

# Oak Lodge and Gladstone Community Project

## PUBLIC INVOLVEMENT PLAN DRAFT

October 29, 2020



## Table of Contents

1. Introduction.....	3
2. About the Project.....	3
3. Goals & Objectives .....	5
4. Study Area.....	6
5. Community Outreach and Engagement Strategies .....	10
6. Stakeholders and Issues/Concerns .....	11
7. Evaluation.....	14
8. Area Resources.....	15
9. Non-Discrimination Policy Statement.....	16
10. Inclusive Outreach and Engagement Strategies .....	16
11. Data Collection Procedures .....	17
12. Appendix A. Outreach Techniques .....	1
13. Appendix B. Study Area Demographics.....	4

## 1. Introduction

This Public Involvement Plan (PIP) provides guidance and background to inform strategies for enhancing community outreach, soliciting public input and participation, and reporting back to the community about how the Oak Lodge and Gladstone Community Project (“project”) is progressing. The PIP also includes the principles and policies for inclusion and equity in the public involvement process.

The PIP is a living document and will be altered throughout the project based on project development and public input.

## 2. About the Project

In October 2017, the County and City of Gladstone entered into a settlement agreement which contemplated the County would construct and manage two new libraries, a 6,000 square foot facility in the City of Gladstone and an approximately 19,500 square foot facility in the Oak Lodge Library service area in unincorporated Clackamas County. The settlement agreement calls for a “one library, two building” approach, with both libraries operated by Clackamas County to achieve economies of scale, realize efficiencies, and best provide library services to residents of the Oak Lodge and Gladstone communities. Five months later, in February 2018, the North Clackamas Parks and Recreation District (NCPRD) and the North Clackamas School District (NCSD) entered into a strategic partnership to exchange NCPRD’s Hood View Park for cash and three former NCSD elementary school buildings and land, including the Concord Property in Oak Lodge.

Both the Oak Lodge Library and NCPRD are divisions within Business & Community Services (BCS). In addition, BCS will be managing the Gladstone Library when operations are transferred later this year. In order to pool resources and make more efficient use of time and money, BCS staff proposed a joint process to plan for the Concord Property and the Oak Lodge and Gladstone libraries.

In 2018, the Board of Commissioners approved the proposed joint planning process. As part of the process, two task forces (the Concord Property and Library Planning Task Force and the Gladstone Community Library Planning Task Force) were formed to advise staff and the Board on the planning process, community needs, the capabilities of the Concord Property, and master plans for the Concord Property, the Oak Lodge Library, and the Gladstone Library.

### Past Outreach

As part of this process, previous planning and design projects will be reviewed to understand what public outreach activities took place. While not all of these previous projects and public comments will be applicable to the current project, they can form the basis for a more complete understanding of the community. A review of the previous outreach activities also allows for a better understanding of what techniques are effective in this area.

### Considerations

There are several key considerations with this process, as there are with any public outreach process:

- The geographic area for this project is unusual since there are two project sites and multiple service areas.

- Explaining the combined nature of the project; one process for two libraries, one community center, one park, and NCPRD's administrative offices. Understanding when communications messaging will be combined and when it will be separate.
- Connecting with underserved stakeholders and user groups.

## Audience

Understanding the various audiences in the area helps define outreach strategies. While not every audience will be targeted during each phase at the same level, opportunities will be made for an open and accessible process. Key audiences include (more information in Table 2-4):

- General public/residents
- Community groups, Community Planning Organizations (CPOs), businesses, recreational groups, schools, etc.
- Under-Represented groups, underserved, and vulnerable populations
- Government agencies and elected officials

## Under-Represented Groups

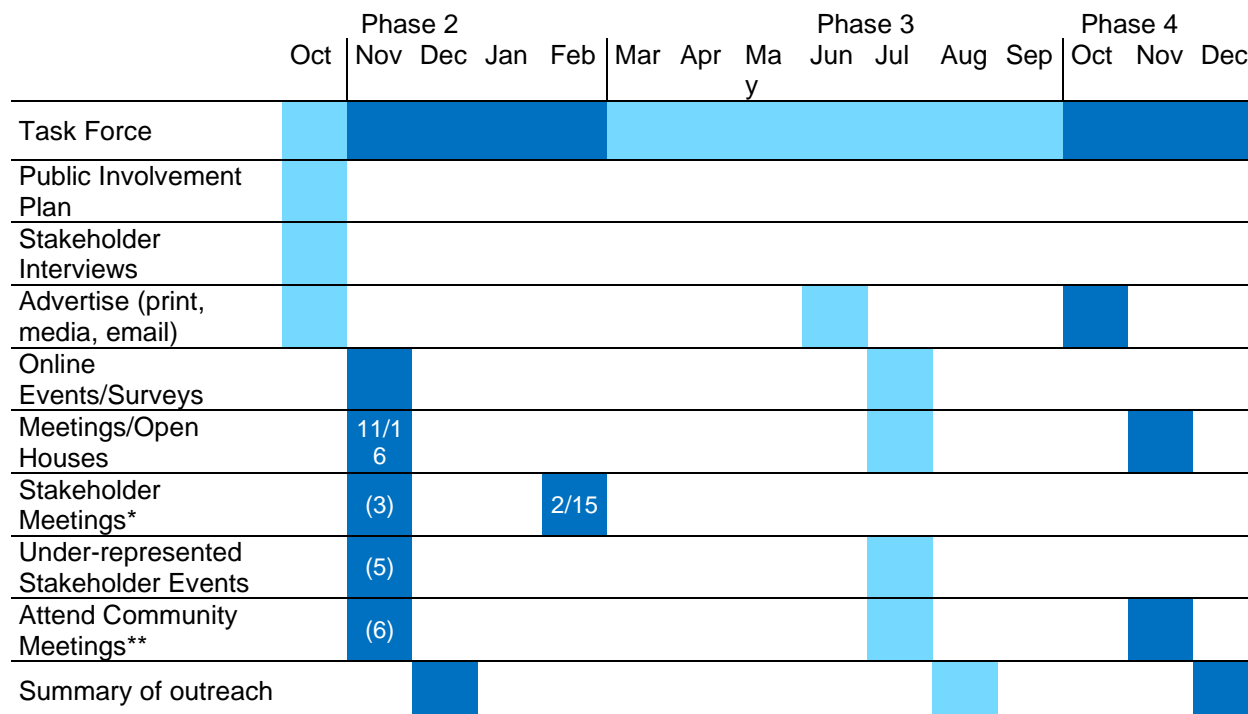
Many community members have been left out of planning projects in the past, despite having direct impacts and benefits related to the project. The goal with this project is to ensure that the people most affected by the project (direct users, neighbors, etc.) are involved in the planning efforts. Building off the successes and failures of previous projects for reaching under-represented groups, we have selected the techniques outlined in this plan. Additionally, the roles, timeline, and repeated outreach to the same groups will lay the groundwork for deeper relationships between Clackamas County/NCPRD and these groups/individuals.

