



**ALOHA-REEDVILLE STUDY &  
LIVABLE COMMUNITY PLAN**

# **Aloha-Reedville Study and Livable Community Plan**

**ENGAGING HISTORICALLY  
UNDER-REPRESENTED COMMUNITIES  
EXPERT PANELS – BEST PRACTICES ROUNDTABLES**

April, 2014

Washington County Project Staff





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The Aloha-Reedville Project Team thanks the following participants for sharing their time and experiences to contribute to more meaningful engagement with those community members who do not normally participate in planning efforts.

**Roundtable Participants:**

Kathleen O' Leary, Washington County Health and Human Services (HHS)

Maria Loreda, Virginia Garcia Medical Clinics

Julie Webber, Washington County Department of Aging and Veterans Services (DAVS)

Joe Hayes, Washington County Department of Land Use and Transportation, Long Range Planning

Dagoberto Cerrud, Centro Cultural

Leon Taylor, Habitat for Humanity

Anna Wendt, Habitat for Humanity

Christina Scarzello, City of Portland, Bureau of Planning and Sustainability

Carmen Caballero Rubio, The Latino Network  
Dawn Hanson, Masters Program for both Public Health and Urban Planning, Toulon School, Portland State University, IAP2 Scholarship Grantee

Pei-Ru Wong, IRCO (Immigrant and Refugees Community Organization)

Oleg Kubrakov, IRCO (Immigrant and Refugees Community Organization)

Afifa Ahmed-Shafi, City of Portland, Office of Neighborhood Involvement (ONI)

Jeri Williams, City of Portland, Office of Neighborhood Involvement (ONI)

Tara Sulzen, 1000 Friends

Jeanna Hall, Clean Water Services, IAP2

Connie Ozawa, Director Toulon School, Portland State University

**Facilitators:**

Jeanne Lawson, JLA Public Involvement

Dena Marshall, Facilitator, Marshall Mediation

**Staff present:**

Mike Dahlstrom, Washington County Department of Land Use and Transportation, Long Range Planning

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Traci Shirley, Washington County Department of Land Use and Transportation, Long Range Planning

Kimberly Armstrong, Washington County Department of Housing Services

*In memoriam: Afifa Ahmed-Shafi, City of Portland, Office of Neighborhood Involvement*

## ROUNDTABLES SUMMARY AND BEST PRACTICES

Outreach and engagement of historically under-represented communities is a significant challenge to government-led planning and policy efforts. One such effort is the Aloha-Reedville Study and Livable Community Plan, a project to identify improvements that the Washington County (Oregon) planning and housing services departments could make to enhance the livability of an urban unincorporated area. A full project description is available at: [www.co.washington.or.us/alohareedville](http://www.co.washington.or.us/alohareedville).

Two expert panel roundtables were convened in fall of 2011 to help identify successful approaches used by agencies and organizations within the county and the Portland metropolitan region. Both roundtables were facilitated, two-hour discussions asking participants about key attributes for success and describing engagement failures and challenges.

### Roundtables Purpose:

- Identify successful outreach and engagement approaches
- Identify unsuccessful techniques and describe why those efforts may not achieve desired outcomes
- Address challenges to engaging historically under-represented communities

### Key Points

Questions for the county-centric group focused on specific opportunities that could be used in the Aloha-Reedville Study. The regional panel responses were more generalized, however the two panels arrived at many of the same directions.

1. **Understand the community.** Don't assume you know what that particular community's issues are, how they should be engaged, or how questions should be framed. Ask them. Bring them into the initial discussion about the project, what it means to their lives and how they would like to engage.
2. **Build long-term relationships.** As Jeri Williams noted; enter into discussions with the intent to build a life-long relationship. Project specific engagement can occur only after an initial level of trust and respect is established. Be open to change – relationships
3. **Be very clear and follow through.** Be very honest and articulate what is being asked of a community, why it is being asked, and how that particular community's input will be incorporated into the process. Identify what benefit the community's involvement will provide back to them. Jeanna Hall noted, it takes a very long time to build trust and it only takes a minute to lose it.
4. **Identify Leaders and Connectors.** These are two different approaches to building relationships. Leaders may be from organizations or agencies that are typically asked to represent a particular constituency. They are often in high demand and may serve the representative function very well. Connectors are those who know the intricacies of the

community and have multiple connections. They are valuable in another sense that they may have broader reach within a community. If both leaders and connectors are available, ensure there is coordination and consistency in their messages and actions.

