Even though a companion, interpreter, attendant, or friend may be present, address and maintain eye contact with the person with the disability.

4. **Use Everyday Language**

Using words like "see", "walk", or "hear" will not offend someone who is blind, uses a wheelchair, or who is deaf or hard of hearing.

5. **Do Not Treat People With Disabilities As Either Helpless Or Unfortunate Or As Amazing Superheroes**

People with disabilities are first and foremost people with the wide range of attributes and characteristics that human beings possess. Individuals with disabilities are not victims of the disability nor are they amazing simply because of the way they live with the disability.

Disability Awareness



- 6. Do Not Touch Anything Such As The Wheel-chair, Crutches, Cane, Or Dog Guide Without Asking Permission**

These are a part of the individual's personal body space.

- 7. Don't Pretend to Understand Someone If You Really Didn't Understand What Was Said**

Asking someone to repeat what he/she said is a way of showing that the communication is important to you.

- 8. Never Talk Down To A Person With A Disability Either By Tone Of Voice Or By Treating The Person As A Child**

Most individuals with cognitive disabilities can understand everyday language and terminology.

- 9. When Referring To A Person With A Disability, Put The Person First**

Use phrases such as "person who is blind", or "person using a wheel-chair".

- 10. Treat Everyone With Respect And Dignity Disabled And Non-disabled Alike**

The common characteristic is that we are all human beings who are more alike than we are different. People with disabilities want equal access to all of the goods and services available in the mainstream of life in America.

Disability Communication Tips

Use of Language with People with Disabilities

People with disabilities prefer to be called just that: "people with disabilities." This emphasizes the person not the disability.

Avoid these terms when referring to people with disabilities, which are offensive and generally inaccurate:

- handicapped
- blind as a bat
- defect/defective
- cripple/crip/crippled/crippling
- invalid
- pitiful
- stricken
- wheelchair bound
- afflicted/afflicted with/afflicted by
- deaf and dumb, deaf mute
- deformed
- homebound
- normal (opposite of having a disability)
- poor, unfortunate
- victim
- confined to a wheelchair

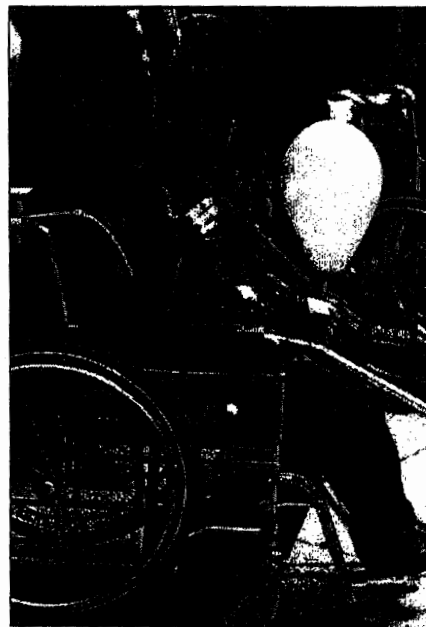
Below are answers to common questions identified when interacting with people with disabilities.

Is it acceptable to offer help to someone with a disability?

Before offering help, ask the individual if he/she needs assistance. Allow the person to identify what kind of help they need. Don't assume you know the best way to help even if you have done it before. Individuals have different feelings about asking for and receiving assistance, and each person needs to be treated individually and with respect.

Is it appropriate to ask about the disability?

This is a difficult question to answer because it depends upon the particular circumstances. Also, individuals vary greatly in their willingness or ability to respond to such questions. Interest and curiosity are normal reactions, particularly in children. When asking personal questions, remember that individuals have the right not to answer without being considered rude.



Disability Communication Tips



Will words such as “see”, “look”, “hear”, “walk” or other references to normal activities offend individuals with disabilities?

It is more awkward to change everyday language and terminology. Most persons experiencing disability use language such as “see a movie”, “take a walk”, “hear the music” and other such common phrases all the time. Even though blind, a person will talk about reading a book. The fact that a person uses Braille to read a book, vibrations to hear the music, or a wheelchair to go for a walk is irrelevant.

What should be done to adapt the environment to meet the needs of people with disabilities?

It is best to check with the person before making any changes or modifications. Many individuals do not require any special adaptations. Most adaptations are simple such as raising a desk to accommodate someone using a wheelchair, or for a hearing impaired person using a TTY, and visual alarms and signaling devices.

