City of Eugene Parks & Recreation Systems Plan:

Latino Community Outreach Phase 2

City of Eugene Office of Human Rights & Neighborhood Involvement

February 17, 2017

Overview

This report provides detailed outreach results from Phase 2 of the City of Eugene's Parks and Recreation Plan (PRSP): Latino Community Outreach Phase 2.[1] It is designed to answer and provide more in-depth information to the City Parks and Recreation staff's follow-up questions to Phase 1 Outreach.

The City Human Rights and Neighborhood Involvement (HRNI) Office collected and analyzed this information in collaboration with Downtown Languages and the University of Oregon. In summary, outreach activities for Phase 2 included information from in-depth interviews with over 35 Latino community members, mostly those who participate in the Pilas Program through Downtown Languages.

The report is structured according to the 11 core topic areas that came out of Phase 1 and the questions Park and Recreation staff had about them. Most topic areas are addressed separately, a few are address together due to their connectedness. Recommendations for each are derived from information from Phase 2 community interviews, previous outreach, and past and current work done by the City of Eugene. Context is included for each set of recommendations. For more information on this report, contact Lorna Flormoe 541-682-5970.

Use of the term: "Latino Community"

This report refers to the "Latino Community" throughout. This is done for ease of reference only; it is important to recognize that Eugene's Latino community is varied in many ways – immigrants versus first, second, or more generation residents; income level; geographic location; language ability (Spanish, indigenous, English); familial status; recreation preferences; et cetera. These variations likely affect participants' responses.

Participants were identified generally as those individuals and families who are likely to face barriers to participation in government services and processes due to their geographic location, knowledge of English and familiarity with the City's cultural norms. They were also identified as those who are likely to be heavily impacted by improved access to Eugene's parks, spaces, and recreational activities.

The information in this report comes primarily from new and first generation immigrants who live in the Bethel neighborhood, the neighborhood in which Petersen Barn and Park are located. Many participants had limited knowledge of English (interviews were conducted primarily in Spanish) as well as young children and lower incomes. This demographic also reflects the community involved in Pilas courses, run by the organization, Downtown Languages (DTL). The HRNI staff collaborated closely with DTL to identify interview participants.

---

[1] See: report from Phase 1: "Encouraging Spaces for Latino Community Participation: Creating Welcoming and Inclusive Parks and Community Centers in Eugene, Oregon." Written by Dr. Daniel Platt of the University of Oregon, 9/2015.

Implementation Questions derived from Phase 1 outreach recommendations:

Item	Recommendation	Implementation Questions
1	Spanish bilingual signage, resources regulations	• Which information is most relevant? • Help define priorities
2	Marketing of services and facilities to Latinos	• Which communication tool? • Through what networks?
3	Park amenities: portable soccer goals, barbecue grills, picnic areas to accommodate larger gatherings	• Where?
4	Picnic shelter and community center reservation policies and practices	• Where? • How?
5	Facilitating informal pickup soccer games (formal field not necessarily required)	• Where? • When? • How?
6	Name a park or community center for someone with cultural significance to local Latinos	• Where? • Named for who or what?
7	Programming to create more festive and communal park environments. (i.e. food trucks/vendors)	• Where? • When? • What?
8	Incorporate public art that represents the Latino/a presence in Eugene	• Where?
9	Cross-cultural education such as interpretive signage	• Where? • Topic?
10	Address safety concerns	• How?
11	Cross-cultural exchange, like salsa dancing lessons or conversation groups for people who would like to learn a second language	• Where?

1	Spanish bilingual signage, resources, regulations	• Which information is most relevant? • Help define priorities

Signage and Regulations

Context

Several participants were concerned that some parks do not have signs to say whether or not the space is officially a park. These participants and others were also concerned that park signs do not state park rules clearly which made it hard for them to know the rules and hard for them to know if others are following rules.

Park name signage:
A few participants from the Bethel neighborhood areas stated they did not know if open spaces near their houses were actually official parks. They explained that the lack of signs as well as the fact that these parks had no visible facilities (tables, playgrounds, et cetera) within those open spaces made it impossible to tell if it was an official park.

Signage within the parks:
Participants were generally confident that they knew park rules and how to behave "appropriately" within them. However, several participants reported feeling as though others did not obey park rules. Particular issues included park users not cleaning up after their dogs, having dogs off leash, and smoking tobacco and marijuana within parks. In general, some cultural norms in the Latino community hold marijuana as an illicit and taboo drug, one you would not want your family around, regardless of its legal and culturally accepted standing in Eugene and Oregon. Generally speaking, dogs in Latin America fall into three categories: feral street dogs which are fairly abundant, guard dogs (both of which instill some fear and disregard), and family pets.

Community members felt that these behaviors made their park experiences uncomfortable and at times that these behaviors threatened their children. They asked for signs to educate others and/or to use as references for themselves so they knew their own rights within City parks. They also reported being unaware of how they could report someone breaking park rules.