5. **Build capacity.** Part of relationship building is providing education and tools to a community. These actions support the community's evolving capacity to engage with their governments in meaningful ways. More input from a broader spectrum of the community results in better informed decision-making.
6. **Recognize the different lenses.** Be cognizant of the perspectives the project team is bringing to a project. That "lens" through which community engagement is viewed may be much different than the community's to be engaged. Be able to "step into their shoes" to better understand their perspective. Be open to broadening your lens as well, this is a growth opportunity for all involved.
7. **Time.** Effective engagement of historically under-represented communities is time intensive. Planning for successful involvement requires time to build relationships, a commodity not typically available in many processes.
8. **Incentives.** Much of the work needed to engage historically under-represented communities is done by non-profits and citizen organizations (including school groups). These groups are often understaffed and need support (funding or other cost-saving incentives) to allow them to participate.
9. **Show appreciation.** When considering a community-wide event, demonstrate your appreciation for their time – provide interpreters, have food available (this is an opportunity to invite communities to bring culturally influenced foods to share and build broader diversity awareness), provide child care (consider opportunities to build leadership skills with age-appropriate activities) and present information in a variety of forms (text with contextual translation, pictures/illustrations, maps, games/activities, surveys/discussion groups, and/or performances among others).
10. **Contextualize translation.** Word-for-word translation is often ineffective in relaying the intent and content of planning projects (which are often difficult to understand in English). Work with reputable translation firms, and/or organizations that work directly with target communities to ensure the appropriate context and clarify questions to be meaningful to the community. When working with presentations – spend time with the translator before hand so that simultaneous translation isn't word-for-word but can be reframed for better understanding.

### Meeting summary of Regional Organizations/Agencies

The second roundtable was convened October 4, 2011 at Portland State University. Ms. Jeanne Lawson, principal of JLA Public Involvement, facilitated the discussions. Ms. Lawson posed a series of questions to the panelists. Following are the questions and summarized answers.

#### Question 1: What is the single most important rule when trying to reach constituent populations?

Oleg Kubrakov/IRCO: To work with the Slavic community (specifically Russian) the rule is - speak Russian. You can't reach the Russian community without a good knowledge of the language; it is such a different culture with so much history of interaction with the government.



Pie-Ru Wong/IRCO: You must have passion to do the work – this work is about relationship building and changing the community. You need to recognize there is a strong potential to make changes in people's lives.



Jeri Williams / ONI: Ms. Williams agrees with Ms. Wong. As a Native American and Oregonian, her observation is that people don't always know where others are coming from and what their backgrounds are. This work is relationship building. You can't look at this work as project-by-project – instead you need to consider building lifelong relationships in community.



Afifa Ahmed-Safi / ONI: Self-awareness and self-examination – acknowledge the lens through which you view the world (and consider all the factors that will affect those perspectives). Relationships are transformative ways to broaden the lens. For example the term “Hard to reach..” - If I were one of the “hard to reach” I wouldn't see myself that way. Consider even the terms we use.

Christina Scarzello /City of Portland, Bureau of Planning and Sustainability: As the East Portland District Liaison (new way to engage communities), she has learned that the city has not been doing a good job of public involvement – especially with historically under-represented communities. As a planner for 17 years, Ms. Scarzello thought the bureau was doing a good job as required by law. Her rule: think about community engagement as an education process for community. Different communities have different relationships with the government – based on where they are from. Many may not trust governments compounding the challenges in reaching out to them. She is currently working on bureau's revised public involvement manual.





Tara Sulzen /1000 Friends of Oregon: Ms. Sulzen asks what's the value proposition you are asking of the community? What is purpose for them to come to a public meeting? What is the promise? What's at the other end of the process? Without a clearly defined intent and return on the public's efforts the outcomes will fall short of expectations.