Is there anything special or different about communicating with someone who has a disability?

No, the same rules of courtesy and etiquette apply. Always look at and speak directly to any individual with whom you are talking. When an individual is using an interpreter to facilitate communication, look at the speaker, not the interpreter. This is not only respectful etiquette, it enables the individual to gather important cues from your face, features and body language. A person who is visually impaired may be using your voice as a sound cue identifying your spatial relationship to him/her.

How can printed material be made accessible?

When creating printed materials, use good contrast between the background and lettering, black ink on white paper works for many. Paper should have a dull finish so that it does not reflect glare. Large lettering 14 to 18 point is considered large print and should be used.

When and how should things be described to a person with vision impairments?

When meeting a person with vision impairment for the first time, or when entering a new situation or environment, ask the individual to tell you what kind of information would be helpful. Usually, it is helpful to provide information about the people present, their locations, and a description of the room, e.g., seating. If appropriate, details about restrooms, phones, and the availability of food and beverages are generally useful tips.

Disability Communication Tips

People Who Use Wheelchairs

Wheelchairs are a source of freedom and mobility for people who can't walk or have difficulty with mobility or endurance. Wheelchairs help people get where they need to go. People are not "wheelchair bound" or "confined to a wheelchair". They are wheelchair users.



- A wheelchair is part of an individual's personal space. It is not polite to touch or lean on a wheelchair without the user's permission. For example, a wheelchair is not a footrest.
- Always ask before you move a person in a wheelchair - out of courtesy, and to prevent upsetting that person's balance.
- If a person transfers from a wheelchair to a car, sofa, etc., be sure not to move the chair beyond easy reach.
- Never patronize a wheelchair user by patting them on the head or shoulder.
- Always make sure that a wheelchair is locked before helping a person transfer from it.
- When conversing at length with a person in a wheelchair, sit or place yourself at the wheelchair users eye level.

People With Visual Impairments

There are many degrees of visual impairments. In fact, few people are totally blind. White canes with red tips are used both by people who have low vision and those who are totally blind.

- When meeting with a person who has a vision impairment, announce yourself and introduce anyone else that is with you.
- Before trying to shake hands, tell the person "I'd like to shake your hand."
- Inform the person who is visually-impaired when you are leaving.
- If you think someone needs help, ask first by saying, "Would you like assistance?"

Disability Communication Tips



- Offer your arm as a guide (don't take the person's arm) and inform the person of obstacles such as curbs, steps or low arches.
- When offering a seat, place the person's hand on the back or arm of the chair.
- Not all people with vision impairments read Braille. In fact, less than 5% of the blind population reads Braille.
- Don't pet or speak to a person's guide dog. Guide dogs are at work, even when sleeping under chairs.

People Who Are Deaf/Hard of Hearing

Hearing impairments are sometimes referred to as "hidden disabilities" because they have few obvious signs. There are different types and degrees of hearing loss; many people with hearing impairments are not totally deaf. Hearing loss is not related to intelligence. People can acquire hearing loss after they've learned to speak. Those who have been deaf or hard of hearing since birth may be difficult to understand and may need to communicate by use of sign language or other gestures.



- Hearing aids can be partially effective. Even when amplified, sounds may seem distorted to someone with hearing loss.
- To get someone's attention, touch that person lightly on the shoulder, wave, or use another physical gesture.
- Speak clearly, from a close proximity. Yelling or exaggerating articulation will not make you easier to understand.
- Don't be embarrassed to rely on written notes. They can promote effective communication.
- When giving directions don't say "over there", "this way" or "come here".
- Do not yell or assume that the person has developed extrasensory hearing abilities.
- Lip reading can be an invaluable aid. When speaking, face the person with hearing loss directly, enunciate clearly (but without exaggeration), keep hands away from your face and don't expect to be perfectly understood.
- When speaking to a person who is deaf or hard of hearing and using an interpreter, speak directly to the person rather than the companion or sign language interpreter.

Disability Communication Tips

People With Speech Impairments

Speech impairments run the gamut from slight lisps to total speech loss. Be patient when a person with a speech impairment is speaking. Don't finish a person's sentence - although it is okay to rephrase a person's words to be sure you understand. Most people with speech impairments can communicate but doing so usually requires mutual effort. Speech impairments are not related to intelligence.