Recommendations

1. Install signs that designate the park space as a park at the park entrance and other park access points.
2. Include a multi-lingual "Welcome" messages that is highly visible on these signs. It could literally, be the word "Welcome" in multiple languages (English, Spanish, primarily- connect with HRNI staff to get other languages that should be included). These signs placed in visible locations at park entrances can help set a tone that all park users (who follow the rules) should feel welcome, included and respected. For example:

3. Post rules and regulations in both English and Spanish within all parks. In large parks, such as Alton-Baker or Washington Park, do so in several places and near parking areas.
   - Include rules about pets, specifically dogs, and rules about park behavior, including both tobacco and marijuana smoking and regulations around alcohol consumption.
   - Include a number or suggestion boxes near park signs where people can call or write to provide feedback. The phone number should be answered by someone who has Spanish language capability or who is able to direct that person to someone who can speak Spanish. Note this on the sign.
4. Post information in English and Spanish about City resources located nearby, such as community centers, health and emergency resources.
5. Symbols may be helpful to inform people about rules, park warnings (i.e. animal sightings, trail conditions, etc.) and nearby resources. Key considerations include:
   - Use focus groups to help determine which symbols translate across cultures.
   - Symbols should be used consistently throughout all City departments so as not to create confusion.
   - Outreach and education should be done to let the community know what symbols represent.

City Resources for Community Reference

Context

All participants stated that the greatest barrier to services is language access. Many participants shared the second-greatest barrier is the ability to find information.

Interview participants stated that they were largely unaware of any resources created by the City in English or Spanish. This included resources that discuss Parks, Recreation, or other community-based City services.

Participants stated that they and other community members they know rely mostly on personal networks for information. Most commonly referenced resources include: family, friends, schools, and the nonprofit Centro LatinoAmericano. About a third of participants also referenced Downtown Languages, which runs the Pilas English-language class in which the majority of participants were enrolled.

All participants reported they would like to have information about City services and events in Spanish. They are most interested in having materials in print, sent to their homes, available in neighborhood locations, the nonprofits that they go to for services, and on Facebook (See Section (2): Marketing and Outreach for more details).

Participants were especially interested in receiving information about free or low-cost events – particularly those that described opportunities for children and families. They were also strongly interested in access to materials that list park locations with facilities and their amenities (similar to the now out-of-print City park map). This relates to many participants' willingness to travel to different parks that have facilities they desire.

Recommendations

1. Create Spanish-English versions of all resources, including event flyers, seasonal booklets, and informational handouts.
   - Complete Spanish-English translations highly preferred, as well as professional translation.
   - If materials are predominantly English and include limited Spanish text, Spanish should be larger and visibly placed. Critical information to include: time; cost; location; whether event is child-friendly; whether childcare is available.
   - Note which events will have Spanish language resources at the event, and which will be held in English (but all are welcome). Include a note that people may contact the City program organizer if they are able to help out with Spanish language resources at the event.
2. Regarding online recreation program registration, it would be most beneficial if this system aligned in some way with the online system to reserve park spaces and facilities.
3. Prioritize the translation of any resources that contain information about children and family-friendly activities such as: community events; ongoing Parks/Recreation programs; lunch programs; summer and afterschool activities; childcare; classes; available facilities.
4. Organize content of resources by cost: activity costs should be clear and upfront. If scholarships or other assistance are available, this should also be clearly noted.
   - Example: In brochures and pamphlets, separate activities into categories such as "Free" – "Gratis" ; "Low Cost" – "Barato" ; and "Other" – "Otro". Think of what "Low Cost" means for a family with a low income.[2] Scholarship opportunities should be described prior to listing out services and costs.
   - Childcare with a source that is familiar and trusted by parents is essential, preferably one who has some Spanish language capacity.
5. Exercise and language classes directed towards adults are of interest as well. However, those that do not also include childcare options should be considered lower priority for translation.

---

[2] "Low" or "cheap" prices may be subjective. This may require more survey information to determine. Many families are paying for multiple children. Families referenced costs such as five dollars each for a one-time event as an upper limit. Participants referenced ongoing Spanish classes and most summer opportunities for children that required enrollment fees as very expensive. If options have scholarship opportunities, these should be outlined clearly in Spanish.

6. Create a central City-wide Facebook page for the Spanish-speaking Latino/a community to provide Spanish-language information about events, services and resources. See Section (2): Marketing and Outreach for more information regarding City Facebook page (Part of a larger Language Access project, for more information contact Lorna Flormoe).
   - Post information on the City-wide Latino-community-focused Facebook page to drive interest and exposure. (Searching Eugene Latino on Facebook brings up a good starter list)
7. Consider advocating internally (within the City overall and within your division and department) for the implementation of centralized City resources and support for Language Access, such as:
   - A centralized phone number where people can receive basic service assistance.
   - Recording a phone message in Spanish that directs Spanish speakers to leave a message with their questions, and then designate someone to listen and respond within a certain time-frame.
8. Support the implementation of the Language and Cultural Liaisons pilot program. This is an upcoming pilot program that would help provide language access to the organization, increased outreach capacity to community and would serve as a pipeline to workforce diversification and ongoing language support needs. Temporary City staff would be hired with a focus on Spanish-bilingual and bicultural abilities and an interest in customer service. These staff and their time could be requested and purchased by a division or department to serve a particular role for a limited time on City projects to increase access for/outreach to Spanish speakers/ the Latino/a community (Part of a larger Language Access Project, for more information contact Lorna Flormoe).
   - Contact Lorna Flormoe, Andy Fernandez or Peter Chavannes with interest.

2	Marketing of services and facilities to Latinos/as	• Which communication tool? • Through what networks?

Marketing is closely tied to outreach. These are both important but distinct ways to connect with the Latino community. In this report, we refer to marketing as the process of the City organization creating and posting materials. We refer to outreach as the process of building relationships necessary to help create appropriate services and to help these services to be well-received by the community.