Dawn Hanson / PSU student and 2011 IAP2 scholarship grantee: Ms. Hanson agrees with the relationship building and suggests reaching out to organizational leaders that work within the community's day in and day out and understand how to interact on a personal level.



Carmen Caballero Rubio / Latino Network: Equip the community with the tools and skills to participate in decisions that affect their lives. Consider what capacity the community has and doesn't have. Acknowledge if they don't have expertise or capacity then determine how to assist them in acquiring it. ONI has done that well working with local community-based organizations. Partner/invest in those organizations.



Jeanna Hall / CWS / IAP2: Ms. Hall noted that it takes a long time to build trust and about a minute to lose it. Be genuine, be yourself, and it helps to gain trust. Listen and learn from the community. The real challenge is developing and retaining trust.

Connie Ozawa / Director, PSU's Toulon School: The idea of public involvement and bringing in all groups that share space is a key to sustainability. Referring to Ms. Ahmed-Shafi's discussion of lens, it's not just "hard to reach" groups, but labeling any community member/group. What do we really know about the people living in this [any defined] space. Be sensitive to who is there. (Ms. Lawson noted that this issue has been discussed in many of PSU's programs. Ideally we shouldn't have to use labels.)



**Question 2: What are the big screw-ups? Classic mistakes agencies make reaching historically underrepresented?**

Ms. Caballero Rubio: Make sure when you engage a targeted community – don't just pick one person as representative of that constituency. Recognize that there is a history and regionalism that exists within groups (diverse groups are diverse themselves). Staffs tend to go to one known "gatekeeper" and rely on one or two individuals (that may/may not be truly representative). On the community side – community members then also don't feel they have equal access / opportunity.

Ms. Scarzello: That applies to all community engagement. One person assumes roles that may not be accurate.

Ms. Williams: That one person may be viewed as "sell out" to community/ co-opted.

Ms. Williams: About notices that go out: direct mail (beautiful documents) much of the information may not be understandable – translation is not direct word for word. Example of one form that said (in English): if you don't speak English bring your child with you to translate..” What languages do you need? Translate contextually for those groups.

Ms. Wong: Presentation/forums: Use simple language to explain what is going to happen at a "community forum" – will there be opportunities to speak, participate in small groups, or just listen? If you know organizations that work with those communities – use them to co-design and contextualize. It may be as simple as reviewing the presentation to assess understandability.

Ms. Sulzen: Different community forums are unclear about what is going to happen. Be clear about what type of information will help the planners/decision-makers? For example TV hwy capacity – recognize that it's over capacity but what does it feel like? What does it sound like? How does it impact members?

Ms. Scarsello: Getting usual suspects: not getting people from the community that don't normally show up – may be threatening. So how can you meet with a group that is more comfortable – community space, someone's living room? Learning that traditional forums are not attractive – be creative with resources – figure out where it's comfortable [safe]

Ms. Williams: Don't assume if you have a meeting with a community and they shake their heads, don't assume that it means they agree with you – quite likely it is respect and not personal intentions. Ask if approaches will work with target community – for instance, art may be very important to the community but that community doesn't see it as a government function.

Ms. Lawson: This goes back to asking community to help design engagement.

Ms. Ozawa: Thinking about failures and successes is very tricky. One of the big failures had to do with communication tools used – the forms that planners communicate with (tables, flow

charts, maps, lots of text). Many people don't think like that. For instance laying out a map and asking where are important places to you? – Consider having the people draw the map. However depending on the group – may not want a meeting – may need to solicit info in a different way.

**Ms. Lawson: Successes – What are tangible examples of things that have worked?**

Mr. Kubrakov: One more negative part – allow part of a meeting to talk about negative parts. Slavic community members are white (so look like norms – but 150,000 Slavic members in Portland/Vancouver). Historically when Slavic members came here over the last 50 years – nobody cared about us – so why now? Historically rely on church so separation of government/church is not clear. Also historically in Russia government promises but never delivers – here it looks like the same. Example Portland Plan – Slavic representative worked with Portland PDX vision for 10 years and none of that input was brought forward.