- If you have difficulty understanding someone's speech, don't be afraid to ask for multiple repeats. Never pretend to understand when you don't.
- Don't be embarrassed to rely on written notes. They can promote effective communication.
- Most people with speech impairments can hear. Loud or simple words aren't easier to understand.
- Listen attentively when you are talking with a person who has trouble speaking. Be patient and wait for the person to finish rather than correcting or speaking for the person.
- If necessary, ask short questions that require short answers, a nod or a shake of the head.
- Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood, and allow the person to respond. The person can then respond and guide your understanding.
- If a person has a companion that facilitates communication, never leave the individual with the disability feeling as though they are not part of the conversation.

Material adapted from Washington County Accessibility Advisory Committee, Washington County, Oregon.

Organizations: Disabilities



General Information and References:

Contact these organizations for general information and for references to other organizations dealing with specific disabilities. (V = voice; TTY = dual relay)

<u>Organization & Address</u>	<u>Contact Person/Phone/Email</u>
ADA Technical Assistance	1-800-949-4232 V/TTY
Deaf and Hard of Hearing Access Program	1-800-521-9615 V/TTY
Disability Advocates Coalition 345 NE 62nd Ave Portland, OR 97213	Georgianne Obinger 503-650-8945
Disability Services Advisory Council for Multnomah County 421 SW 6th Ave., Suite 300 Portland, OR 97204	503-988-3620
Fair Housing Council of Oregon 1020 SW Taylor Street, Suite 700 Portland, OR 97205	Pegge Michal 503-223-3542 pmichal@dsl-only.net
Independent Living Resources (mobility impairments and more) 2410 SE 11th Ave. Portland, OR 97214	Sue Westwood 503-232-7411 V 503-232-8408 TTY
Metropolitan Human Rights Center – Disability Project 1221 SW 4th Ave., Room 110 Portland, OR 97204	Jan Campbell 503-823-5136 V/TTY jcampbell@ci.portland.or.us
Multnomah County Aging and Disability Services 421 SW 6th Ave., Suite 300 Portland, OR 97204	503-988-3620 V 503-988-3687 TTY
Multnomah County Helpline	503-988-3646 V 503-323-9161 TTY



Organizations: Disabilities

Oregon Advocacy Center
620 SW 5th Ave, 5th Floor
Portland, OR 97204

Bob Joondeph
503-243-2081 V
503-323-9161 TTY

Oregon Disabilities Commission
1257 Ferry Street NE
Salem, OR 97310

Janine DeLaunay
503-378-3142 V/TTY
1-800-358-3117
www.odc.state.or.us

Oregon Commission for the Blind
535 SE 12th Avenue
Portland, OR 97214

Linda Mock
503-731-3221 V
503-731-3224 TTY

Portland Housing Center
3233 NE Sandy Blvd
Portland, OR 97232

Felicia Tripp
503-282-7744
FeliciaT@PortlandHousing

Student services

Organization & Address

Contact Person/Phone/Email

**Portland Community College –
Office of Students with Disabilities**

503-977-4341 V
503-246-4072 TTY

**Portland State University,
Students with Disabilities Union**

503-725-5664

**Portland State University,
Disability Services for Students**

503-725-4150

**University of Portland,
Disability Services**

503-943-7134

Organizations: Disabilities



Communications

<u>Organization & Address</u>	<u>Contact Person/Phone/Email</u>
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Community Ear (<i>newspaper for deaf</i>) 303 NE Holladay Portland OR 97232-2008	503-233-1460 503-233-1375 TTY
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Relay Oregon (<i>dual party relay</i>) <i>Operator will relay message to deaf/hard of hearing person via TTY or from deaf/hard of hearing person.</i>	1-800-735-2900 V/TTY
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Transportation Assistance

These services may be able to assist individuals who wish to attend neighborhood meetings and/or events.

<u>Organization & Address</u>	<u>Contact Person/Phone/Email</u>
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American Red Cross (transportation)	503-280-1445
Tri-Met Special Needs (Lift Program)	503-802-8000 V 503-802-8058 TTY
Ride Connection	503-413-8924

Outreach to Low Income Renters

At the core of building community for renters is having safe, stable, and affordable housing. Even though half of all households in Portland are renters, many live without essential protections.