Context:

General Familiarity:
Interview participants were generally unfamiliar with Parks or Recreation marketing materials. Five of twenty families reported that they had received the summer Recreation activity booklet at school or in the mail. Few reported having been exposed to any other City marketing efforts. Participants reported hearing about City offerings primarily via school or word of mouth or Facebook posts from friends and families. All seemed interested in having more exposure to City advertising.

Internet considerations: The majority of participants did not have internet access in their homes via a computer. However, many participants reported that they access internet primarily via a smartphone. Many use Facebook on a regular basis from their smartphone. They reported that Facebook is an important resource where they find out about community events. Participants were generally enthusiastic about the idea of the City posting information on Facebook and seeing these posts shared on Latino-friendly sites in the region. However, over half the participants stated that they would like to see materials in print as well.

Existing Resources:
There may be a number of existing City Spanish-language resources that are not currently well-marketed to our Latino community. For instance, HRNI conducted several meetings with Parks and Recreation representatives to prepare for our interviews. In these meetings, representatives spoke of the current lack of access to Spanish language speakers within the City, and goals to improve it. We learned by happenstance later in the process that there is a Recreation Spanish line ((541) 682-6891; Dahlia Garza at Campbell CC). Families who participated in our outreach were also not aware of this resource.

Nonprofit Organizations
Nonprofit organizations are key resources for City marketing efforts to the Latino community. However, City staff should engage with nonprofit organizations thoughtfully and respectfully. Collaboration and communication are key principles. See: Section 11: Nonprofit Collaboration, at the end of this report, for more information regarding nonprofit collaboration. This section is based on interviews with community nonprofit organization leaders.

Recommendations:

1. Translate all print resources, including marketing and outreach materials (event fliers, general resources, maps, schedules, publications, et cetera).
   - Distribute print materials in Latino-serving businesses, nonprofits, and schools.
     - Many schools give out information to families on a weekly or monthly basis in the form of bilingual packets. Some individual teachers are also creating their own supplementary materials. Offering materials to schools and teachers to distribute will ensure they go directly to families.
   - Create routines and habits so events are always advertised in the same places. Developing relationships with Latino nonprofits and business owners will encourage word-of-mouth advertising. Information spread through informal networks and community contacts is highly valued within the Latino community.
   - Complete Spanish-English translations are highly preferred, as is professional translation.
2. Online and radio advertisements
   - Advertise through local Spanish radio stations to provide information about local events and facilities.
     - Create relationships with the radio station programmers and DJs. This will help the community and City gather and share information about City events and Latino community needs/desires.
   - Lane County's primary Spanish radio station is La Que Buena, at FM 97.7.
     - Lane County Public Health has signed on to sponsor programming to increase their outreach to Latinos.
     - Petersen Barn recently saw a large increase in Latino families attending an all-community Family Fun Night after advertising through the station.
   - Use Facebook to spread the word about City events, resources or information.
     - Create a City-wide Facebook page in Spanish in collaboration with HRNI. Having Spanish language resources/events/postings for the whole City organization consolidated in one location meets the needs of this community much better than dispersed information. It could also serve in gathering some ongoing community input and build connections. This could be part of the City's Language Access Plan, through the HRNI office. Staff contact, Lorna Flormoe.
       - HRNI could potentially manage it if there were help to build it.
     - Posts should be shared to Facebook pages currently run by Eugene's Latino community or Latino serving non-profits. This will help begin an online dialogue and collaboration and distribute information about needs, events, services, and opportunities throughout the City.
3. Form relationships in communities and with nonprofit organizations to support marketing efforts.
   - Show up to community events and provide bilingual information, talk about services and events that Parks and Recreation offers.
   - Contact nonprofit organizations to see if they have set times or areas that they use to advertise community services. Take advantage of these on a regular bases.
     - For instance: Centro Latino Americano invites community services to advertise their services on Tuesdays in the month when members come to

collect benefit information. Contact Centro Latino Americano for details about this opportunity.

4. Work with nonprofit organizations thoughtfully and provide incentives.

- When inquiring about nonprofit partnerships and possible nonprofit support for City projects, discuss with the nonprofit, whether this opportunity provides a benefit to the nonprofit organization.
- Make sure you can answer the question: How does this advance the nonprofit organization's mission? What benefit will the nonprofit get from this relationship?
- Approach non-profits early with marketing and outreach ideas and plans. An annual or biannual approach to planning with non-profits, who often operate on a shoestring, could help the non-profit think and plan for how and if the ask may be integrated into their programs.

3	Park Amenities: Portable soccer goals, barbecue grills, picnic areas to accommodate larger gatherings	• Where?

<mark>This project recognizes that the use of existing Park facilities and creation of new facilities are limited in part by Park funds to care for new amenities, as well as some policies regarding use of space. Participants were asked about preferences in order to help future projects and budget priorities.</mark> Participants were asked about specific park amenities, what was generally most important to them in a park, and how far they'd go to find a park with these amenities. They were also asked how far, in general, they travel on a regular basis to get to area parks.

Context:
In general, participants reported that their favorite parks are those that make multi-generational outings comfortable. This means that parks have options for all members of the family group of generally 4-10 people, including grandparents, parents, and small as well as older children. For many, necessary facilities include: bathrooms, playgrounds (that have safe options for small children), sitting areas, and a safe and enclosed location.