## Schedule

The project includes four phases, however, all the public outreach activities (explained in section 5 of this PIP) will take place during phases 2, 3, and 4 [this schedule was modified due to the COVID-19 pandemic as the team transitioned to virtual outreach]:

- **Phase 1: Design Team Technical Investigation** (Sep-Nov 2019)
- **Phase 2: Needs Assessment/Programming** (Nov 2019-Feb 2020)
  - Objective: Introduce the project to the community to learn about the needs of the community, NCPRD, and other local partners. This phase will include data collection on existing conditions, as well as desires, aspirations, and visions for the community.
- **Phase 3: Alternatives Analysis** (Feb-Sep 2020)
  - Objective: Utilizing the information collected in the first phase, the project team will refine the ideas into three design alternatives for each location. Outreach activities will focus on collecting input on these alternatives for future refinement in the final phase.
- **Phase 4: Preferred Alternative and Refinement** (Sep-Dec 2020)
  - Objective: After hearing from the community on the range of alternatives, the design team and decision-makers will recommend a preferred alternative for each location. Outreach activities will focus on updating the community on the selected alternatives and focus on the successful resolution of the project, as well as preparation for the next phase/construction.

**Figure 1: Schedule of Outreach Activities**



\* By invitation only \*\* County/NCPRD will attend existing community meetings

### 3. Goals & Objectives

NCPRD and Clackamas County are dedicated to a thorough, inclusive and transparent public engagement process. Extensive community outreach (explained in Section 5 of this PIP) will continue to take place to allow all residents of NCPRD and the Oak Lodge and Gladstone library service areas to take part in shaping the future of these community landmarks.

Specific goals and objectives to reach those goals, include:

- Holistic, joint planning process to develop a master plan for the Concord property and future Oak Lodge and Gladstone Libraries.
  - Combine task force meetings, when appropriate, for a coordinated and less expensive process.
  - Create a single outreach plan and approach that will result in cohesive messaging between the project sites.
- Provide a thorough, inclusive and transparent public engagement process.
  - Conduct outreach activities during three phases to allow time to incorporate comments before the next phase.
  - Utilize demographic data of the areas to determine which demographic groups need extra attention for outreach activities to ensure that they have the opportunity to participate.
  - Meet community members where they are at (online, emails, existing community meetings, etc.) to reduce the barrier for entry.
  - Translate materials into Spanish and possibly Russian, to reduce the barrier for entry.

- Build community trust through repeated interactions with community groups or individuals, particularly if they have been under-represented in past planning projects.

## 4. Study Area

A clear understanding of the people who live, work, and use the nearby local services is critical to creating a public involvement plan that will be effective at reaching community members and developing outreach techniques that will be successful. This section provides a summary analysis of study area demographics. A more detailed analysis is provided in Appendix A. .

The study area for the libraries (Figure 2) includes Gladstone north to the City of Milwaukie boundary, between I-205 and the Willamette River. The library and community center service area boundaries will be different; the community center will serve the entire study area, while the Gladstone Library will serve the City of Gladstone and the Oak Lodge Library will serve the Oak Grove and Jennings Lodge communities. The larger study area for NCPRD service area is shown in Figure 3 and includes the City of Happy Valley.