Most renters can be kicked out of their housing for no reason, or have their rent increased to any amount with just 30 days notice. Also, there is no way to force a landlord to keep housing units in good repair.



If a landlord is not living up to their professional obligations there is often not much the renter can do besides hiring an attorney and risk losing their housing in court. Often renters end up moving because of unresolved repair and other housing problems.

In the view of most renters, neighborhood associations are geared to meet the needs of homeowners. Renters are often ignored by associations, or seen as an obstacle or a barrier to having a vibrant neighborhood. Many renters have never been invited to a neighborhood association meeting.

However, most renters and homeowners share the same concerns, hopes and fears about their neighborhood. Both want safe, stable homes and communities for themselves and their families. Both want to, and need to, be included in local decision-making processes. Just as homeowners care about the quality of life in their immediate neighborhoods so do renters. Rental housing is a very precious resource that is also very precarious for many.

The ideal neighborhood association for renters would act as a local source of information and advocacy to educate renters about their rights, strategize on ways to keep rental housing stable, and inform renters of other resources to assist them. Associations could also advocate for within the city and state for better tenant protections and more affordable housing.

Segments of this section provided by Community Alliance of Tenants, 2710 NE 14th Ave., Portland, OR 97212; 503-460-9702.

Email: cat@aracnet.com or www.aracnet.com/~cat/

Outreach to Low Income Renters



Find information

- Before inviting renters to meetings neighborhood associations should spend some time reflecting on the goals and values of the organization's work.
- When talking to neighbors who are renters you may find concerns which are different from (yet complimentary to) the concerns of homeowners.



Build relationships

- Follow-up with new participants and members: ask how meeting went, are there others to invite?
- Create some time or space for renters to get together to discuss housing and other challenging issues specific to renters. This would be a great community-building opportunity for renters.
- Sponsor a "Renter's Rights Workshop" or other meeting to specifically address the needs of tenants. Ask a renter's rights group to co-sponsor.
- Recognize that renters may see their landlords at meetings or know their landlords are active members and be reluctant to share concerns and needs with the association. This may be especially true if a landlord is not living up to their obligations.
- When working with new members who are renters start on an issue which is focused, winnable, and relevant to renters. It's important to be honest and realistic about what your association can accomplish.

Outreach to Low Income Renters

The following questions can help identify major issues and concerns for renters in your neighborhood:

Issues:

- What specific issues are important to you?
- What do you like about your neighborhood?
- What would you like to see improved?
- What outcomes do think are necessary for a better neighborhood?
- Do you have action-oriented recommendations?



Involvement:

- Would you like to be involved in the organization?
- Would you be interested in working on a specific issue?
- What are the barriers that could preclude your involvement?
- What proactive ways can we reach out to other renters?

Get the word out

- Organize a door-to-door neighborhood canvass. Distribute newsletters, invitation fliers to meetings or events, or surveys to select areas with high renter occupancy.
- Target one apartment complex for outreach at a time. Build a relationship with one lead tenant who expresses interest. Organize a potluck with them on site to talk about issues with their neighbors..
- Post notices at local groceries and convenience stores, child-care centers, school and church bulletins.

Make meetings and events accessible

- Schedule meetings and events with access to public transportation.
- Consider organizing a childcare co-op at meetings. Bring a box of toys.

Organizations: Low-Income



Below is contact information for Portland area organizations serving renters and low-income individuals:

Organization & Address

Contact Person/Phone/Email

Central City Concern
232 NW 6th Avenue
Portland, OR 97209

Richard Harris
(503) 294-1681

Community Alliance of Tenants
2710 NE 14th Ave.
Portland, OR 97212

Anita Rodgers
(503) 460-9702
danalbrown@juno.com

JOIN

Portland, OR

Rob Justus
(503) 232-2031
robj@joinpdx.com

Portland Impact
4707 SE Hawthorne Blvd.
Portland, OR 97215

Frances Spak
(503) 736-6000

Portland Impact
4707 SE Hawthorne
Portland, OR 97215

Marilyn Miller
(503) 988-6000
mmiller@portlandimpact.o

POWER-People Oregonizing With
5802 N. Michigan #55
Portland, OR 97217

Sylvia Evans
(503) 280-1616
oregonize@qwest.net

SE Works, Inc.
6927 SE Foster Rd.
Portland, OR 97206

Heidi Soderberg
(503) 772-2302

Sisters of the Road
133 NW 6th Ave.
genny@sistersoftheroadcafe.