Participants were also asked whether they would prefer tables *or* shelters for family outings. (This information was requested by the City Parks staff). Participants were often confused by this question. They stated that many parks close to their home did not have either (many of these responses came from participants from the Bethel area). No trend was identified for a preference, and in general both were preferred.

Tables were considered essential for family gatherings, and shelters considered essential to be able to have gatherings and go to the parks regardless of weather. One respondent said that shelters were most important, as people could provide their own tables, but expressed that shelters would be impossible to bring.

Soccer goals, specifically, are addressed in Section 5.

We collected information about the parks that participants are closest to, and the parks that participants choose to visit on a regular basis. This information was gathered to assess some geographic information, as well as to see where people frequent and, if they travel to parks far from their houses, what their motivation is for doing so.

This information was collected in part to help planners decide the best location for a pilot welcoming park, a concept talked about with some Park and Recreation staff. It also helps identify which parks are already being heavily utilized by the Latino community, which is helpful for general parks and recreation planning, and specifically for recreation event planning.[3]

---

[3] Note: Parks listed here include non-City of Eugene Parks: Emerald Park; and Orchard Point. The community does not distinguish between City owned parks and other parks in their daily choices. All parks are included to reflect the community's desires, preferences, and willingness to travel to specific park facilities and options. Additionally, it was not always clear whether participants were referring to Alton Baker or Owen Rose Garden/Spencer Butte area. Sometimes participants could only name the park

Parks within 15 minutes' walk	Count
Petersen	7
Mangan	3
Monroe	3
Lark	2
Alton Baker	2
Owen Rose Garden/Skinner's Butte	2
Washington Jefferson	2
Echo Hollow	2
Empire	1
Trainsong	2
Shasta	1

Other parks frequented (10-30 minutes driving, 30-60 minutes walking)	Count
Alton Baker	12
Owen Rose Garden/Skinner's Butte	14
Emerald	8
Skinner's Butte	3
Awbrey	2
Monroe	2
Washington	2
Hilyard	1

Recommendations:

1. If Parks adds amenities to an existing park to create a pilot site for a welcoming park, this park should also have bathrooms, a water source, and be open to allowing vendors.
2. Add shelters and/or tables to parks in areas with many Latino families in order to accommodate family gatherings. Large or multi-table configurations are important in order to accommodate larger family gatherings.
   a. These areas include, but are not limited to, the Bethel and River Road neighborhoods. Refer to census mapping for updated information in ongoing planning processes (*Philip Richardson).

---

as "down by the river." We asked questions to try and determine which park they meant depending on features they mentioned, and addressed the counts accordingly.

4	Picnic shelter and community center reservation policies and practices	• Where? • When?

Reservation policy discussion applies to any Parks or Recreation facilities that the public may reserve, such as tables, shelters, community rooms, and sports fields.

Context:
Participants were asked whether they had reserved a space at a park (shelter, tables, or field), what the process had been like for them, and what they would like to see in their "ideal" reservation system. Participants spoke of parks outside of the City of Eugene jurisdiction within the conversation, namely Emerald Park and Orchard Point. Applicable information is included to reflect participant preferences.

Official reservations: Five participants had used formal methods to successfully reserve a space within a park. Only one of these instances occurred at a City of Eugene park. This park was Petersen Park. The other parks where successful reservations happened were Orchard Point and Emerald Park.

Unofficial reservations: Four participants initially responded that they had tried to reserve a space at a park. However, when they described the process, it became clear they had used an unofficial method to do so. These participants had not heard of the official reservation process. Instead, for these participants, "reserving" a space meant arriving early in the day to put up decorations for the event. Of these four participants, three had returned later to find their decorations taken down and others using the space.

Knowledge of reservation process: Outreach participants, advocates, and people who work within the Latino community report that knowledge of the formal reservation system is not widespread in the Latino community. Advocates and those working within the Latino community discussed how the people who had experienced the removal of their decorations would have shared that their method or what they thought was "reserving" the space was frustrating and not successful, and word would have spread. These advocates and community workers stated that this could easily lead to feelings of frustration and feeling unwelcome in public parks.

Cost: Cost of reservations may be a major deterrent for the Latino community. A few participants reported that they had inquired about reserving park spaces (generally through family members with knowledge about the process). However, they had not gone through the reservation process because the cost was too high for their budget.

Ideal process: Many participants stated that they would like a reservation system to simply be "first-come, first-serve." The majority of participants commented specifically on language barriers for reserving spaces and stated that it would give them access if all parts of the reservation process (forms and speaking with Park employees) were available in Spanish.

o Making phone calls in English, especially for formal requests or inquiries, is difficult for non-native English speakers. Accents, grammar and vocabulary and the lack of facial or

hand gestures make it even more difficult to understand a different language over the phone for both parties and can lead to confusion, frustration, or poor service outcomes.