**Figure 2: Libraries Study Area**

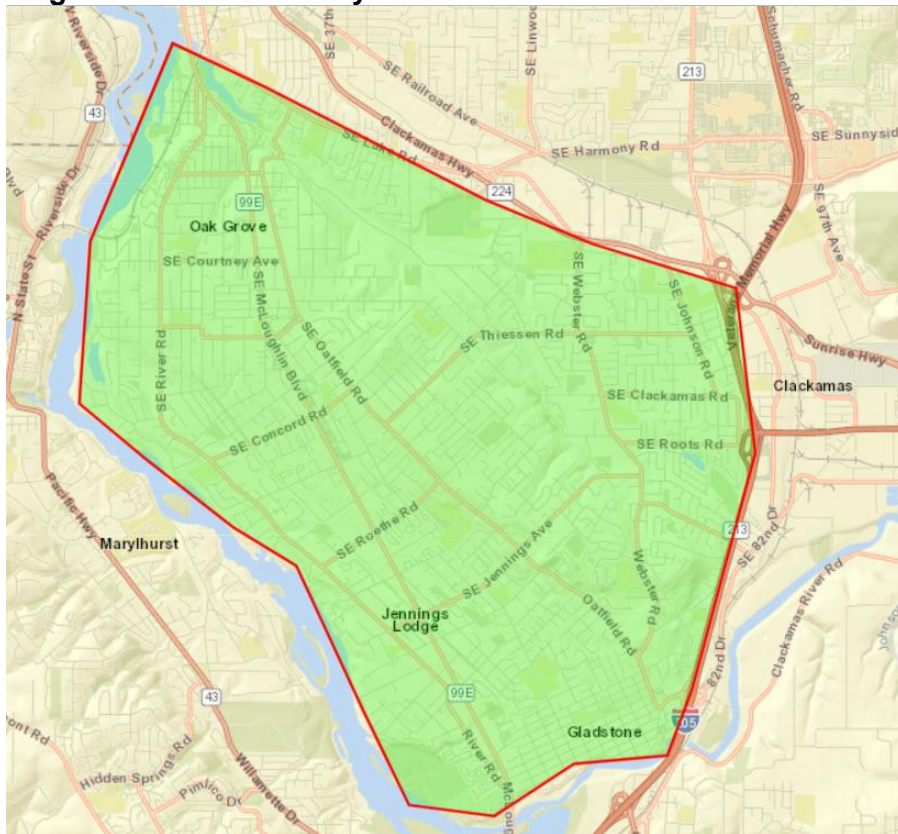
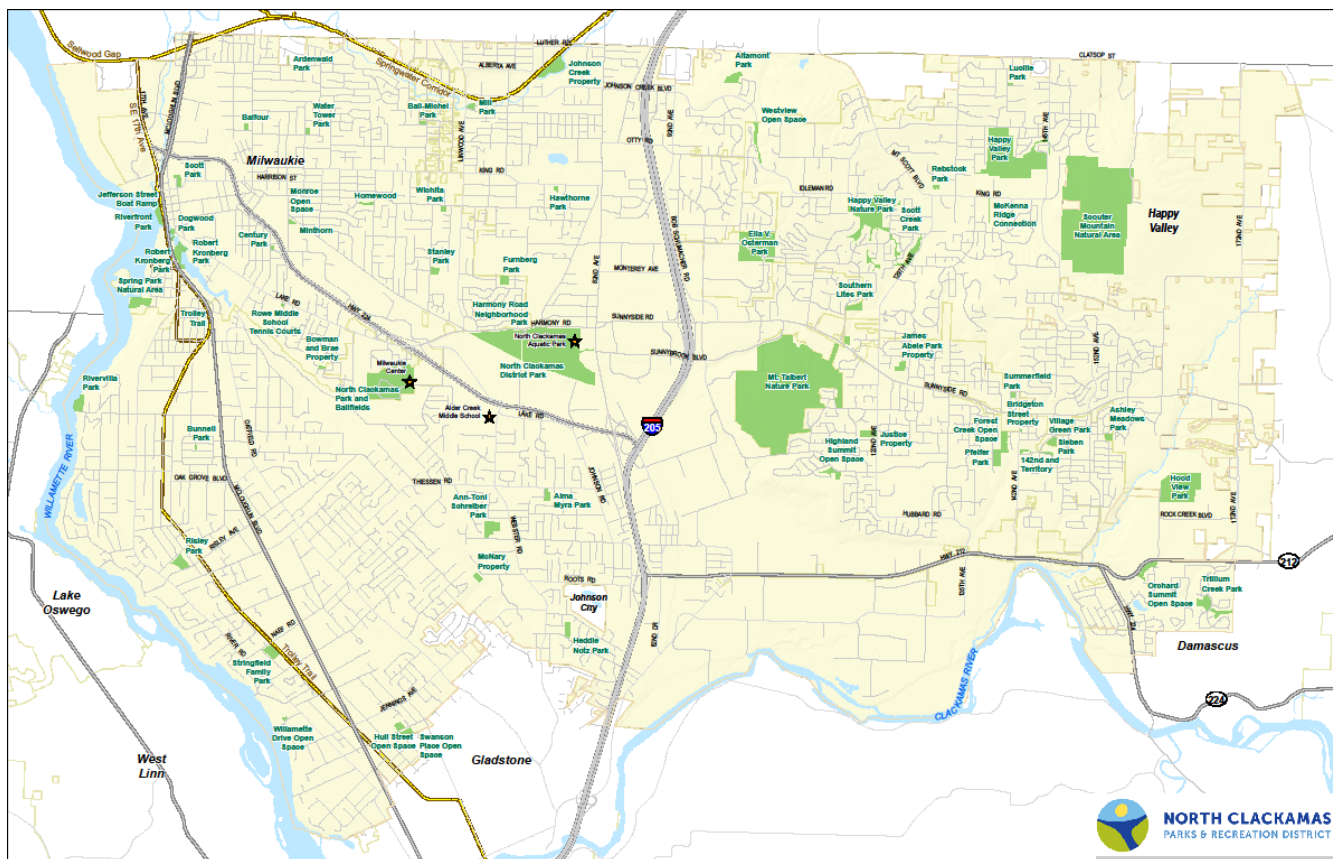




Figure 3: NCPRD Study Area



## Who lives, works and travels nearby?

By examining the US Census and local elementary school data (which is a more current database), we're able to create a well-rounded understanding of the community's racial, language, and income demographics. However, Census data can be incomplete and outdated, so this data is only one element of forming a larger picture of the community.

## Race and Ethnicity

The school data shows a more diverse set of people living in the area; recognizing that many of these people haven't been represented on existing committees, task forces, or in previous community engagement processes. While the entire study area (Oak Grove, Jennings Lodge, and Gladstone) is predominately white, non-Hispanic (84%) according to the Census (Appendix A), elementary school data shows a much lower rate of white students (averaging 64.5%). There is also a difference in demographics for Hispanic/Latino population in the study area (9%) compared to the schools (averaging 26%).

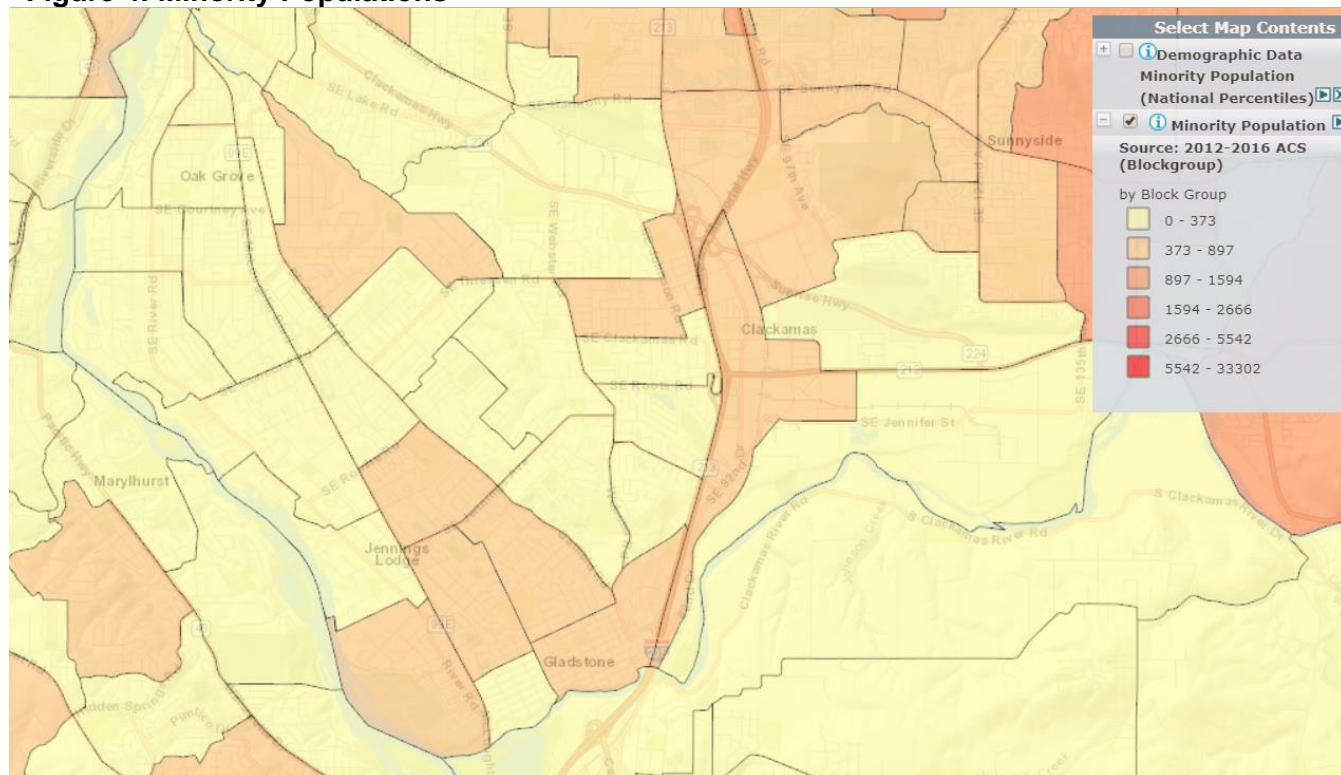
- Hispanic or Latino (of any race) = 9%
- Black or African American alone, non-Hispanic = 1%
- American Indian and Alaska Native alone, non-Hispanic = 0%
- Asian alone, non-Hispanic = 2%
- Native Hawaiian and Other Pacific Islander alone, non-Hispanic = 0%
- Some other race alone, non-Hispanic = 0%

