

Integrating the Hillsboro Hispanic Community into the Planning Process

A Project Proposal

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Problem Statement

The city of Hillsboro's Planning Department has had difficulty in recent years communicating with the local Hispanic population. The main source of their difficulty lies in the fact that they have little knowledge about this ethnic community. Although the Planning Department wishes to plan in an equitable and inclusive fashion with regard to issues pertaining to the Hispanic community, there is no thorough research which might illuminate the concerns of these people.

Introduction

Hillsboro, Oregon is a community of 53,000 people, approximately 15 percent of which are of Hispanic origin. With each passing year this population is growing, and as a result, Hispanic people in Hillsboro have an increasingly larger stake in local planning decisions. Past efforts to incorporate this community into the planning process have all been relatively unsuccessful. The Hillsboro Planning Department suspects that the majority of the issues being discussed are simply unimportant to Hispanics. With little knowledge of the Hispanic community, there is no basis upon which the Planning Department might improve relations with them. As this group of people grows, effective and fair planning in Hillsboro depends upon understanding their crucial issues.

The biggest challenge in attempting to explore this community are the cultural barriers which naturally exist between people. There have been attempts in recent years to create a dialogue with Hispanics in Hillsboro, however, none seem to have uncovered helpful or significant information. Our group, to be hereafter referred to as the "Hillsboro Team", will try to gain a brief entrance into this culture. The challenge for us will be to do something no one else in the government of Hillsboro has been able to; research and compile a useful and accurate summary of the major needs and concerns of Hillsboro's Hispanic community. The regional context of this project is important to understand, since the same dynamics being experienced in Hillsboro are found elsewhere in our region and state. We expect our findings to be applicable to other communities in the Portland metropolitan region and to further illustrate important linkages in their emerging minority populations.

Planning Intention

The Hillsboro Team will attempt to address this lack of understanding through a culturally sensitive exploration of the Hispanic community in Hillsboro. While we will employ some quantitative statistical studies for the purposes of our research, most of our emphasis will be on qualitative personal and group interviews to uncover the community's concerns. Our final product will include a record of our methodologies and a summary of the needs, opinions, and thoughts of the Hispanic community.

Our client is the Hillsboro Planning Department, hereafter to be referred to as the “client”. Their primary interest in this project is to better understand the Hispanic community and ultimately, to use that knowledge in planning decisions and processes. More specifically, our findings will be used in a future visioning process for the city as part of their comprehensive plan review. It is important to our client for the Hillsboro Team to produce information with a strong foundation in research. Further, the information found should be presented in an unbiased fashion, with no recommendations from our team regarding the future relationship between the Hillsboro Planning Department and the Hispanic community. Instead, our project is to only be a means of reporting the perspective of the Hispanic community.

Description of Methodology

This section includes a brief description of the methodology proposed for the research of this project, as well as an estimation of the time budget assigned to each task of the methodology.

1. Secondary Data

Demographic study of the Hispanic community in Hillsboro using statistical and GIS programs as tools of analysis. The collection of quantitative data will be processed to analyze the socio-economic status of the Hispanic community:

- Description of census demographics of the Hispanic community.
- Evolution and future population trends of the Hispanic community in Hillsboro.
- Description and characterization of the socio-economic status of the community.

Additional sources of information (newspapers, public reports, specialized data bases, school attendance...) will be explored to obtain in-depth and complementary information to the census data.

2. Land Use Survey

- Land use study to characterize the use of the built environment of the Hispanic community and to identify the spatial location of diverse activities.
- Inventory survey to obtain information about mobility and transportation services.

A number of field trips will be organized to introduce the work-team to the Hispanic community in Hillsboro and to identify potential resources of information for the project.

3. Literature Review to obtain basic information of Hispanic communities regarding their common issues:

- Background of Central American history.
- Development and growth of Hispanic communities in American cities, suburbs/Hillsboro.
- Social interaction and main community networks.
- Characteristics of Hispanic culture.

4. Personal Interviews

Personal interviews will be scheduled to obtain in-depth and experienced information from a number of different sources:

- Community and Planning organizations in Hillsboro.
- Community and Planning organizations in other cities of the Portland Metropolitan Region with a strong influence of Hispanic population.
- Planners specialized in culturally diverse communities, in particular those whose experience is related to Hispanic Communities
- Local residents acquainted with this community.