A lot of people have to understand a new culture – parents can't help as there is little knowledge about programs (unlike in Russia). Slavic community was not included in school reports – why? Example: a parent is called into school to address an issue – very concerned because of mistrust – don't want trouble with government – scared.

Working with Slavic community is hard – must work with leaders.

Ms. Lawson: Previous work identified churches as a way to reach African-American communities but got push back from Russian community to not use churches. But you are saying that is different now – that churches may be a way to reach the community? Mr. Kubrakov – yes.  
Ms. Lawson: Could be an evolution of trust-building.

Ms. Scarzello: Small focus project in SE Portland – (one-year timeline/budget) – learned you need time to reach community and build relationships. Got a late start on this project – traditional approach wasn't working such as focus groups with Latino group – didn't work.

Thru East Portland Action Plan – contacted members who offered to help with outreach to community. Got a small grant to fund assistance – got support to contextually translate previous survey – focused questions/ simplified/ added photos to supplement questions to determine what is important. Worked well, but took extra time/resources. Trying to build that into future efforts.

Ms. Lawson: Goes to IAP2 principles of engaging the community. In the process design and shaping questions.

Ms. Scarzello: Technically easier because this was a small project. It was called a pilot project.

Ms. Sulzen: Attended many conferences where public involvement best practices are discussed – usually leave frustrated because typically a session will focus on one new tool. But have heard opportunities to partner with businesses / respected institutions. There is not much trust with

government in unincorporated areas, as it is not seen as representative local government. Also identify leaders in communities – but also organizers, who make things happen and what can you offer them (Aloha has students for example that can go into their neighborhoods to ask questions). Identify not just who is representative – but who is can reach other people.

Ms. Williams: Challenge with identifying community leaders is that they become in high demand and don't have time to work with constituents. Connectors are good resources. (Aloha – Pastor Jeff Strickland – Friday night community meetings following provided meals – have meeting afterwards talking about subjects such as importance of staying clean and sober.) Trusted navigators/connectors may be okay to use but won't translate well.

Ms. Caballero Rubio: Need to balance leaders/navigators. Acknowledge that many of the organizations are non-profit and have capacity issues. Organizations have to pick and choose. Local government needs to invest to pay for resource time.

Ms. Lawson: Comes up a lot in public involvement plans about compensation for groups. Challenge is whether paid engagement for advocacy groups may dilute trust in outcomes. Thoughts?

Ms. Caballero Rubio: Goes to mission of organizations you are working with. It may not make sense to go to an advocacy group whose mission is not aligned. There may be only one or two organizations serving community in a small area like Aloha.

Ms. Williams: Cully neighborhood redevelopment – now that prosperity is coming to the community that it is for the benefit of the residents not to gentrify and force existing community members out. Plan for turning coal to diamonds. Beginning to recognize that gentrification will/could displace. Those are difficult conversations.

In civic education – begin by defining roles of different levels of government. Helping explain who does what is beneficial not just to immigrant but to all community members. Build capacity. Education is a two-way street – opportunities to build rich/rewarding relationship.

Ms. Lawson: Gentrification is no longer an unintended outcome. What does that look like in Cully?

Ms. Williams: Currently working with Verde to understand how to discuss these issues. How to discuss with planning departments and community – how to keep populations in place while making improvements.

Ms. Hanson: Tony with Verde has been involved for a long time – so this is bottom up, how would that translate to a top-down process like Aloha.

**Ms. Lawson: Project or tool that is notable?**

Ms. Ahmed-Shafi: Worksheet on website: what is your goal, what value is being brought to community? What value is community bringing to your process? Doing homework – what are express priority/needs of community? Specify community. Worksheet walks through steps. Time, capacity is needed. Classic mistake is treating public involvement as a sidebar. Portland neighborhood system is 30 years old – established relationship but still challenges with representatives. Aloha is new relationship – not going to get same results as a 30 yr old relationship.

Bringing organizations into process - build more institutional partnership.

Mr. Kubrakov: Involve community. Don't forget to have a different approach for each community. It is impossible to address all communities in the same way. Make specific effort – learn culture – then consider outreach. For Slavic community you have to know the language.