- Two or more races, non-Hispanic = 3%

This difference could be collection method or a changing community. Census data (through the American Community Survey) is collected every year at a much lower response rate and then averaged over five or ten years, while school data is collected annually from the people living in the area.

Related to demographics is language spoken at home. Available data shows an average of eight languages spoken in local schools (specific languages not called out) and Census data indicates that 10% of households are linguistically isolated (speaking English less than well), with Spanish or an Indo-European language being most common.

**Figure 4: Minority Populations**



*NOTE: The darker the color (orange-red) shown in the figure above, the higher density of people living in the block group who are non-white; according to 2012-16 American Community Survey Census data.*

## Income

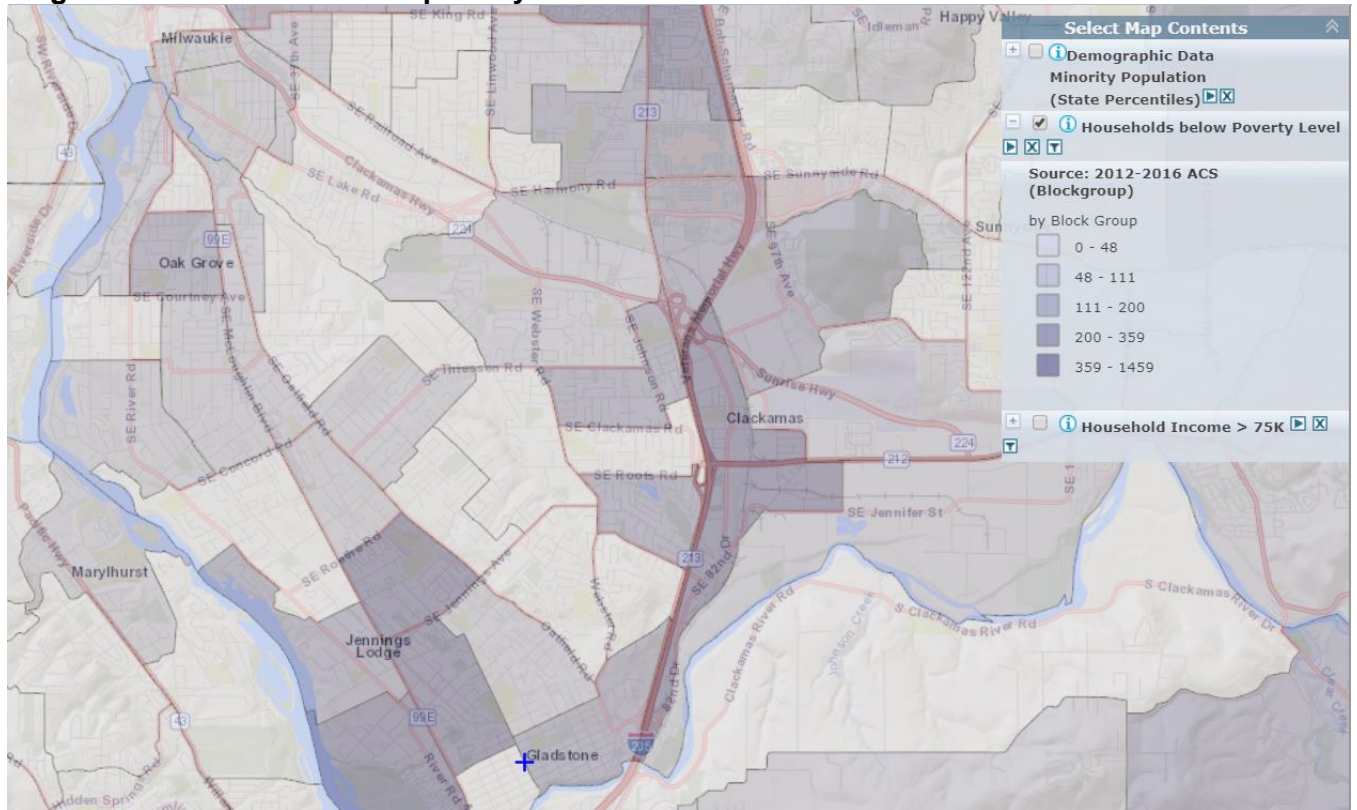
In the larger study area (bounded by I-205, the river, and Milwaukie city limits), 40.3% of the residents have a household income at or below \$50,000 per year, according to Census data. The Federal Poverty guideline for 2019 was \$25,750 for a family of four; however, the 2019 median income for a family of four in the Portland-Vancouver-Hillsboro area is \$87,900.<sup>1</sup> The average number of children eligible for free/reduced price lunches (which is determined by household income) in four schools (John Wetten Elementary School, Riverside Elementary School, Oak Grove Elementary School, and Bi-lingual Elementary School (Jennings Lodge K-2 and Candy Lane 3-5), was 54%. All of this points to a higher concentration of low-income