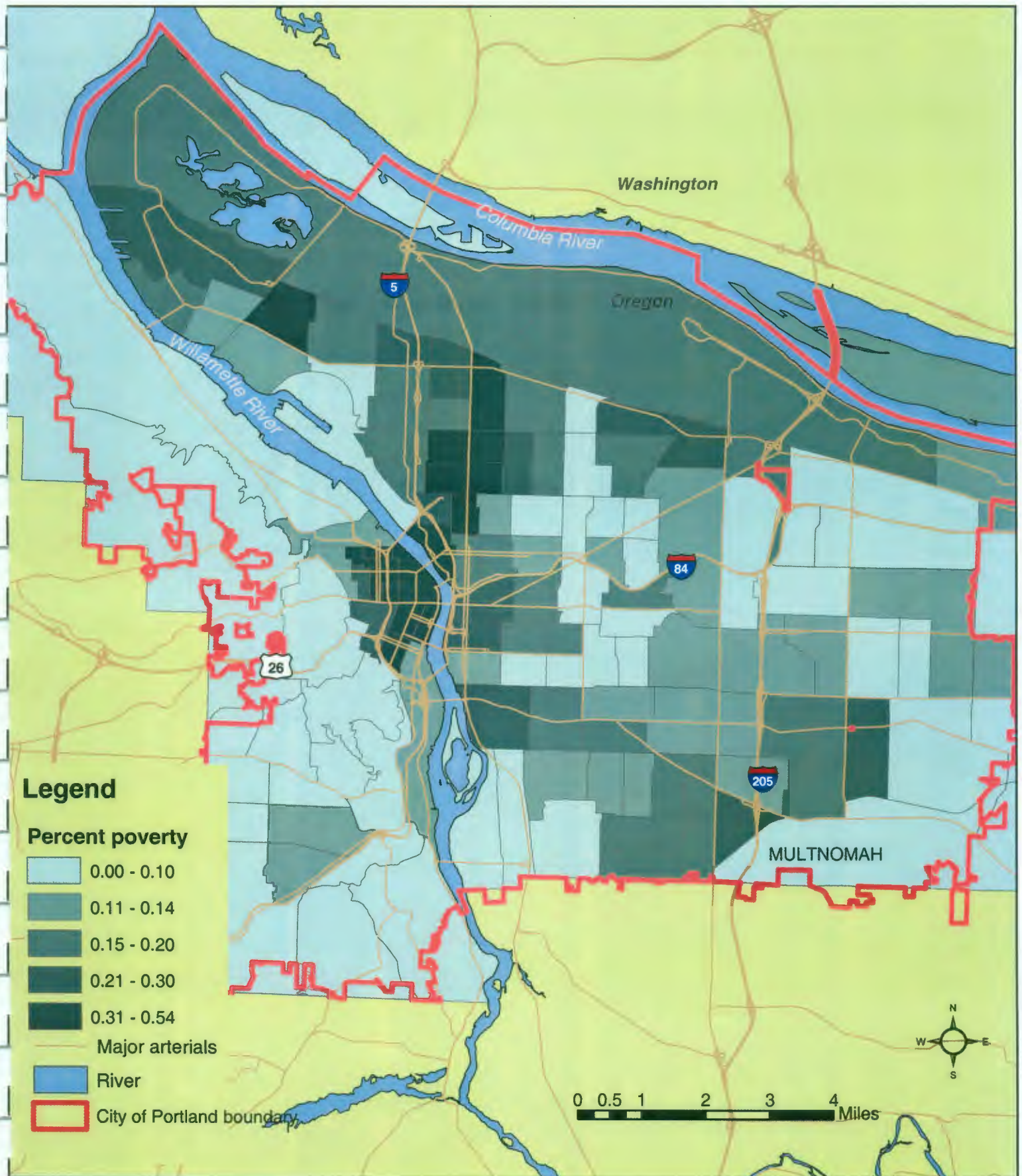
Ginny Nelson
(503) 222-5694
Portland, OR 97209