Ms. Wong: Know more about communities. Coalition of Communities of Color report discusses Multnomah Co. communities. Important to do homework first before approach – understand basic needs/issues first. Take time to talk to people and understand their concerns. Approaching someone with a question to list something (like community contacts) is not useful. Logistic part is essential like providing bus tickets, childcare, food, interpretation, show appreciation and respect.

Ms. Hall: Complimented the City of Portland for events – adding fun, appreciation of regional distinctions.

**Eryn Deeming Kehe: The following are chart packed notes from this discussion:**

- Don't assume you know anything
- Connectors –
- Building relationships (takes time) Ms. Williams: who am I going to build a lifelong relationship with?
- Following through on a promise – being clear about what you are asking people to do and how it will be used and following through.
- Capacity building – incorporating education and providing tools; compensating non-profits, build partnerships.
- More input makes better decisions – inclusiveness
- Engaging target populations in designing focus and building process as well as outreach
- What are you asking of the community that is important to them? (Ms. Williams– example is Vision PDX transition to Portland Plan – community provided thousands of comments that weren't clearly brought forward.)
- Clearly understand your lens, separate from those you are trying to engage
- Embracing your un-comfortability

- Be transparent, be clear (including explaining how changes in political changes influence of plans)
- Continual evolution: community changes, issue change, leaders/decision-makers change. No process is final.

**Ms. Lawson: What would you like to try that you haven't had opportunity?**

Ms. Scarzello: Work with youth – Photo Voice style – use photos instead of language. Use tools (technological and other tools)

Ms. Williams: Running for city council – try from a different level

**Audience questions:**

Jim Gladson, Berger Abam: Talking to the kids: Slavic population in east Portland – quite frequently had conversations with 10-yr olds about serious issues. It was uncomfortable. What role should kids play in helping educate parents? Mr. Kubrakov: Use interpreters, go face-to-face, problems with children – shouldn't use them to translate context (could you trust them to explain grades?) Go to non-profit agency, not putting the burden on the kids.

Ms. Caballero Rubio: Burdens children to carry the message, they don't have the maturity, context to translate. Government should have that responsibility to provide sufficient resources/opportunities.

Ms. Wong: For some communities have to respect power dynamics. For some it is the elders that need to buy-in first. Also, don't embarrass parents by having children appear to be smarter. Consider engaging activity to lead discussions.

**Ms. Lawson: Samples to launch from?**

Ms. Williams: If using interpreter – find time ahead so that it is not simultaneous word-for-word which may not translate well or at-all.

Ms. Caballero Rubio: To capture youth voice – instead of childcare – use that time for leadership program for children (at the appropriate level). Don't need to be complex but explains.

Mary Rose Navarro, Metro Sustainability Center: How do I pick that person to build lifelong relationship with? What if every government entity is out there? How to coordinate opportunities and share (don't have to ask same questions over and over with same community members?)

Ms. Ahmed-Shafi: Discussed with public involvement advisory committee. Hold occasional public involvement brown bags to share, open to all city agencies. Trying to figure out how to share best practices among city staff.

Mike Dahlstrom: Acknowledge IAP2 opportunities.

Ms Sulzen: Similar to Metro public involvement audit and revised efforts. Lots of opportunities.

Ms. Caballero Rubio: As opportunities come open – think about the community being served, think about resources and hires that reflect those communities. This brings credibility to work.

### **Meeting summary of County Organizations/Agencies**

The first roundtable was convened September 26, 2011 at the Peppermill restaurant in Aloha.

Ms. Dena Marshall, Marshall Mediation (and a subcontractor to Jeanne Lawson/JLA Public Involvement), facilitated the discussions. Ms. Marshall posed a series of discussion topics to the panelists. Following is a summary of the discussions.

#### **1. Roundtable Purpose:**

- Discuss panelists goals for the project's engagement and communication
- Discuss the best ways to reach historically underrepresented communities in the area
- Find out who the Aloha-Reedville Study should be talking to
- Discuss efforts the panelists already have underway that could benefit Aloha-Reedville

#### **2. Welcome and Introduction - Dena Marshall**

Maria Loredo from Virginia Garcia Medical Clinics noted that there are many Hispanic and Somali families from the Aloha-Reedville area served by the Beaverton Clinic. She lived in the Aloha area for two years when she first moved to the area. She added that the area has changed a lot, specially the traffic, congestion, and an increase in accidents.