<sup>1</sup> <https://www.portlandoregon.gov/phb/article/731546>



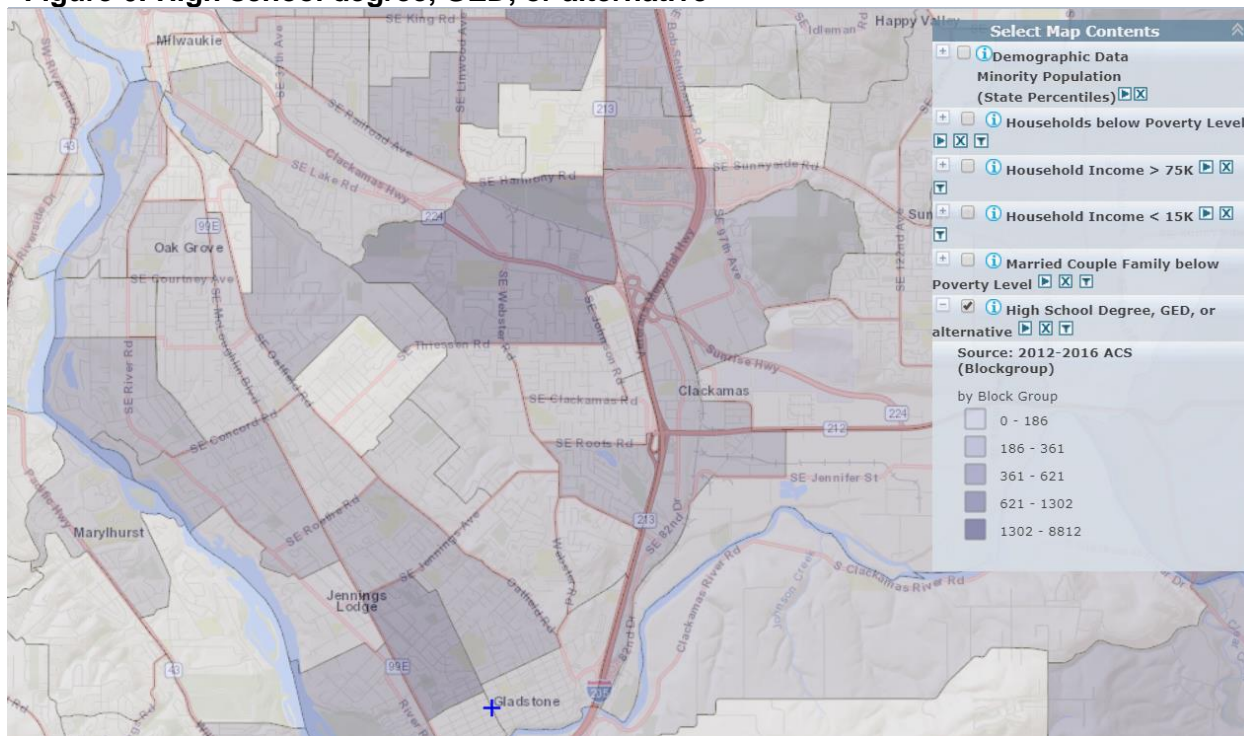
households in the area, with the greatest concentration around Oak Grove Elementary. Another indicator of income is educational attainment; the Census data shows that 25% of the residents have a high school degree as their highest educational level and 8% have less than that.

**Figure 5: Households below poverty level**



*NOTE: The darker the color (blue/gray) shown in the figure above, the higher density of people living below the poverty level in the block group; according to 2012-16 American Community Survey Census data.*

**Figure 6: High school degree, GED, or alternative**



*NOTE: The darker the color (blue/gray) shown in the figure above, the higher density of people with only a high school degree/GED/alternative; according to 2012-16 American Community Survey Census data.*

## 5. Community Outreach and Engagement Strategies

Involving the public and key stakeholders is central to the success of the project. The project team will perform both broad and targeted outreach activities to engage and solicit feedback from individuals and groups to reflect the variety of interests and viewpoints in the area. The following activities will be used to reach a variety of levels of engagement, responding to the community's various levels of interest in the project.

Engagement techniques fall into the following levels, each building to a deeper level of engagement. A range of techniques is needed within a project because not every person will want to be involved at the same level; even the same person may want to be involved at a deeper level a few times during a project.

- **Inform** – Provide balanced and objective information in a timely manner.
- **Consult** – Obtain feedback on analysis, issues, alternatives, and decisions.
- **Involve** – Work with the public to make sure that concerns and aspirations are considered and understood.
- **Collaborate** – Partner with the public in each aspect of the decision-making.
- **Empower** – Place final decision-making in the hands of the public.

The public involvement process will take place during three phases: Needs Assessment/Programming, Alternatives Analysis, and the Preferred Alternative and Refinement (see Appendix A for a complete list of techniques).

## 6. Stakeholders and Issues/Concerns

Many potential stakeholder groups are listed in the following tables along with potential issues and concerns specific to each group. Notes regarding involvement with other projects, languages spoken, or other items are included as well.

**Table 2: Agency Stakeholders**

Category	Stakeholder	Notes/Issues & Concerns	Possible Techniques	Phases
Agencies	Clackamas County	<ul style="list-style-type: none"> <li>General interest</li> </ul>	Staff coordination	2, 3, 4
	Gladstone City Council	<ul style="list-style-type: none"> <li>General interest</li> </ul>	Staff coordination	2, 3, 4
	BCC	<ul style="list-style-type: none"> <li>General interest</li> </ul>	Staff coordination	2, 3, 4
	NCPRD Advisory Board	<ul style="list-style-type: none"> <li>General interest</li> </ul>	Staff coordination	2, 3, 4
	Clackamas County Library Board of Trustees	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Construction impacts</li> </ul>	Staff coordination	2, 3, 4
	Gladstone Library Advisory Board	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Construction impacts</li> </ul>	Staff coordination	2, 3, 4
	Library District Advisory Committee (LDAC)	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Construction impacts</li> </ul>	Staff coordination	2, 3, 4
	Metro	<ul style="list-style-type: none"> <li>Community connectivity</li> <li>Parks network impact</li> </ul>	Staff coordination	2, 3, 4
Emergency Services	Clackamas County Fire District #1	<ul style="list-style-type: none"> <li>Design changes that may limit access during emergencies</li> <li>Design of safety improvements</li> <li>Impacts to access during construction</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings	2, 3, 4
	Gladstone Fire & Rescue	<ul style="list-style-type: none"> <li>Design changes that may limit access during emergencies</li> <li>Design of safety improvements</li> <li>Impacts to access during construction</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings	2, 3, 4
	Clackamas County Sheriff	<ul style="list-style-type: none"> <li>Design changes that may limit access during emergencies</li> <li>Design of safety improvements</li> <li>Impacts to access during construction</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings	2, 3, 4
	Gladstone Police	<ul style="list-style-type: none"> <li>Design changes that may limit access during emergencies</li> <li>Design of safety improvements</li> <li>Impacts to access during construction</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings	2, 3, 4