5. Focus Groups

A total of three focus groups will be held with groups of the community already established, such as school or church organizations, to identify the main issues and concerns of this community.

6. Questionnaire

A field survey will be carried out to obtain quantitative data. This survey will be focused on the main and most relevant issues that have been identified during the previous phases of the research.

7. Final Analysis

- Integration of all research tasks and evaluation of results.
- Gap analysis: compare stated needs to availability of services.
- Priorization of needs.
- Projection of future needs.

Time Schedule of Tasks

1. Secondary Data

| | |
|---------------------|--------------|
| Information Needs | = 10h |
| Acquisition of Data | = 20h |
| Analysis of Data | = 30h |
| Report Writing | = 20h |
| TOTAL HOURS | = 80h |

2. Land Use Survey

| | |
|-------------------------|--------------|
| Preparation of Survey | = 3h |
| In-field Survey | = 30h |
| Analysis of Information | = 15h |
| Report and Maps | = 12h |
| TOTAL HOURS | = 60h |

3. Literature Research

| | |
|--------------------|--------------|
| Literature Search | = 10h |
| Review Information | = 20h |
| Report Writing | = 10h |
| TOTAL HOURS | = 40h |

4. Personal Interviews

| | |
|------------------------------|---------------------|
| Initial Research | = 5h |
| Design Questionnaire | = 10h |
| Interview | = 25h |
| Report Writing | = 10h per interview |
| Transportation and logistics | = 10h per interview |
| TOTAL HOURS | = 40h |

5. *Focus Groups*

| | |
|--|--------------------|
| Develop Questionnaire | = 6h |
| Structure Focus Group | = 3h |
| Focus Group Logistics | = 6h per session. |
| Focus Session | = 12h per session. |
| Report Writing | = 7h per session |
| TOTAL HOURS (Three Sessions) | = 94h |

6. *Questionnaire*

| | |
|----------------------|--------------|
| Design Questionnaire | = 8h |
| Define Sample | = 2h |
| Infield Survey | = 20h |
| Data Processing | = 10h |
| Analysis of Data | = 20h |
| Report Writing | = 10h |
| TOTAL HOURS | = 70h |

7. *Analysis of Results*

| | |
|-------------------------|--------------|
| Integration of Research | = 20h |
| Evaluation of results | = 40h |
| Report Writing | = 20h |
| TOTAL HOURS | = 80h |

8. *Report Writing*

| | |
|-----------------------------|---------------|
| Logistics: design, computer | = 10h |
| Writing Report | = 32h |
| Editing and Proofing | = 20h |
| Group Presentations | = 40h |
| TOTAL HOURS | = 102h |

Project Schedule

| | WKS> | | | | | | | | | | | | | | | | | | | | |
|------------------|-------|-------|-------|-----|------|------|------|-----|-----|------|------|-----|-----|------|------|----------------|--|--|--|--|--|
| TASKS | 12/14 | 12/21 | 12/28 | 1/4 | 1/11 | 1/18 | 1/25 | 2/1 | 2/8 | 2/15 | 2/22 | 3/1 | 3/8 | 3/15 | 3/22 | Total Hours | | | | | |
| Proj. Mgmt. | 20 | 0 | 0 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 240 | | | | | |
| Secondary Data | | | 16 | 18 | 20 | 20 | 6 | | | | | | | | | 80 | | | | | |
| Lit. Review | 4 | 4 | 0 | 12 | 12 | 8 | | | | | | | | | | 40 | | | | | |
| Personal Interv. | | | | | 8 | 12 | 12 | 8 | | | | | | | | 40 | | | | | |
| Focus Groups | | | | | | 4 | 8 | 30 | 20 | 20 | 12 | | | | | 94 | | | | | |
| Land Use | | | | | 10 | 24 | 8 | 8 | 10 | | | | | | | 60 | | | | | |
| Questionnaire | | | | | | | | | 8 | 12 | 12 | 20 | 18 | | | 70 | | | | | |
| Final Analysis | | | | | | | | | | | | 24 | 26 | 30 | | 80 | | | | | |
| Final Report | | | | | | | | | | | | 20 | 22 | 24 | 36 | 102 | | | | | |
| Weekly Totals | 30 | 4 | 16 | 50 | 70 | 88 | 54 | 66 | 58 | 52 | 44 | 84 | 86 | 74 | 56 | 842 | | | | | |
| Effort/person | 6 | 1 | 3 | 10 | 14 | 17 | 11 | 13 | 11 | 10 | 10 | 16 | 17 | 14 | 11 | | | | | | |