Photo 1 Marshall, Loredo, Wendt

Anna Wendt from Willamette West Habitat for Humanity informed the panel that five of the 12 projects in the Aloha-Reedville area represent families from SE Asia, Somalia, or that are Hispanic. Leon Taylor added the first Habitat project was in Aloha twelve years ago.

Julie Webber, DAVS, specializes in aging services; citizens 60 and older. She informed the panel that accessibility, access to services and transportation, street lighting and signage are all issues that she sees in the Aloha-Reedville area. There will be an influx of seniors in the next five to twenty years and the needs of the aging population must be forecast and reviewed. For example the size of signage



should increase for easy visibility she is concerned with the aging population she has seen in a panic trying to use the limited crosswalks to get across TV Highway in manual wheelchairs while balancing groceries and packages.

Dagoberto Cerrud from Centro Cultural is a resident of Aloha. He sees problems for the Latin groups living in the area. He noted that streets needed more lighting and sidewalks.



Kathleen O'Leary, HHS, encourages looking for opportunities to engineer for a healthy community. Where people live, work, play and get around in their environment. Many issues affect a community; tobacco use, lack of good nutrition, opportunities for good exercise, safe access to sidewalks connections and transportation. Crossing major streets in Aloha-Reedville is an issue.

Ms. O'Leary states there is no sense of "there" in the community. She stated it was important to work with the schools and use them as an environment to start building. The Aloha-Reedville community comes together around its schools.

### **3. Best ways to reach historically underrepresented communities in the area**

Ms. Loredo suggested to reach underserved groups in the community, you must know the normal avenue of communication for the group and how information is accepted. The community must be made aware of what is going on in order to have an opportunity to get their input. Once a group is gathered, it must be clear why they have been brought together. She suggested starting with community gathering spots. Post meeting and project information at churches, meeting centers, stores and laundry mats. She noted that there is a large Latino population on TV Hwy near Harvey's Marine and the Somali population frequents the Asian Health Center on Allen Blvd in Beaverton.

Ms. O' Leary volunteered that HHS works with small groups of Somali women and children to improve child nutrition. She suggested giving HHS postcards and signage that they could distribute when they connect with people. If they were provided a map, surveys, on-line information and a little training, they could assist making a connection with the community.

Recent families to the area have less access to electronic avenues than long-term residents. Residents have email accounts and use computers at libraries with the help of their children. They may do electronic surveys, some have already asked, but also keep written surveys.

Several panel members agreed ethnic newspapers and mailed materials and printed materials have not been effective. Focus groups have worked well.

The panel suggested finding out where people are concentrated, meet, shop and do business. Post meeting notices at places the community meets. On flyers note if they can win prizes, if daycare is available, and if live translation will be provided. Raffles are big with seniors and Hispanic citizens.

Ms. O' Leary suggested an intercept survey. HHS staff could be prepped to ask a short list of questions. If staff meets with a small group of residents, they could ask 3-5 questions and take advantage of unexpected opportunities.

#### **4. Long Range Planning work is technical. How should be planning and growth be discussed?**

Ms. Loreda suggested hitting them in them in the "heart strings". These groups want the best for their children; healthy and livable communities. Go to the schools, parent meetings, and migrant education programs. You must go to them. Childcare is an issue and having food is good.

Stephen Roberts added that we must ask them what the future community could look like and how they would like it to look for their future. The people are going to make the community what it is for the future. A grass-roots level of reaching the community is important.

The panel suggested using Virginia Garcia Health Clinics, Head Start, HHS, and other groups and organizations already in the community.

Information and questions must be simple and hit home with them. Re-phrase technical information into a context the community will understand. Where do you see yourself in twenty years? Where do you see your kids in twenty years? Do you feel safe with your child in the park? Is your child safe walking across the street? Do you want better roads? Do you want a more affordable place to live?