**Table 3: Community Group Stakeholders**

Stakeholder		Notes/Issues & Concerns	Possible Techniques	Phases
Neighborhood Associations/ Groups	Jennings Lodge CPO	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Changes to access</li> <li>Construction impacts</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
	Concord Partnership	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Changes to access</li> <li>Construction impacts</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
	Oak Grove Community Council/CPO	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Changes to access</li> <li>Construction impacts</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
	McLoughlin Area Plan Implementation Team (MAP-IT)	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Changes to access</li> <li>Construction impacts</li> </ul>	Social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
Business Associations	McLoughlin Area Business Alliance (MABA)	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Changes to access</li> <li>Construction impacts</li> </ul>	Social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
Community Organizations	Adult education/enrichment courses (i.e. ESL or continuing education)	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Construction impacts</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
	Gladstone Public Library Foundation	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Construction impacts</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
	Friends of Oak Lodge Library	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Construction impacts</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
	Friends of Trolley Trail	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Construction impacts</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
	Oak Lodge History Detectives	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> <li>Construction impacts</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4



	Friends of Gladstone Nature Park	<ul style="list-style-type: none"> <li>• General interest in project and changes to community</li> <li>• Construction impacts</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
Residents / Property Owners	Owners and Renters	<ul style="list-style-type: none"> <li>• General interest in project and changes to community</li> <li>• Changes to access</li> <li>• Construction impacts</li> </ul>	Social media, email, open house, fact sheets, survey, stakeholder meetings	2, 3, 4
	Retirement Homes	<ul style="list-style-type: none"> <li>• General interest in project and changes to community</li> <li>• Changes to access</li> <li>• Construction impacts</li> </ul>	Social media, email, open house, fact sheets, survey, stakeholder meetings	2, 3, 4
Business Owners	Business Owners (signed up for mailing list)	<ul style="list-style-type: none"> <li>• General interest in project and changes to community</li> <li>• Changes to access</li> <li>• Construction impacts</li> </ul>	Social media, email, open house, fact sheets, survey, stakeholder meetings	2, 3, 4
Park/Sports	Columbia Riverkeepers	<ul style="list-style-type: none"> <li>• General interest in project and changes to community</li> </ul>	Stakeholder interviews, social media, email, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
	Sports groups/ leagues (i.e. softball, cornhole, pickleball)	<ul style="list-style-type: none"> <li>• General interest in project and changes to community</li> </ul>	Stakeholder interviews, social media, email, open house, fact sheets, survey, stakeholder meetings, community meetings	2, 3, 4
School Districts/Youth	North Clackamas (Riverside and Oak Grove Elementary; Rex Putnam and New Urban High)	<ul style="list-style-type: none"> <li>• General interest in project and changes to community</li> <li>• After-school programming changes</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey	2, 3, 4
	Gladstone (John Wetten Elementary; Gladstone High)	<ul style="list-style-type: none"> <li>• General interest in project and changes to community</li> <li>• After-school programming changes</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey	2, 3, 4
	Oregon City School District (Candy Lane & Jennings Lodge)	<ul style="list-style-type: none"> <li>• General interest in project and changes to community</li> <li>• After-school programming changes</li> </ul>	Stakeholder interviews, social media, email, press release, open house, fact sheets, survey	2, 3, 4

**Table 4: Underserved Group Stakeholders**

Stakeholder	Notes/Issues & Concerns	Possible Techniques	Phases	
Under-represented or vulnerable populations	Clackamas County Health Department	<ul style="list-style-type: none"> <li>• Access to services</li> </ul>	Social media, email, open house, fact sheets/survey (translated), Underrep. Stakeholder events	2, 3, 4
	Organizing People / Activating Leaders (OPAL)	<ul style="list-style-type: none"> <li>• Public participation for EJ communities</li> <li>• Access</li> <li>• Construction impacts</li> </ul>	Social media, email, open house, fact sheets/survey (translated), Underrep. Stakeholder events	2, 3, 4



Native American Youth & Family Center (NAYA)	<ul style="list-style-type: none"> <li>Public outreach with Native American communities</li> </ul>	Social media, email, open house, fact sheets/survey, Underrep. Stakeholder events	2, 3, 4
Affordable housing	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> </ul>	Social media, email, open house, fact sheets/survey (translated), Underrep. Stakeholder events	2, 3, 4
Headstart (Gladstone; Oak Grove)	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> </ul>	Social media, email, open house, fact sheets/survey (translated), Underrep. Stakeholder events	2, 3, 4
Senior Centers/Housing (Gladstone Senior Center, Somerset Lodge, Milwaukie Center, Wichita Center)	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> </ul>	Social media, email, open house, fact sheets/survey, Underrep. Stakeholder events	2, 3, 4
Spanish-speaking groups (Madres & Padres)	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> </ul>	Social media, email, open house, fact sheets/survey (translated), Underrep. Stakeholder events	2, 3, 4
Gladstone Food Bank	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> </ul>	Social media, email, open house, fact sheets/survey, Underrep. Stakeholder events	2, 3, 4
Mental Health service providers	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> </ul>	Social media, email, open house, fact sheets/survey, Underrep. Stakeholder events	2, 3, 4
People with disabilities (Access Recreation)	<ul style="list-style-type: none"> <li>General interest in project and changes to community</li> </ul>	Social media, email, open house, fact sheets/survey, Underrep. Stakeholder events	2, 3, 4

## 7. Evaluation

The outreach activities and the Public Involvement Plan will be periodically evaluated to determine success. The following questions will be used throughout the project to help measure the success of our outreach efforts and refine this plan, if needed. Stakeholders will be asked for feedback on the outreach success along the way. Public responses will be recorded in an evaluation section of the Public Involvement Final Plan. Project materials will be modified as necessary in response to these evaluations. The questions below will be asked or presented to stakeholders during discussions, meetings and public events, either verbally or by survey form. Table 4 provides methods and measures for tracking evaluation progress.

- Did we work effectively and proactively to inform and coordinate with partners?
- Was the project information, including the need and opportunities, clearly understood? If not, what do we need to do differently?
- Did we correctly identify and reach all of the key stakeholders? If not, what can we do to reach out to them? Also, what were the reasons we missed some, and how can we do a better job in the future?
- Did we correctly identify stakeholder issues? If not, how can we do a better job in the future?

- Were our messages about the project effective? If not, why?
- Were translation/interpretation services helpful? Were translated materials easy to understand and accurately translated?
- How did each of the project’s communications tools work? How can we expand the use of those that are working well and refine those not working as well as they could be?
- Did we reach our target audiences? If not, what other tools would have been more effective?