<u>Recommendations:</u>

1. Simplify the reservation process and make it English/Spanish bilingual. <mark>Online reservations, including the new, upcoming online reservation system, should be accessible by cell phone and accessible in Spanish. It would be most beneficial if this system aligned in some way with the online system to register for Recreation classes.</mark>
   - Ideally, there will be a link and/or forms available on a City-run Spanish-language Facebook page (See section (2): Marketing and Outreach).
2. Create Spanish/English information brochures that describe the reservation processes, types of spaces available to be reserved, and where these spaces are located.
   - Information material should include:
     - Lists of facilities that can be formally reserved for family gatherings (shelters, tables, open spaces, community centers or rooms)
     - Lists of soccer and other sports fields that can be reserved or used on a first-come, first-serve basis.
     - Pricing information
     - Location of all spaces
     - How to reserve spaces
     - Whether the spaces have family-friendly options, including:
       - Bathrooms
       - Playgrounds for small children
       - Open spaces/fields where children or family groups can play.
   - Distribute this information at the spaces that can be reserved, as well as in locations that Latino families use for daily life – schools, supermarkets, nonprofit organizations, community centers, et cetera, and City's Spanish-language Facebook site. (See section (2): Marketing and Outreach)
3. All spaces that can be reserved (tables, shelters, fields, et cetera) should have signage that indicates this in both Spanish and English.
   - These signs/labels should (1) briefly describe the formal policy for reservations and (2) provide a phone number for more information.
     - The phone number to call should have, at the least, a Spanish-language message informing Spanish-speaking callers how to complete their reservations.
     - Optimally, reservation schedules/calendars are made available to the public so they can where and when facilities are available before trying to contact staff for a reservation.
4. Leave some shelters or table groupings/other spaces to be available on a first-come, first-serve basis. Note where these are in all Spanish bilingual marketing and outreach. This will allow those without the means to pay by the hour to use spaces for important family events.
5. Consider a sliding-scale for the cost of park reservations.
6. Since several participants had positive and successful experiences at Emerald Park and Orchard Point, consult with River Road Park District and Lane County Parks about their

Spanish-bilingual reservation systems (a contact was listed for Lane County parks in the Phase 1 outreach report).

5	Facilitating informal pickup soccer games (formal field not necessarily required)	• Where? • When? • How?

Participants were asked if, and how often, they go to parks to play soccer. Thirteen of the 25 said they have gone to play, and three said they do so "rarely," "once," or "almost never." Nine of these go to parks to play informal games with their family, while the others have family members who play in formal school or community leagues.

Context:

Awareness:
Generally, participants were not aware of existing park soccer facilities outside of the few parks they went to on a regular basis. Almost everyone reported not knowing that they could reserve fields for private games. Their knowledge of field availability came primarily from other family members and friends.

Willingness to play in smaller fields:
The majority of participants reported that for their children or family games, a small field without formal equipment was fine, although bigger fields were nice. Primarily, a free and open space was important. However, for league games, they stated, official soccer fields are important.

Willingness to Travel:
The majority of participants stated that they would be willing to travel to parks with formal and informal fields, but that they would go much more frequently if it were close to their houses.

Not just a field:
Several participants mentioned that available fields and spaces, formal or informal, should be located in areas that have entertainment options for the entire family, including benches, equipment for small children, shelters, and playgrounds. Participants shared when they go to soccer fields, they generally go as a family or with friends. These groups include small children and adults of all ages. Participants cited Emerald Park as an example of an ideal park that has soccer fields alongside many other multi-generational family-friendly options.

Recommendations

1. Create informational material in English and Spanish that lists soccer and other sports fields and if they can be reserved *or* used on a first-come, first-serve basis.
   • Designate which fields are "formal" and include all official sport specs/equipment, and which are "informal" spaces that are appropriate for soccer/other field sports.
   • Include a specific welcome/invitation message for the community to come use these areas.
   • Distribute according to suggestions in section (2): Marketing and Outreach.
2. Create an up-to-date version of the park map that lists available facilities and resources. All material in this park map and these lists should be in English and Spanish.

3. Provide portable soccer goals (official specs and not to spec) in parks with field spaces. These could potentially be managed through partnerships with other willing programs operating in these park spaces. Contact Lane County Parks, as they have experience with this (see Phase 1 report).
    - Consult with Public Works (Kenneth Wofford) to determine which informal fields may be advertised as open for informal soccer games, according to their maintenance requirements and drainage specifications.
4. Consider a sliding scale for soccer and sports field reservations.

6	Name a park or community center for someone with cultural significance to local Latinos	• Where? • Named for who or what?

Participants were asked what they thought of giving a park a name that has cultural significance to the local Latino community. They were also asked if they had strong ideas about what it should be named, or how the naming process should be implemented.

Context

Support:
17 people supported the idea, and described how it would make them feel a stronger connection with the community, and allow the Latino community to have more of a presence within Eugene.

Dissent:
Not everyone supported the idea of naming a park. A few had strong feelings against it. A handful of participants mentioned that naming a park after a Latino leader who meant something positive for everyone would be difficult. Those strongly against it expressed the feeling that having one park with a name specific to the Latino community would feel like segregation, and exclusive. Five others were unsure or ambivalent. One stated that the name wouldn't change anything within the park, and it's more important to focus on its contents.

Informal names:
The Latino community already uses informal Spanish names to refer to their favorite parks. For example, every participant referred to Alton-Baker park as "Parque de los Patos," (Duck Park), and to Owen Rose Garden was "Parque de las Rosas," (Rose Park).

Process:
Participants in general did not express strong preferences for what this process should be. They wanted to be able to give feedback informally. A few participants suggested going to churches and/or schools and asking people to submit their ideas, and then going back to hold votes.