Product Summary

The outcome of this project will be three principal products: a written report (in English and Spanish versions), a presentation at PSU, and a presentation to our clients in Hillsboro. The written report will present the methods used in the investigation, an assessment of the opinions and attitudes of the Hispanic community, and an analysis of the needs and wants of the Hispanic community. It is intended (among other purposes) to contribute information from the Hispanic community to Hillsboro's upcoming Visioning process. The main body of the report will be supported by the results of the various project investigations. Appendices to the report will include an annotated bibliography of existing literature and secondary data sources; maps, tables, and charts of data collected (as appropriate); and a compilation of primary data collected by the project.

Both presentations will include an oral summary of the investigation and its principal findings. They will be supported by such visual aids as are appropriate, and will convey the main points of the investigation, particularly the Hillsboro Hispanic community's profile, needs, opinions, and attitudes. The presentation at PSU will be coordinated with the other Planning Workshop class projects.

Client Interactions

Because of accelerated schedule of this project (approximately 4 months), we ask that the client identify at least one other person who may be consulted in the event that Pat Rebellia may not be immediately available, so that work can always proceed. In addition, the Hillsboro Team will need access to any information (documents, maps, memos) pertaining to prior communications efforts directed towards the Hispanic community to inform this project and so that prior work is not duplicated.

Sean Bannon will serve as the primary communications liason for the Hillsboro team, and John Boroski will act as backup. Tasks will assigned to individual group members, who will then be responsible for initiating communications with the client as necessary. Tasks assigned to date are reflected in this document, but are subject to change during the course of the project. Any changes will be communicated to the client in a timely manner. As it may not be possible to establish a regular time for the client and the Hillsboro Team to meet, the Hillsboro Team will coordinate periodic meetings to report back on work in progress, to incorporate feedback, and to anticipate any changes in the scope or direction of the project.

Successful and timely completion of this project is dependent upon frequent, clear, open and honest communication between the client and the Hillsboro team. It is therefore important that potential stumbling blocks, opportunities, and changes of course be identified and communicated as early as possible. With frequent and open communication, we expect that we will be able to create a product which is very usable and highly valued by the city of Hillsboro.

Internal Interactions

Tasks shall be delegated fairly among team members so that no person is unduly burdened, and so that each member can fairly claim ownership of the final product. Identified tasks for this project have already been assigned, but these assignments may change, particularly as new tasks are added and as we begin to revise our time estimates to complete tasks. Tasks to date have been delegated on a volunteer basis and this process shall continue in the future so long as the work load is distributed equitably. Tasks will continue to be assigned to achieve a balance among personal interests, opportunities to learn new skills, and the need for efficient utilization of current skill sets.

Team members are expected to keep each other current on matters which affect the project. This communication will primarily take place at regularly scheduled meetings, but will also occur on a more informal basis (phone calls, e-mail). Team members will exercise their own discretion regarding the appropriate span of communication so that work can proceed efficiently. Team meetings are tentatively expected to occur twice each week, for a duration of two hours (these hours recorded as "project management" on the schedule).

Team members will be assigned on a rotating basis to take minutes and record decisions made at group meetings. The meeting recorder will then be responsible for leading the next group meeting. At the end of each group meeting, a preliminary agenda should be drawn up to guide the next meeting, which may be scheduled at that time or later.

Major decisions will continue to be made on a democratic basis, and will be reached by either informal consensus or by taking a formal vote. Each team member is encouraged and expected to voice their concerns or comments regarding major decisions in a timely manner so that work can always proceed. In the event that team members cannot attend a meeting, major decisions shall be postponed until all team members have had an opportunity to voice their opinion.

Code of Ethics

As planning students, we are bound to conduct our activities in accordance with the APA/AICP Ethical Principles which guide the professional planning organizations which we aspire to someday join. Towards this end, we will work to achieve the highest standards of professionalism, and will exercise fair, honest and independent judgement.