**Table 5: Evaluation Methods/Measures**

Evaluation Method	Measures
<ul style="list-style-type: none"> <li>• Evaluation Forms at events/Open Houses.</li> <li>• Quarterly team check-ins to understand extent of outreach progress and/or challenges.</li> <li>• Review evaluation questions, report on what’s been heard, discuss how materials and activities can be modified to address public comment.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct feedback from stakeholders and team members (verbal, email, feedback form).</li> <li>• Numbers of participants attending events (5% of outreach).</li> <li>• Numbers of responses received from surveys or comment forms.</li> <li>• Numbers of targeted Environmental Justice/Under-represented community group oriented events (415 responses).</li> <li>• Percentage of Environmental Justice/Under-represented community group oriented participants.</li> <li>• Number website hits.</li> <li>• Level and accuracy of media coverage.</li> <li>• Number of people learning about this project for the first time.</li> </ul>

## 8. Area Resources

In conducting public outreach, it may be necessary to utilize resources such as meeting facilities, translation services, technical equipment rental or other informational services. Whenever possible, the project team will prioritize local resources within or near the project area.

**Table 6: Potential Meeting Locations/Service Providers**

Location/Organization/Group	Address	Phone	Email	Notes
Gladstone Senior Center	1050 Portland Ave, Gladstone	503-655-7701		Hard to reserve
Rex Putnam High School	4950 SE Roethe Road, Oak Grove			
Concord Property	3811 SE Concord Rd., Oak Grove			Free
Clackamas County Offices	2051 Kaen Road, Oregon City	503-655-8751		
Gladstone Fire Department	555 Portland Avenue, Gladstone	503-557-2774		
Somerset Lodge	8330 Cason Road, Gladstone	503-462-1461		
Gladstone Family and Children Center				Two large spaces

**Table 7: Outreach and Informational Resources**

Location/Org/Group	Address	Phone	Email	Notes
John Wetten Elementary School, Gladstone School District	250 E Exeter, Gladstone	503-656-6564		School events, including the Jog-athon, the Holiday Lunch, the winter sing along, Career Day, the Literacy/Cultural

Riverside Elementary School, North Clackamas School District	16303 SE River Rd, Oak Grove	503-353-5560	Carnival, Everybody Reads Day, and Field Day. School events, including PTA/PTO Sponsored Family Nights, Parenting Classes, English Learner Family Night, Family Curriculum Night, Partnerships with Local Businesses
Oak Grove Elementary School, North Clackamas School District	2150 SE Torbank Road, Oak Grove	503-353-5520	School events including North Clackamas School District Day Care, PTA/PTO Sponsored Family Nights, Partnerships with Faith-Based Community, English Learner Family Night, Title I Family Night.
Candy Lane Elementary School, Oregon City School District	5901 SE Hull Ave. Gladstone	503-785-8150	Open House, Multi-Cultural Night, Family Science/Math Night, Parent-Teacher Conferences, and the Family Focus Forum.
Jennings Lodge Elementary School, Oregon City School District	18521 SE River Road Jennings Lodge	503-785-8035	Open House, Multi-Cultural Night, Family Science/Math Night, Parent-Teacher Conferences, and the Family Focus Forum.

## 9. Non-Discrimination Policy Statement

Consistent with the policy of Clackamas County, Business and Community Services is committed to compliance with all state and federal non-discrimination directives, including Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act Title II. No person shall be excluded from participation, be denied benefits of, or be otherwise subjected to discrimination under any program or activity, regardless of funding source, on the grounds of race, color, national origin, Limited English Proficiency, age, disability, religion, marital status, sex, gender, sexual orientation, or source of income. In addition, BCS shall make every effort to identify and address disproportionately high and adverse human health or environmental effects of BCS's programs, policies and activities on minority populations, and low-income populations.

## 10. Inclusive Outreach and Engagement Strategies

This project will ensure participation of Title VI protected groups, and address physical accessibility, language issues and other accommodations for Title VI protected groups. At a minimum, such strategies shall include:

- Providing for a variety of ways for community members to participate in public processes, including informal meetings/open house presentations and written and oral testimony;
- Ensuring that meeting locations and times are convenient and accessible to all, including low income, minority communities, people with Limited English Proficiency and people with disabilities;
- Seeking out and considering the views of minority and/or low income communities;
- Providing meeting facilities that are accessible to all and specifying in meeting notices that accommodations are available upon request;

- Ensuring equal access by providing reasonable modifications and accommodations upon request; and
- Following all Oregon Public Records and Public Meetings Laws.

## **11. Data Collection Procedures**

Demographic and statistical data on protected groups was collected through the American Community Survey (ACS) via the EJScreen website tool and through State of Oregon's Department of Education's annual report card system. Additional information will be collected through outreach activities such as events and the survey (self-identification). This information is used to determine impacts and benefits of potential projects on minority and low-income communities, as well as in developing outreach and engagement strategies.

## 12. Appendix A. Outreach Techniques

Activity	Timeline	Role	Involvement Level	Key Audience
<b>Phase 2</b>				
Public Involvement Plan	9/2019	JLA	Inform/Consult	Agency; client
Stakeholder Interviews (5)	10/2019	JLA	Consult/Involve	Community Groups; Underserved Groups
Website Launch	10/2019	Clackamas County	Inform	General public; Community Groups; Underserved Groups
Social Media (3 posts)	11/2019	JLA/Clackamas County	Inform/Consult	General public; Community Groups; Underserved Groups
Email/E-Newsletter (1)	11/2019	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Press Release (1)	11/2019	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Online Open House and Survey (1)	11/2019	JLA	Inform/Consult	General public; Community Groups; Underserved Groups
Factsheet (2)	11/2019	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Information mailed to local businesses and residents	11/2019	JLA/Clackamas County	Inform	General public; Community Groups
Translated Factsheet (2 languages)	11/2019	Clackamas County	Inform	Underserved Groups
Underrepresented Stakeholder Events (5)	11/2019	JLA	Involve/Collaborate	Underserved Groups
Open House (1)	11/2019	JLA	Inform/Consult/ Involve	General public; Community Groups; Underserved Groups
Task Force (10)	9-12/2019	JLA	Involve/Collaborate	General public; Community Groups
Community Meetings (6)	9-12/2019	County/JLA <sup>2</sup>	Inform	Community Groups
Stakeholder Meetings (3)	10/2019	OP SIS	Involve/Collaborate	General public; Community Groups
Comment/ Stakeholder Log (ongoing)	9/2019	Clackamas County	Inform	Agency; client

<sup>2</sup> 6 Community Meetings are scoped; NCP RD can present to more groups with the meeting kit developed by JLA