Recommendations:

1. When naming new parks, consider names that can be translated easily into Spanish and other languages. Although proper names are not often translated, it might create a feeling of inclusivity to include the translated names on the signs, maps, and other printed/online information.
2. When considering naming a park something the Latino community may connect with, consider using natural features but the Spanish name (example: Parque de las Flores – Flower Park), rather than focusing on names of specific Latino leaders, which may not have the same connotations for everyone.
3. Work with the community to choose these names. Using methods described in the Marketing and Outreach section, work with local Latino business, churches and schools to coordinate an effort that allows the community to have ownership over the process.

4. On Jan 16, 2017, a local Latina leader, equity advocate, and former City Council member, Andrea Ortiz, passed away. Since her passing, several members of the Latino/a community that were involved in this outreach, and some that were not, have contacted Lorna Flormoe, the project lead, with the recommendation of naming a park after Ms. Ortiz. Andrea Ortiz was not only a leader in our local Latino Community, but she was a local advocate for equity across the City and across vulnerable communities, for example: youth in lower income neighborhoods having access to green spaces; folks experiencing homelessness receiving equitable emergency services, and asking critical questions about downtown exclusion zones. She also served on the Bethel School Board, Trainsong Neighborhood Association, and worked with Court Appointed Special Advocates for Children. Her local presence and example may be a way to bridge local Latino communities and the community at large around a park name. Parks Planning staff should consider doing further outreach to explore this option.

7, 8, 9, 11	Programming, Public Art, Cross Cultural Education, Vendors, and Cultural Exchange	• Where? • When? • What? • How?

Context and recommendations for 7,8,9, and 11 have been combined because there was a great deal of overlap and synthesis in asking about and discussing these topics.

Context

Through a series of questions, participants were asked to talk about what would make Eugene parks, community centers and recreation programs seem more welcoming. In addition to asking generally, we asked specifically about festivals, public art, and cross-cultural education.

- Festivals were the most popular request. 14 participants stated they'd like to see more festivals for Mexican and/or international cultures. They described festivals as a way to learn about different cultures, build identity, and fight against racism.
- 8 people responded positively to community art. They discussed the power of community-made, multi-cultural murals in public spaces and hoped to see more in Eugene parks and community centers.
- Several people liked the idea of holding classes in Spanish regularly or occasionally in Parks and community centers throughout the year. They had an interest in a variety of different classes, which are discussed more below.
- Generally, participants were eager to have more activity within their parks and to make parks more of a "destination" and not just open space.

Festivals:
Participants were most eager to see more cultural festivals. However, participants had not generally heard of ones the City has or would soon put on. Participants wanted more programmed options to interact with community within their parks and community centers. Many participants were interested in large festivals and events as well as small, informal festival-like events that could be held in local parks and community centers.

Informal events:
Participants spoke nostalgically of events and programming that their hometown parks in Latin America would offer. These seemed to be more informal events that the neighborhood around a park would organize. A few participants referenced mini events that often included "demonstrations" that community members could take part in. These demonstrations might include food preparation, plants, native and indigenous crafts and games, et cetera. They described how these events brought their communities together.

Vendors:
22 people said that they were interested in vendors in parks. They said that park-based vendors would help parks feel less isolated. This would especially help facilitate family outings. Families expressed the frustration over not being able to purchase drinks or snacks in parks. They expressed nostalgia for simple snacks, like *fruta picada* (cut fruit), that were so commonly

available in parks where they are from. The simple presence of food options would make parks a more welcoming place and appealing family destination.

Many participants expressed interest in being vendors but stated they were afraid that rules and costs would make it impossible. Three people reported inquiring about the process of being a vendor for City events. These three reported that permit prices were prohibitive. None had proceeded in the process.

Advertising:
The few people who had been to city-run events had happened upon them during other outings. These events occurred in Alton Baker Park. No one had heard of them ahead of time.

Participants shared they would like to hear about events that would happen in Parks as part of their daily life. This included hearing about it on the radio and seeing advertisements in stores, receiving information from schools, or seeing it on Facebook. See section (2): Marketing and Outreach for more details.

Child-friendly programming:
Families reported that they wanted more options for their children. They were not interested in going to events or classes that do not have child-friendly options, including childcare or events for children. Many participants were eager for events that would showcase positive pieces of their cultures. Mothers expressed a desire that their children would experience childhood games, lore, and history from their cultures. A few participants expressed willingness to provide lessons or demonstrations, or said that there would be community members willing to do so.

Location
Participants would like to see events close to their communities, but also stated that Alton Baker Park is well set up for community member's needs – particularly for festivals. The key reasons they were interested in Alton Baker were that there were bathrooms, available space, and the space is known by the Latino community. They stated that locations within their neighborhoods would provide a more intimate feel. This would contribute to community participation and ownership over some of these events. Participants stated they would like to see more public events that involved them in planning and participation, rather than only having events that the City created "for" them.

Recommendations:

1. Create and advertise opportunities for community members to take part in festivals, classes, and other programming. Use the networks of those members who participate to help spread the word and get the community involved. See section 2: Marketing and Outreach for more about advertising.
2. During events:
   - Utilize Latino community volunteers or pay for Latino community members to provide culturally-specific events, including child-friendly events. These could include food or cultural demonstrations and offerings of cultural childhood games.
   - Reach out to Latino community members to provide food for events. Hire people from the community to cook at the event or bring items to sell. This will help

create a network of community members who come to the events because they heard about it from the cook. This has been a successful method for Petersen Barn Family Fun Night events.