As planners we are bound to serve the public interest, recognizing that no one universally accepted definition of the public interest exists. Thus it is our responsibility to ensure that a balance be struck among competing parties or principles so that the entire community is best served. For the purpose of this project, several "communities" shall be served. As is stated elsewhere in this proposal, our main goal is to profile the Hispanic community(ties) currently residing and/or working in Hillsboro so that the local government can account for the views and values of this group as it undertakes its "visioning" process for the larger resident population. Secondly, we hope that the contacts we establish and methods we employ to get to know the Hispanic community can be used again to develop an on-going dialogue which may inform future planning endeavors in Hillsboro. Finally, we strive to serve the larger regional community in that we expect our methods and findings to be of value to other jurisdictions where cultural diversity creates both challenges and opportunities.

Team Member Profiles

Sean Bannon

Sean earned his bachelor's degree in Political Science and International Studies from the University of Oregon. He is currently completing his second year in the Master of Urban and Regional Planning program at Portland State University. His interests are in the areas of land use and development. His prior work experience includes construction, running his own hardwood restoration and installation business, and working for Nissho Iwai, an international trade firm. He is now working as an intern for the Port of Portland in the Policy and Planning department.

Sean is interested in this particular project because he believes his work could actually help a community. He has a personal commitment to socially conscious planning and development and would like to see a more culturally sensitive attitude prevail in the planning profession.

John Boroski

John is a second year student in the Masters of Urban and Regional Planning program at Portland State University. His areas of specialization include land use, development, and urban economics and he has studied Hillsboro's Downtown Station Area Plan extensively during his coursework . Prior to beginning graduate school, John worked with a management consulting firm in Chicago for four years, and worked at Oregon Health Sciences University as a systems analyst. He currently interns part-time at the Portland Development Commission in the housing and economic development sections.

John received his bachelor's degree in economics from the University of Notre Dame. He also completed several Spanish language courses during his high school and college years, and looks forward to dusting off these skills. John enjoys what little free time he gets hiking, cross country skiing, and cooking with his wife Nancy.

Tom Carter

Thomas E. Carter holds B.S. and M.S. degrees in Geology, and worked for 13 years as an environmental geologist. During that time, he held progressively responsible positions in field geology and hydrogeology, project management, and supervision. He has experience in preparing proposals, monitoring project progress, and coaching team members. He is currently a Graduate Assistant to the Institute for Portland Metropolitan Studies. As a volunteer, Mr. Carter also has one year's experience teaching science to "at-risk" fifth graders, and four years' experience interviewing and assisting people seeking food and clothing from a social-service agency. He currently serves as the American Planning Association's Student Representatives Council Chair.

Mr. Carter is now a second-year student in the Master of Urban and Regional Planning program at Portland State University. He brings to this program a strong concern for the environment and for equity issues. He feels that for our society's democratic ideals to be more fully realized, we must continually seek ways for people to communicate and hear each other better. This project furthers those interests by presenting an opportunity to enhance participation and understanding of the Hispanic community in Hillsboro.

Cristina Jimenez-Roig

Cristina obtained her degree in Economic and Business Sciences at the Complutense University of Madrid - Spain. After her graduation she worked from 1991 to 1995 as a planner at a transportation consultancy in a number of projects to improve the quality and service of major

transportation networks in several cities of Spain. Currently, she is a second year graduate student in the Master of Urban and Regional Planning at Portland State University and her main areas of interest are community development and city planning. In addition to her studies she has been offered an appointment as a Graduate Mentor in the University Studies Program at PSU for the 96-97 academic year to improve the learning skills of sophomore students.

Cristina has a strong commitment towards improving culturally diverse communities in cities. In particular, she believes that her insights of the Mediterranean model of city, that favors a more pedestrian and compact design of urban areas, could be contrasted to solve some of the social problems that affect American neighborhoods. Finally, and within this context, Cristina would like to bring to the project her understanding of urban planning and her proficiency of foreign languages (Spanish, French, English and Russian).

Dan Seltzer

Born and raised in New York City, Dan moved to California in 1989 after receiving his bachelor's degree in Industrial Design from the Rochester Institute of Technology. He then went on to start his own furniture and cabinetry company in San Francisco where he worked for six years prior to entering the Planning Program at Portland State University (PSU).