<b>Activity Phase 3</b>	<b>Timeline</b>	<b>Role</b>	<b>Involvement Level</b>	<b>Key Audience</b>
Email/E-Newsletter (1)	06-08/20	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Factsheet (2)	06-07/20	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Information mailed to local businesses and residents	06-07/20	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Translated Factsheet (2 languages)	06-07/20	Clackamas County	Inform	Underserved Groups
Press Release (1)	06-07/20	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Social Media (6 posts)	06-08/20	JLA/Clackamas County	Inform/Consult	General public; Community Groups; Underserved Groups
Underrepresented Stakeholder Events (5)	06-08/20	JLA	Involve/Collaborate	Underserved Groups
Online Open House and Survey (1)	07-08/20	JLA	Inform/Consult	General public; Community Groups; Underserved Groups
Stakeholder Meetings (2)	07-08/20	OPSIS	Involve/Collaborate	General public; Community Groups

<b>Activity Phase 4</b>	<b>Timeline</b>	<b>Role</b>	<b>Involvement Level</b>	<b>Key Audience</b>
Website Update	Nov 2020	Clackamas County	Inform	General public; Community Groups; Underserved Groups
Comment/Stakeholder Log	(ongoing)	Clackamas County	Inform	Agency; client
Email/E-Newsletter (1)	Nov 2020	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Factsheet (1)	Nov 2020	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Information mailed to local businesses and residents	Nov 2020	JLA/Clackamas County	Inform	General public; Community Groups
Translated Factsheet	Nov 2020	Clackamas County	Inform	Underserved Groups
Press Release (2)	Nov 2020	JLA/Clackamas County	Inform	General public; Community Groups; Underserved Groups
Social Media (6 posts)	Nov 2020	JLA/Clackamas County	Inform/Consult	General public; Community Groups; Underserved Groups
Underrepresented Stakeholder Events (5)	Nov 2020	JLA	Involve/Collaborate	Underserved Groups
Open House (1)	Nov 2020	JLA	Inform/Consult/ Involve	General public; Community Groups; Underserved Groups
Survey (1)	Nov 2020	JLA	Inform/Consult	General public; Community Groups; Underserved Groups
Stakeholder Meetings (1)	Nov 2020	OP SIS	Involve/Collaborate	General public; Community Groups
Community Meetings (6)	Nov 2020	County/JLA <sup>3</sup>	Inform	Community Groups
Final Public Involvement Report (1)	Nov 2020	JLA/Clackamas County	Inform	Agency; client; general public

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<sup>3</sup> 6 Community Meetings are scoped; NCP RD can present to more groups with the meeting kit developed by JLA

## 13. Appendix B. Study Area Demographics

### School Data

**John Wetten Elementary School, Gladstone SD:** 15% Hispanic/Latino students, 7% multiracial, 75% White; 8% ever English Learners; 10 languages spoken; 45% Free/reduced price lunch; 12% students with disabilities.

**Riverside Elementary School, North Clackamas SD:** 32% Hispanic/Latino, 5% multiracial, 60% White; 28% Ever English Learners; 8 languages spoken; 57% Free/reduced price lunch; 17% students with disabilities.

**Oak Grove Elementary School, North Clackamas SD:** 18% Hispanic/Latino, 7% multiracial, 71% White; 13% Ever English Learners; 8 languages spoken; 63% Free/reduced price lunch; 25% students with disabilities.

**Bi-lingual Elementary School (Jennings Lodge K-2 and Candy Lane 3-5), Oregon City SD:** 39% Hispanic/Latino, 5% multiracial, 52% White; 31% Ever English Learners; 7 languages spoken; 52% Free/reduced price lunch; 15% students with disabilities.

### Census Data

Demographic Topic	Oregon Average <sup>4</sup>	Clackamas County Average <sup>5</sup>	Study Area Average <sup>6</sup>
Population	4,025,127	399,962	52,465
Minority population	NA	NA	16% (8,290)
Hispanic or Latino (of any race)	12.7%	8.4%	9% (4,820)
White alone, not Hispanic	76.5%	82.7%	84% (44,175)
Black or African American alone	1.8%	0.9%	1% (721)
American Indian and Alaska Native alone	0.9%	0.6%	0% (260)
Asian alone	4.1%	4.1%	2% (1,001)
Native Hawaiian and Other Pacific Islander alone	0.4%	0.2%	0% (92)
Some other race alone	0.1%	0.1%	0% (20)
Two or more races	3.6%	3%	3% (1,377)
5 years+ Speak English; only English	84.8%	87.9%	90% (44,853)
5 years+ Speak English; Non-English at home <sup>7</sup>	15.2%	12.1%	10% (4,811)
Linguistically Isolated Household <sup>8</sup> ; Spanish	39.5%	36.4%	72% (201)
Linguistically Isolated Household; Indo-European	26.7%	25.8%	22% (61)
Less than 9 <sup>th</sup> Grade	NA	2.4%	2% (892)
No Diploma	9.8%	4.4%	6% (2,270)
High School Graduate	23.4%	21.8%	25% (9,193)
Per Capita Income	\$30,410	\$37,551	\$29,608
Household Income Base; <\$15,000	6.5%	6.8%	9% (1,929)

<sup>4</sup> ACS 2013-17; <https://data.census.gov>

<sup>5</sup> ACS 2013-17; <https://data.census.gov>

<sup>6</sup> ACS 2012-16; <https://ejsscreen.epa.gov/mapper/>

<sup>7</sup> Of languages spoken at home in order of frequency in the study area: Spanish (3,122), Other Indo-European (609), Chinese (548), German (283)

<sup>8</sup> Linguistically isolated household, speak a language other than English less than “very well”

Household Income Base; \$15,000-\$25,000	7%	7.4%	10% (2,107)
Household Income Base; \$25,000-\$50,000	21.3%	26.1%	23% (4,904)
Household Income Base; \$50,000-\$75,000	19.5%	18.6%	20% (4,301)
Household Income Base; \$75,000+	45.7%	48%	38% (8,040)
Owner Occupied	61.7%	69.6%	64% (13,593)
Renter Occupied	38.3%	30.4%	36% (7,687)
In Labor Force, over 16 years	62.2%	65.0%	64% (27,689)
Not in Labor Force, over 16 years	37.8%	35.0%	36% (15,460)
Age, 0-4	NA	NA	5% (2,801)
Age, under 18	21.5%	22.1%	25% (13,412)
Age, 18+	78.5%	77.9%	80% (41,853)
Age, 65+	16.3%	16.5%	19% (9,830)

## **14. Appendix C. Stakeholder Details**

See separate Stakeholder List Excel Sheet.