3. Run "mini-series," or smaller events, in parks near Latino community. These events could include small food, craft, or game demonstrations. These can be community-driven
   - Recreation staff could collaborate to advertise and/or host these events. Community centers could create guidelines for community members, including what sorts of activities were welcome, whether or not the community members could charge for the events, et cetera. These events would supplement formal activities.
   - City could provide some degree of support for these activities, including rooms or tents, supplies, and/or stipend for community teachers.

4. Create a process that gives Latino community members the option to be food vendors in parks, especially those close to their home neighborhoods. This should include:
   - Forms in Spanish as well as English with clear regulations.
   - Someone to contact in Spanish if they have questions.
   - Minimal fees. Perhaps a sliding scale for the size of the operation or according to current and/or expected income.
   - Advertise this process according to recommendations in Section 2: Marketing and Outreach.

10	Address Safety Concerns	• How?

Participants were asked what made them feel uncomfortable or unsafe in parks. They were asked to describe whether they had ever felt uncomfortable in parks, and why. *Note: these interviews took place prior to the November 2016 presidential elections. It is highly likely that the feelings and concerns noted below may now be exacerbated for many folks from our Latino communities.

Context

Overall participant concerns were related to:

- Feeling nervous or uncomfortable about other park users behavior
- Feeling unwelcome
- Worries about racism
- The inability to communicate with authority figures in the community

Issues of empowerment:
Participants shared stories that reflected feelings of insecurity within Eugene's park spaces. Some participants shared they felt insecure when people smoked marijuana in parks, or when their children played in spaces where homeless people seemed to be camping, and where dogs are off leash. They were also concerned about the safety of playground equipment or areas in parks that are close to the river.

Participants also shared stories that reflected perceptions of being unwelcome. They described situations where they were concerned that their status as a Latino/a or non-English speaker compromised their safety.

Many participants described feeling concerned because they didn't know who to call or ask for help if something were to happen. They also didn't know who they could report something to. One participant who was concerned about his children's safety in riverfront parks stated, "*There isn't any security inside or entrances. People don't speak Spanish [and my English isn't good] so if something happened, who would help?*"

Participants shared they also didn't feel comfortable dealing with people on their own. One person said, "*I had a problem last year when I asked someone who was smoking to move, but he ignored me. I feel like he ignored me because I was Latina, because they look at me and don't care what I say.*"

Another participant, who is second-generation, stated that she and others feel generally uncomfortable when she enters city parks or other public spaces. In her words, "*I may not feel unsafe, but I feel generally uncomfortable. [It happens] any time you enter a predominantly white space. You'll feel intimidated and uncomfortable. There's always that element of discomfort.*"

Participants shared that they believe that they are perceived negatively by Eugene's white community. Their concern about safety in public spaces relates to this perception, as well as feeling cut off from important emergency services due to their language or lack of knowledge of services. In general, people said they did not know who they should contact in case of an emergency or to share any general complaints or concerns.

Recommendations:

1. Create clear, bilingual signs that welcome people to parks and open spaces (See Section 1 regarding signage)
2. Post information about emergency services located in the area and who to call with a complaint in English and Spanish – this could be included with park rules and the suggestion boxes mentioned in Section on Signage and Regulations.
3. Post or add the HRNI Rights Assistance Program phone number to park and community center signs and bulletins (contact Lorna Flormoe).
4. Increase the number of bilingual events that are welcoming to Latino and other Eugene minority communities, to encourage cultural mixing and acceptance.
5. Continue ongoing outreach efforts with the Latino community to build trust and familiarity in hopes of creating a more welcoming feel, as well as greater access to services.
6. To address safety concerns in parks (both criminal and regularory), increase the presence of people with City-backed authority in parks, such as Parks Ambassadors and EPD Officers. It is essential, that any staff that would play this role must be trained in cross-cultural issues and communication specific to the Latino community, and would ideally be bilingual English-Spanish.
7. Help the Latino community feel more comfortable within public spaces by following the recommendations listed throughout this report.

12	Nonprofit Collaboration	• Which communication tool? • Through what networks?

Nonprofit collaborations are extremely important to the City for service delivery and outreach to some communities more than others. This project was no exception. Lessons learned are drawn from this project as well as from outreach with advocates and nonprofit leaders who shared information and recommendations for working with nonprofit organizations on ongoing and future projects.

Context:

Roles of Nonprofits in City Collaborations:
Different City departments have collaborated with nonprofit organizations to gain better understanding and create better access for the Latino community in a variety of ways. Most commonly, City staff engage with nonprofit organizations serving the Latino community to 1. Gain access to the Latino population to advertise services and events; 2. Gain access to the Latino population to receive feedback about City services; 3. Work on specific, ongoing projects.

Capacity:
Nonprofit organizations' capacity to collaborate is limited in part by availability of staff, time, space, and receptiveness, need, and availability of their affiliated community. Nonprofits spend their capacity on achieving their individual missions – and some are doing so on a shoestring budget. In Eugene, organizations that work with the Latino community have distinct missions and work with unique segments of the population, they work hard to establish trust and relevance with these communities.

Nonprofit organization leaders report that they welcome partnerships with the City that advance their missions, do not overtax their capacity, and/or provide critical resources to their organizations that are related to their missions.