Dan has interned with both planning and architecture firms in the last ten years including a period with Tri-Met during the first half of 1996. Among Dan's many professional interests, he hopes to focus on urban transportation issues at the community level and has a particular interest in bicycle projects. Along with full-time enrollment in the Master of Urban and Regional Planning Program, Dan is also a teaching assistant in the department of University Studies at PSU.

Workshop Communication

As part of the obligations to the Planning Workshop, the Hillsboro Team members would like to actively encourage interaction with the other project teams. One reason for this is to keep abreast of substantive progress in each of the five projects as they relate to the Portland Metropolitan Region. Another reason is to make available to all the projects those methodological techniques that may advance another projects' research goals.

The Hillsboro Team members recognize certain "natural" links to two other project teams based on the notion that the communities being investigated in each of the projects have historically been left out of the planning process. One project team is working closely with LIHNAPO, a Native

American organization, and another team is working with the Lents neighborhood, a Portland community comprising many low income households.

Other valuable interactions with project teams may come in the form of methodological links. The Hillsboro Team plans to conduct a considerable amount of qualitative research from primary sources. In addition the Team will also make use of GIS mapping capabilities to illustrate demographic characteristics of their focus areas. Other teams that anticipate using similar methods in their research will be sought out for inter-team method discussions.

Winter Quarter Contributions to Workshop

The Hillsboro team would like to present a few options of activities for the purpose of sharing our research with the other Workshop participants: (Because of travel time restrictions and lack of daylight, we thought a field trip to Hillsboro would be ineffective and unrealistic.)

- Bring in Hispanic community members to speak with the class about the experiences of life in Hillsboro.
- Bring in officials from Hillsboro government or from a social service agency who have regular contact with the Hispanic community and have them describe typical interactions with members of that community.
- Present a video of the Hillsboro Team conducting research in the field.
- Bring in to workshop physical elements of the Hispanic culture(s) to show class members and discuss.
- Assemble a panel of community members for a workshop presentation and question/answer session.
- Write and present a drama of the situations we are experiencing in the field.
- Present a progress report using GIS/overhead projection and other related media to display various quantitative data we have collected.

Through discussion with our professors and other members of the Workshop, we will decide on which method or combination of methods will be most appropriate for our Workshop contributions.

Project Budget

| | | |
|---------------------------|--------------------|-------------|
| Secondary Data Gathering: | Diskettes - | \$5 |
| | Phone Calls - | \$20 |
| | Copying - | \$10 |
| | Transportation - | \$10 |
| | Total - | \$45 |
| Literature Review: | Writing Supplies - | \$5 |
| | Copying - | \$5 |
| | Phone Calls - | \$5 |
| | Incidentals - | \$5 |
| | Total - | \$20 |
| Personal Interviews: | Phone Calls - | \$10 |
| | Copying - | \$5 |
| | Transportation - | \$15 |
| | Recording Tape - | \$10 |
| | Incidentals - | \$15 |
| | Total - | \$55 |
| Land Use Survey: | Transportation - | \$15 |
| | Copying - | \$5 |
| | Phone Calls - | \$5 |
| | Incidentals - | \$10 |
| | Total - | \$35 |
| Focus Groups: | Transportation - | \$30 |
| | Copying - | \$5 |
| | Phone Calls - | \$5 |
| | Recording Tape - | \$5 |
| | Incidentals - | \$20 |
| | Total - | \$65 |
| Surveys: | Transportation - | \$5 |
| | Copying - | \$10 |
| | Incidentals - | \$15 |
| | Total - | \$30 |

| | | |
|-----------------|--------------------|--------------|
| Report Writing: | Transportation - | \$10 |
| | Printing/Binding - | \$250 |
| | Phone Calls - | \$5 |
| | Incidentals - | \$20 |
| | Total - | \$285 |

| | | |
|----------------------------|------------------|-------------|
| Presentations/Field Trips: | Transportation - | \$10 |
| | Phone Calls - | \$5 |
| | Incidentals - | \$10 |
| | Total - | \$25 |

| | | |
|-------------------|------------------------|--------------|
| Translation Fees: | Final Report - | \$150 |
| | Project Total - | \$710 |

Client Costs

| | |
|--------------------|--------------|
| Printing/Binding - | \$250 |
| Translation Fees - | \$150 |
| Incidentals - | \$20 |
| Total - | \$420 |