Mr. Taylor noted that since Ms. Wendt has started working at Habitat, they are doing much better with their outreach. Simplifying the message was a big factor in the improvement. Keep the message simple up front and add more information once the initial message is understood.

Ms. Webber stated that sending a personal invitation and reminder shows the community that the event is real, you really want people there, and you want input from the community. It was important to get the teachers involved. The teachers could reinforce the message and remind parents of events.

Ms. O' Leary suggested using "Trusted Navigators" with the community; WIC workers, home nurses, Centro Cultural, URCO, Loaves & Fishes. For example; the Loaves and Fishes center

manager could educate the drivers when there is information to be distributed. When the drivers drop off a meal they could let the client know there is a survey being dropped off with the meal and they would be picking it up the following day.

#### **5. Who should the Aloha-Reedville study be talking to?**

Schools are central to the community. The panel strongly suggested starting in the schools. Prioritize and start at either the high school or elementary school level. Teachers and the minority student associations can take the information to the parents. Schools have multi-generational connections with the community. Start with the principals; most principals in the area are very hands on. The panel volunteered there is a concentration of minorities in the elementary schools. Families with kids in the elementary schools will be in the community longer and often they have older children.

The Faith community, including the inter-faith alliance, was the second recommendation of the panel. People gather at churches and most churches have separate services for different languages. Meet with church pastors to discuss the Aloha-Reedville Study and any materials such as flyers and surveys that may be brought to a discussion with members of the congregation. Make arrangements with the church pastor to provide cookies and punch for a meeting with the congregation after services. The pastor and A-R Project Team can talk for a few minutes about the project, ask for comments and ideas, and encourage surveys to be completed.

Mr. Cerrud noted that most agricultural workers attend Spanish services and are mostly unavailable during periods of nice weather except for their attendance at worship services. Mr. Taylor noted that Habitat has had mixed results with outreach at the Mosque at 160th and TV Hwy. He added there are many families in the area and suggested it would be good to meet with the Imam.

Panel members suggested working with non-profits, going to homeowners association meetings, cultural celebrations, sports activities (soccer leagues), and other places the community may gather. Mr. Taylor cautioned to watch for cultural sensitivities in written materials and activities.

#### **6. How should the Aloha-Reedville Study reach the historically underserved?**

Members of the panel suggested using trusted navigators, groups and organizations that the community already sees and trusts. Trusted navigators would include: URKEL, Centro Cultural, the Asian Family Health Center, Bienestar, Washington County (Housing Services, DAVS, HHS), other housing organizations, HHS outreach workers, Food Banks and pantries, and Community Action Network (CAN).

To expand the reach of the project and build awareness, communication must be in the language that you are trying to reach. Materials must be in that language and there must be someone who

speaks the language to discuss the project and answer questions. If necessary, find an intermediary to make translations that are community friendly.

People don't have land line phone service any more, there is a high usage of smart phones in the area. Cell service can be intermittent with service better at the beginning of the month than the end of the month. Smart phone applications should be considered.

Use ethnic media where possible. KATU has a Spanish language service, Univision, the Asian Reporter, and any social media sites that can be partnered with the project.

**7. Are there opportunities for the Aloha-Reedville Study to partner with efforts the panelists starting or have already in place?**

Ms. Loreda stated the Beaverton Virginia Garcia Clinic has many patients that are Aloha residents. The clinic could give out flyers or questionnaires.

The panel was asked to consider helping build awareness through their own social media channels, web links, newsletters, Facebook pages, and tweets. The Aloha-Reedville Study could partner with any social media sites such as a Facebook page sponsored by the Aloha Business Association or the Aloha Library Association.

The message a partner would be asked to share would be simple. Tell what is going on and how it affects the community. Inform the community what will be happening for the next three years. Let the community know the project team can come to them for opportunities to discuss the study and answer their questions.

No.	Best Practices
1	Know the normal form of communication used and how information is accepted for the groups you are trying to reach.
2	Reach the community in places they gather, shop, work, do business, and recreate.
3	Review committee guidelines and suggest changes
4	Discuss how the Aloha-Reedville Study Area boundary was set.

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