Street Roots
1231 SW Morrison
Portland, OR 97205

Erin Snyder
(503) 227-3105

MAP 1: Poverty by census tract, 1990

City of Portland, Oregon

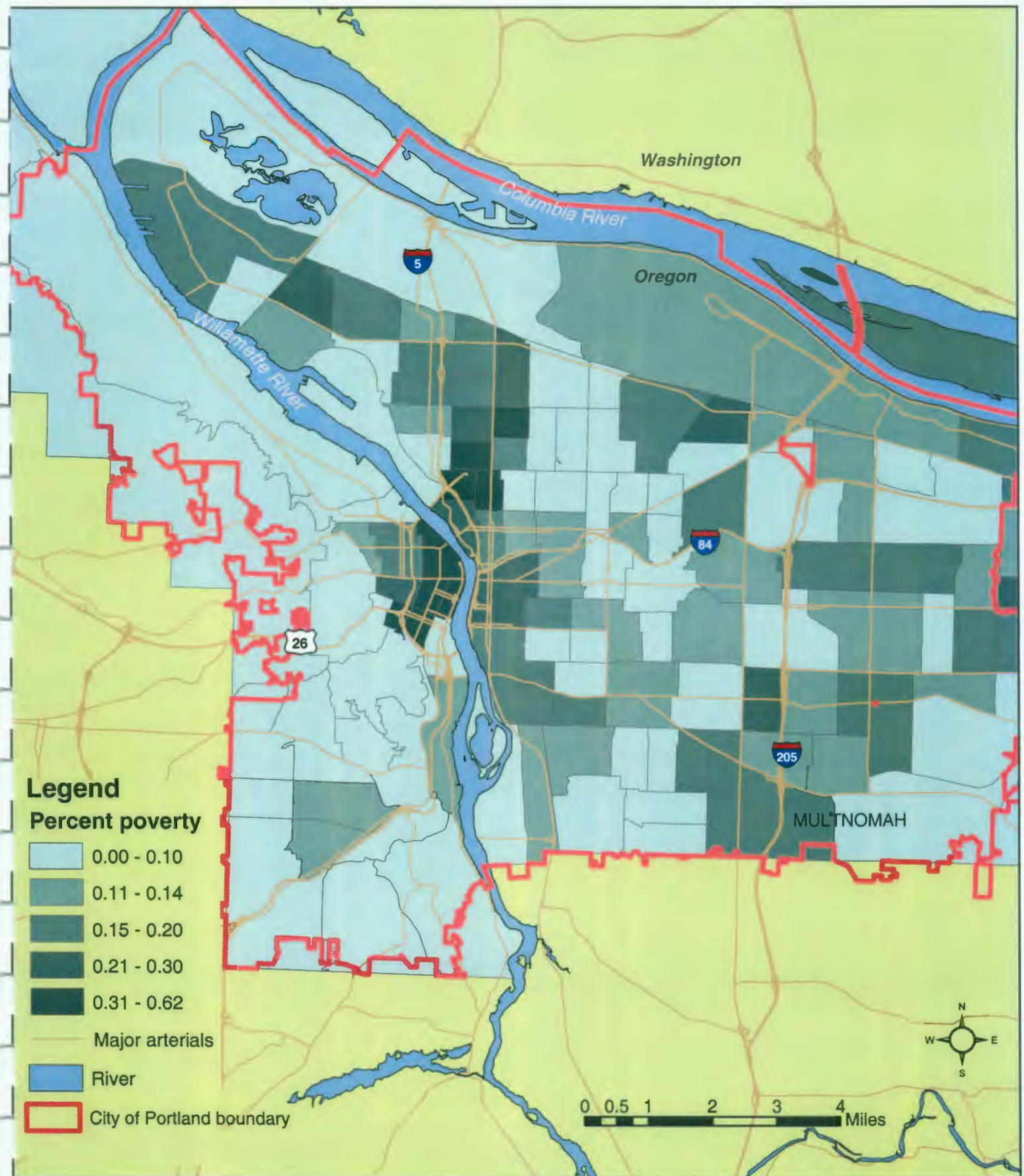


Source: Metro's RLIS Light, 2002;
US Census Bureau, 1990 STF 3, Table P117

Prepared by Seguimos, 3/03

MAP 2: Poverty by census tract, 2000

City of Portland, Oregon



Source: Metro's RLIS Light, 2002;
US Census Bureau, 2000 STF 3, Table P87

Prepared by Seguimos, 3/03