Compensation:
City collaborations with nonprofit organizations may require non-profits to receive some compensation for their support of City projects. However, not all compensation is monetary. Nonprofit organizations described the idea of "compensation" in several ways. Sometimes, compensation may represent money, to compensate for organization's time and staff efforts. Compensation may also be considered as benefit received to their organization and the community with whom they work. What non-profit organizations require may vary based on their current staffing, funding, and mission/goals. Early and open conversations with non-profit appropriate organizations about the project and expectations can help ensure that City-driven collaborations respect the capacity of non-profit organizations, provide mutual benefit and maintain and build relationships with non-profit leaders and the communities they serve.

Structure of Phase 2 PRSP: Latino Outreach Collaboration:
City of Eugene HRNI worked primarily with Downtown Languages to help arrange space, time, and access for participant interviews. HRNI staff considered non-profit missions, capacity, and

effect on the non-profit's target demographics before approaching Downtown Languages as an outreach partner.

Downtown Languages offers language classes to Latin American immigrants. Their Pilas program provides low cost English classes to Latino immigrants. Many Pilas participants have young children. This demographic is likely to heavily use public parks. They also are likely to faces significant barriers in accessing government services and providing input into government processes. DTL helps their participants gain access to City/government services, in addition to teaching English courses.

In discussions before and after the interview process, Downtown Language staff agreed that this was a good opportunity for their program participants to have the ability to interact with the City and share opinions on a very relevant topic. Downtown Languages participated both because they felt the project furthered their mission and benefited their families. The City of Eugene was able to provide Downtown Languages monetary support for outreach assistance - for their time and assistance recruiting participants, coordinating interview times and providing a trusted, familiar space for the interviews. As an incentive, the City also offered a $50 dollar grocery card and a family punch card pass to City pools to interview participants. Downtown Languages felt it was very relevant and appropriate to compensate interview participants. Interviewees were very appreciative. These was a successful incentives that built relationship and trust between City staff, DTL and the families they serve.

In addition to debriefing to gain feedback about the process, the City will provide copies of the report to the nonprofit so that DTL can share outcomes with their program participants.

Recommendations:

1. When approaching non-profit organizations about a collaboration, consider key factors:
   - How does a potential collaboration relate to the organization's mission?
   - What resources (employee time, skills, access to the community, services, etc.) are you asking the non-profit organization to invest?
   - What resources are you offering in return? (monetary, access, services, etc.)
2. Approach the nonprofit organization in a timely fashion. Annually, biannually or at the beginning of a project, not at the end or near the end.
   - For example, if the City is planning a Latino festival or related event, engage nonprofits during the planning process, and ask where they think they could provide help and what they might like to be involved in. Do not wait until the end of the project and simply ask for help in advertising the event or if they want to have a table there.
3. Think critically about whether your project is a good fit with the non-profit's mission and needs and the needs of their clients, and use these as measures for how or whether or not you consider reimbursing the nonprofit. Are you asking for a collaboration that only advances a City project, such as asking a small nonprofit to advertise a City event? Consider monetary reimbursement. Are you asking for access to the community? Consider monetary reimbursement to the nonprofit, and other incentives (such as coupons for pool access) to participants. Are you seeking a long term collaboration?

Have thoughtful discussions with the nonprofit organization (way ahead of time) to see if it fits their current goals, and work with the organization individually to determine how mutual benefit can be achieved.

4. Keep nonprofit organizations informed of project outcomes – once a project has been completed, offer the chance for nonprofit organizations to comment on the collaboration process, as well as the results.

5. Look for ways to build long term relationships with non-profit organizations and directly with the communities with which they work.
   - City staff may attend open non-profit events, meet community members and staff and talk about services the City offers.
   - Centro Latino Americano offers space to local organizations to table each month when community members come to pick up bus passes. Contact Centro to learn more about this opportunity.

6. To increase capacity and City-community interaction look for ways to build networks with the Latino community outside of local non-profits.

7. Centralize and standardize these practices.
   - Many City departments work with, or are interested in working with, nonprofit and community organizations to increase outreach and to host Latino-friendly events. City should collaborate on resources and standardize and consolodate their collaborative and outreach practices.

Examples of requests that may challenge nonprofit capacity restraints or create tension between potential collaborators, and suggestions on how to modify the request.

9. Asking a non-profits to text their clients reminders about City events may create an overload of information for community members and is time-consuming to already resource-strapped non-profit organizations.
   - Try**:** (1) Talk with non-profit leaders to see which City events best match their non-profit's mission, and ask how the non-profit might be interested in helping to advertise for them – fliers, hosting a City representative to talk about the event, texts, et cetera. (2) Offer compensation in exchange for a phone-based "alert" system where the non-profits can text clients interested in information about City events.

10. Asking a non-profit to help provide community classes, but not providing the majority of staff and support. This creates a large burden to the non-profit organization and detracts from their organization's goals and missions.
    - Try: (1) When collaborating on a service, first discuss which resources and services each organization is able and willing to provide. Determine how it benefits the non-profits' clients. (2) Consider compensating the non-profit if it will take the non-profit away from its other, funded activities for a significant amount of time, or if it does not provide significant value to the non-profit's current clients.

11. Planning a City event and approaching non-profit organizations for opinions and support only after the majority of planning is complete, with little time left before the event takes place. This pulls non-profit organizations away from their scheduled activities and does not allow non-profits time to contribute or develop processes or opinions for the event or outreach.
    - Try: (1) Approach the non-profit organization early, at the beginning of planning, in order to get feedback for event planning and on how the non-profit would like to be

involved in the process. This allows non-profit organizations to plan for involvement, provide input, and involve their clients meaningfully.